



Handwriting Policy

May 2022

Version	Date	Author	Status	Summary
1.1	May 2022	E.Walker		Handwriting appendixes for year group progression of skills

Last Reviewed By: E.Walker

Date of next Review: May 2025

Introduction

At Southwood Infant School we believe that legible, economical handwriting is an essential tool that facilitates the entire manual writing activities children and adults undertake. We aim to teach the children to write in a style that enables the letters to be joined up easily. If they find the physical act of scribing achievable and comfortable, they will be likely to develop into confident effective writers.

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in EYFS and Year 1 and in Year 2 to use a joined style in order to increase fluency and speed.

It is important that all children

- Having a correct pencil grip
- Forming all letters correctly
- Knowing the size and orientation of letters
- Using diagonal and horizontal joins in Year 2

Teaching time

There should be at least 3 x 15 minute handwriting lessons each week in Year 2 as well as time to practise during daily Phonics sessions.

In Year R the progression of handwriting letters follows the 'Little Wandle Letters and Sounds revised scheme. These short regular sessions involve the teacher directly modelling the correct starting position and formation of letters. Children who find handwriting difficult will be targeted for interventions either fine motor related to help build muscle or specific letter formation.

Handwriting in Year R

Early Learning Goal – Writing

Write recognisable letters, most of which are correctly formed. • Spell words by identifying sounds in them and representing the sounds with a letter or letters. • Write simple phrases and sentences that can be read by others.

Typical behaviours that relate to handwriting for this learning goal:

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'Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence'.

'Write own name and other things such as labels and captions'.

'Attempt to write short sentences in meaningful context'.

Core learning skills for handwriting:

'Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly'.

'Early years outcomes'; September 2013; Department of Education.

'Early years foundation stage profile 2022 handbook'

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

Handwriting In Key stage 1

Year 1

Statutory Requirements - Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2

Statutory Requirements – Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.
- for those children working at greater depth most letters should be joined.

'English programmes of study: key stages 1 National curriculum in England';
September 2014' Department for Education

Lower case Letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

Once children In Year 1 have completed the phonics scheme which teaches print, children are taught to form the pre-cursive letters with a 'lead in' and 'lead out'

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(commonly referred to as a flick) ready for joining (cursive script). Once all letters are correctly formed and orientated, joining is taught in structured handwriting sessions. The letters are taught in groups of similar stroke patterns. The cursive handwriting style starts and ends most letters on the line. Cursive writing can help children of all abilities eradicate problems like reversal and remove the problem of large spaces between letters. It also helps with remembering spelling patterns.

Getting ready to write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

- Children should write with a pencil (or pen when introduced at the appropriate time) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Handwriting Homework

In Key Stage 1, if a teacher feels it necessary, handwriting homework is set for those children who need further support and is sent home by the class teacher in the form of a handwriting book. This should be returned (as completed) on a weekly basis for

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the teacher to administer new letter joins and offer support where needed. New pupils to Southwood still using print will be given a sheet showing the cursive handwriting style (see Appendices attached).

Assessment and Monitoring

Teachers assess children's handwriting in the class and support and extend where necessary. The Literacy Leader regularly reviews handwriting as part of their work sampling schedule. Evaluation is encouraged to enable staff to share ideas for handwriting activities and discuss points for improvement. Professional development needs of staff are identified annually and feedback on external courses is given in staff meetings.

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum?

Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?

- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with age related expectations?

Ratified by the Governing Body:

Review Date:

Signed

Handwriting Appendices

Year R Letter Progression

Year R	Autumn	Spring	Summer
Week 1	s a	z w	I L
Week 2	t i	ng v	T J
Week 3	p n	oo y	U Y
Week 4	c k	x ch	C O
Week 5	e h	sh th	A D
Week 6	r m	qu ou	G Q
Week 7	d g	oi ue	E H
Week 8	o u	er ar	N M
Week 9	l f b	h o	R B P
Week 10	ai j	r u	K V W
Week 11	oa ie	consolidation before capitals	X Z
Week 12	ee or		F S

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Year 1 Letter Progression

Year 1	Autumn	Spring	Summer
	<i>Consolidation Term</i>	Practising diagonal/ horizontal joins	
	<i>long ladders</i>		
Week 1	<i>i l t</i>	at all	one ome
Week 2	<i>j u y</i>	th ch	oa og
	<i>curly caterpillars</i>		
Week 3	<i>c o a</i>	cl in	wa wo
Week 4	<i>d g</i>	im cr	ol ot
Week 5	<i>q e</i>	tr dr	wh oh
	<i>one armed robots</i>		
Week 6	<i>h n m</i>	lp mp	of if
Week 7	<i>r b</i>	id ig	i u a o e
Week 8	<i>p k</i>	nd ld	I L T J U Y
	<i>zigzag monsters</i>		
Week 9	<i>v w</i>	ng ee	C O A D G Q
Week 10	<i>x z</i>	ai ay	E H N M R B
	<i>curly caterpillars</i>		
Week 11	<i>f</i>	ime ine	P K V W X Z
Week 12	<i>s</i>	op oy	F S

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Year 2 Letter Progression

Year 2	Autumn	Spring	Summer
Practising diagonal and horizontal joins with and without ascenders			
Week 1	<i>j g x</i>	ir ur	ea ear
Week 2	<i>y z b</i>	er or	ft fl
Week 3	<i>f p q</i>	oor url	fu fr
Week 4	<i>r s</i>	irl irt	qu rr
Week 5	eel eet	ere air	ss ff
Week 6	ice ide	dis ws	I L T J U Y
Week 7	ow ou	sh si	C O A D G Q
Week 8	oy oi	su se	E H N M R B
Week 9	oa ode	sp sm	P K V W X Z
Week 10	ole obe	rs	F S
Week 11	ook ool	Revision of any of above	Revise height of ascenders
Week 12	Revision		

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during the refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.



Push palms



Pull hands



Hug yourself tightly



Reach high, one hand, then other
Reach - make circles in the air

* BLOCKS



Pull up on chair



* Stack your blocks



Assume an outrageous posture



Stack your blocks again!