



Attleborough Primary School

Inspire

Achieve

Grow

Handwriting Policy

Date: March 2022

Review: March 2025

At Attleborough Primary School, we place a high importance on children being able to write with fluency and ease, so that when writing their ideas, they are not inhibited by the physical act of handwriting and forming letters or digits. The correct formation of letters and digits is such an imperative skill to establish as early as possible and the benefits are huge. Neat, controlled and consistently sized handwriting enables a child to develop their muscle memory, fine and gross motor skills, have good posture and to memorise key spellings.

Aims:

We aim for our children to:

- begin by achieving a neat, legible and comfortable style of handwriting with correctly formed letters with lead out strokes
- over time develop flow and speed as writers become secure in joining up the letters automatically in their independent writing.

In order to achieve these aims, the following principles are followed:

- Handwriting is taught daily in classes, groups and individually using our own specially created handwriting programme to help children to make progress with the physical process of writing
- These sessions have a clear purpose and are short and pacy lasting between 5 to 10 minutes
- In all year groups, teachers assess the handwriting needs of their class and differentiate their teaching accordingly reinforcing letter formation skills and introducing letter joins from Y2 onwards
- Correct pencil hold (tripod grip) is introduced from the moment children enter EYFS
- Skills are often reinforced through phonics and spelling sessions
- When marking, writing comments or modelling writing around the class, members of staff use the same handwriting that we teach
- Display writing throughout the school includes a mixture of joined up writing, print and computer-generated writing so that children are exposed to the variety of writing that they will encounter through their lives.

The three stages of our school's Handwriting Progression Skills are;

Stage 1

Gross motor movements with different media e.g. paintbrushes, water or foam. Fine motor skill activities with different equipment e.g. tweezers, peg boards, chopsticks. Practise 'pre-handwriting' patterns. 'Rocking Round' letters: a, d, g, q, c. Children's names with the capital letter.
'Climb 'n' Slide' letters: i, u, w, t. Digits 0 - 9
'Loopy' letters: e, l, h, k, b, f, j.
'Lumpy' letters: n, m, v, x.
'Mix 'n' Match ' letters: p, r, s, o, y, z.

Stage 2

Diagonal 'up' joins: ay, ch, co, dr, ef, fi, he, ic, kn, la, mo, nt, qu, rl, st, uv, zi. Diagonal 'down' joins: oe, we, ve
Horizontal joins: ou, ow, vo, wr, oi, ra, of, on. Begin to join their own name.

Review which letters are not joined onto any other letter: b, p, y, g, j, x.

Join high frequency words: the, it, she, in, with, my, you, to, is.

Join their own name – first and surname.

Join the following high frequency words:

and, said, went, was, they, for, at, his, but, that, all, can, are, up, had, what, there, out, this, have, some, so, not, then, were, little, as, no, mum, one, them, do, to.

Join the following high frequency words:

me, down, dad, big, when, see, looked, very, look, come, will, into, back, from, him, just, now, oh, about, their, people, your, put, could, house, old, day, get, got.

Join the following high frequency words:

made, time, if, help, called, here, off, asked, saw, make, an, about, after, again, another, ball, because, been, boy, brother, did, dig, door, first, girl, half, has, home, how, jump, last, laugh, loved, love, good.

Join the following high frequency words:

man, many, may, more, much, must, name, new, next, night, once, our, over, push, pull, ran, school, seen, should, sister, take, than, these, three, took, tree, two, want, water, way.

Join the following high frequency words:

Where, who, would.

Join a range of current topic words.

Stage 3

Practise weekly spellings using joined up.

Teach about the different ways to present work in books.

Start to build up speed and fluency when writing.

Learn and practise key spellings using joined up.

Reinforce all previous work, especially considering the spacing of letters, consistent spacing and size, distinguishing ascenders and descenders. Reinforcing that the capital letter is not joined. Also, analysing writing styles and presentation choices.

Progression

Our well – structured, personalised handwriting progression programme starts from the first day a child enters EYFS and is built on term after term, year after year and is continued until they leave our school in Year 6. We recognise that some children, no matter which year group they are in, may need to re-visit Stage 1 and work through the programme to help them to develop their fluency.

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work across the curriculum. Bad habits in handwriting can be adopted very quickly. Focussing on a child that is forming even just one letter incorrectly, will soon help to change the formation of several linked letters.

Provision for left handed children and children with weaker fine motor skills.

Left-handed children are encouraged to sit to the left of right-handed children, so their elbows do not bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body. Pen grips and writing slopes are available for children to use if they will benefit from them.

Resources and Writing Materials

Pen licences are only given out when a child takes constant pride in the presentation of their work in all lessons. This includes having good posture when sitting, forming all of the digits and forming and joining upper and lower case letters correctly, including using consistent spacing and size. Writing at good speed and using a ruler accurately should also be taken into account. If a child with a particular special need finds it easier to use a pen, due to less pressure needing to be applied to the page when writing, then this is for the child's teacher to decide.

Each class will have their own supply of standard blue handwriting pens that the children can use in a lesson. We will not use a pen in maths lessons.

Celebrating Achievements in Handwriting and Presentation

Children who show excellent presentation in their work will be able to earn presentation awards in our celebration assemblies.

Assessment and Standards

All staff model handwriting whenever they are writing at school. Teachers do this as part of their daily shared writing and when marking books. When TAs are writing up children's ideas and vocabulary they also use modelled handwriting. When writing the date and title staff verbalise their choices about whether or not to join specific letters and talk through the relative size of letters using the correct terminology (Rocking Round letters, Climb and Slide letters, Loopy letters, Lumpy letters, Mix N Match letters, diagonal up/down joins, horizontal joins.) Handwriting is also assessed as part of book looks and teacher's modelling of handwriting is a focus point in appropriate lesson observations. All feedback from teachers should be written in joined style, unless the child is working in EYFS and Y1. In this instance it should be printed rather than joined, until the children's reading ability has progressed. High standards in presentation from teachers and the children should always be expected. If a piece of work is not presented to the best of that child's ability, they should consider how they can improve and after reflection rewrite that piece of work to a higher standard.