

Handwriting policy

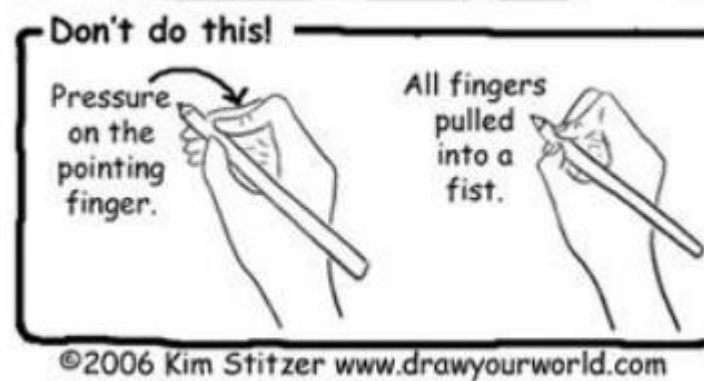
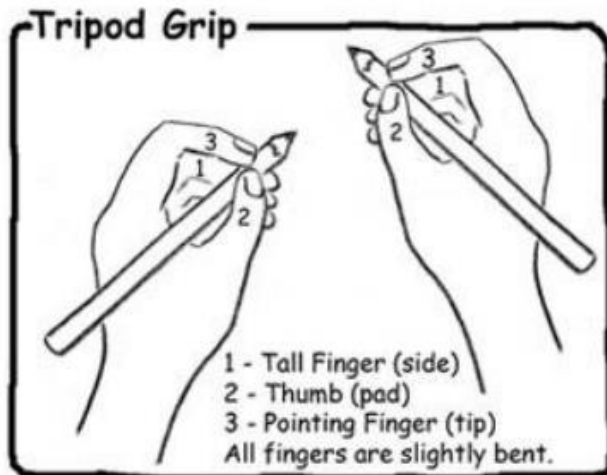
Getting ready to write

Seating and posture

- To accelerate letter formation, children should be sat at a table rather than on the carpet.
- Chair and table should be at a comfortable height.
- Children must sit up straight, with both feet firmly on the floor.
- Left handed pupils should sit on the left of their partners.

Pencil grip

- A tripod grip is the most efficient way of holding a pencil



Different styles of pencil grips and slope boards should be explored for those who have fine motor difficulties.

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

Progression of letter formation

Letter formation through print to cursive will be taught through letter families.

Clever cats - c, o, a, d, g, q

One armed robots - r, n, m, p, b, h, k

Zig - zag monsters - v, w, x, z

Ladder letters - l, i, j, t, u, y

Lucky leftovers - e, s, f

Reception - Expectation print

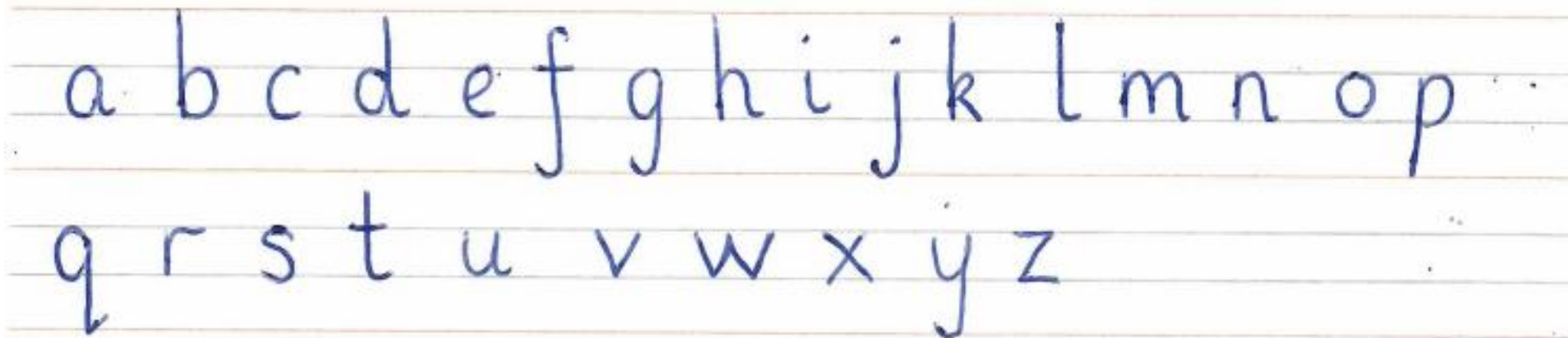
Modelling expectation of adults - All print

Autumn - immersion in what the letters look like through activities and phonics (follow ELS phonics sequence of letters). Time to work on motor skills so that children are ready for writing.

Spring 1 - Introduce discrete handwriting practise through letter families after phase 2 is complete (this should be the start of Autumn 2 but this may differ for specific groups depending on assessments and therefore we will begin formal handwriting sessions in the spring term). Handwriting taught in a progressive way - ordered using basic handwriting patterns (vertical lines, horizontal lines, the 'c' shape and arches). Reception should only be taught print with no lead ins. Follow handwriting phrases as below - these as for lower case letters and not capitals.

Summer 2 - Continue to practise letter print with those who are not secure and introduce capitals.

	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	c o	p b	Clever cats	A B C D E
Week 2	a d	h k	Ladder letters	F G H I J
Week 3	g q	e s f	One armed robots	K L M N O
Week 4	l i j	v w	Lucky leftovers	P Q R S T
Week 5	t u y	x z	Zig-zag monsters	U V W X Y Z
Week 6	r n m	consolidation of lowercase	consolidation of lowercase	Consolidation of capitals



Year 1

Autumn term - continue to embed print and capital letter formation.

