



# Grange Infant School

# Handwriting Policy

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Date:

Ratified: [Sep 2019](#)

Approver:

[LGB](#)

Version No.:

[Version no 1](#)

Next review:

[Jan 2020](#)

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## **Intent:**

Here at Grange Infant school, we are proud of our pupils handwriting and we place high value on children taking pride and care over their work. We use Letter-join as the basis of our handwriting policy in school which covers the requirements of the 2014 National Curriculum. Handwriting is a basic skill that influences the quality of work throughout the curriculum. AT the end of key stage 1, we intent pupils should have the ability to produce cursive, legible and eventually speedy handwriting. We aim to make handwriting an automatic process that does not with the creative and mental thinking of the children. As a catalyst to develop cursive and legible handwriting, we encourage parents and carers to use Letter-resources at home and have arranged for free access to the home edition of Letter-join.

In the Early Years there is a big emphasis upon gross motor skills and then fine motor skills. We use a range of resources to practice these basic skills. This moves into correct letter and number formation with a focus on both upper and lower case letters. We use Letter-join to ensure a consistent and progressive approach to the teaching and practice of handwriting. This is supported by website examples for pupils and parents, pupils practice books and lesson plans.

## **Implementation:**

### **What does handwriting look like at Grange Infant School?**

- We take the view that handwriting should be taught 15 minutes per day. Early Years provide a range of pre-writing opportunities in the continuous provision as well as taught pattern formation. This moves into letter formation towards the end of term 1 into term 2 as a direct teach with opportunities to practice through practice sessions and writing opportunities.
- As a school, we use letter-join to teach our children using a pre-cursive formation. Teacher use immediate interventions from class teachers when appropriate for the children. Early years start with pattern formation to ensure correct pencil grip and control. When ready, children are then taught pre-cursive letter formation.
- Incorrect letter formation must be picked up on and corrected as soon as the child is forming letters in line with the school feedback and marking policy. Children must start and finish the letter in the correct place.
- Extra handwriting groups occur in classes throughout the school where the class teacher feel that additional handwriting support is required. For pre-writing, children will have access to fine motor interventions where deemed necessary to develop their pencil grip and pencil control ready for handwriting.
- All staff model using pre-cursive in the Early Years and Year 1, with Year 1 teachers moving towards a cursive approach to handwriting by the end of the year to ensure children are 'next phase ready' and ready for cursive approach in Year 2.
- On the website, parents can have access to the schemes letter formation so they will have the same expectations with homework. These will be shared at the first parents evening in term 2.

- Handwritten displays by teachers need to be pre-cursive in the Early Years and Year 1 (moving towards a cursive approach towards the end of the year in Year 1). Year 2 handwritten displays need to be cursive.
- Displays with printed font need to use the letter-join