Spring term - from Spring term model joining digraphs/trigraphs with the lead out in the ELS order.

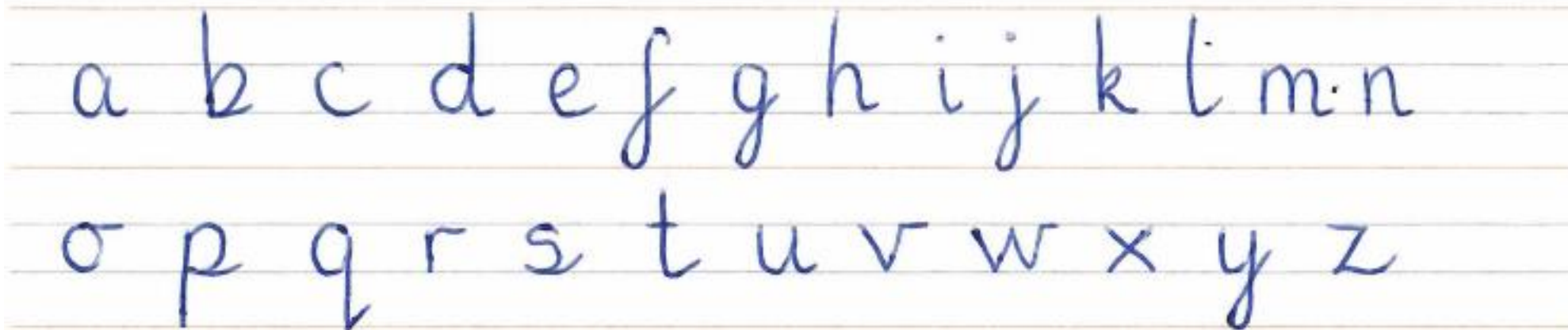
From Year 1, handwriting should be completed within a handwriting book to ensure a consistent letter size.

Do not join q or x to the next letter.

Environments need letter formation displayed.

	Autumn 1	Autumn 2	Spring 1 - joining di/trigraphs	Spring 2 - joining digraphs	Summer 1	Summer 2
Week 1	Clever cats	A B C D E	ch sh th	er ow ay	Clever cats	Assessment
Week 2	Ladder letters	F G H I J	ng nk ai	ou it ea	Ladder letters	Teach those letters that are not secure
Week 3	One armed robots	K L M N O	ee oa ar	oy ir ue	One armed robots	
Week 4	Lucky leftovers	P Q R S T	ur oo or	aw wh ph	Lucky leftovers	
Week 5	Zig-zag monsters	U V W X Y Z	ow oi igh	ew oe au ey	Zig-zag monsters	
Week 6	Assessment week to identify those	Assessment week to	ear air ure	Assessment week to	Assessment	

	who need intervention	identify those who need intervention		identify those who need intervention		
--	-----------------------	--------------------------------------	--	--------------------------------------	--	--



Year 2

Children to be taught how to join from the initial letter following the letter families. The expectation is that the children join the first two letters to secure the joining formation, however some may be able to join all letters. Some letters as detailed below, do not need to join and this needs to be explicitly taught. Some letters also have a week for teaching, as they have trickier joins. All handwriting needs to be completed within a handwriting book to ensure consistent sizing. The words below are set as a starting point expectation and are generally Year 1 common exception words, however additional words can be added for the needs of the children.

Summer Term - Continue to provide small group teaching for those who have specific handwriting barriers. Teach handwriting through spelling where possible.

Modelling expectation by adults - modelling cursive

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Joining c - cat, car, can Joining a - are, ask, air	Joining u - up, us, use Joining y - yes, your, you	Joining f - for, full, friend	Teach cursive	Teach cursive	Teach cursive

				alongside spelling lessons	alongside spelling lessons	alongside spelling lessons
Week 2	Joining o - our, one, of	Joining r- red, run, row	Joining v - van, very, vet Joining w - we, was, were			
Week 3	Joining d - do, dog, did Joining g - go, got, get	Joining n - no, not, now Joining m - me, my, mum	x (not joining) - next, axe, text Joining z - zoo, buzz, zip			
Week 4	Consolidate clever cats alongside teaching q - (not joining) queen, quick	Joining p - put, pull, push Joining b - be, by, but	Consolidate letters that children have found tricky			
Week 5	Joining l - let, lot, love Joining i - it, is, in	Joining h - he, his, has Joining k - kit, king, kite	Consolidate letters that children have found tricky			
Week 6	Joining j - jump, jot, jog Joining t - to, the, today	Joining e - eat, ear, eye Joining s - says, said, she	Consolidate letters that children have found tricky			

KS2 catch up expectation.

Teaching of handwriting needs to be timetabled daily to begin with, where the current need is whole class. Teaching needs to follow the Year 2 weekly timetable, ensuring that each session starts by recapping the formation of the letters being explored that week with lead outs. The words above are a guideline but can be changed to link with current vocabulary and spellings being taught.

Once the majority of the class are secure within cursive handwriting, those who are not secure will need interventions (repeating the Year 2 timetable).

Use of pens/pencils

Foundation stage and KS1 are to use pencils.

Once children enter KS2 and are secure within cursive handwriting they may then move onto using a pen. The pen must be dark blue and should be a 'handwriting pen'.

Some children in UKS2 may struggle with handwriting and feel excluded if they are the only ones still using a pencil. To be inclusive, it is up to the teachers to ensure that the use of pencil is not a barrier to writing and doesn't knock self-esteem.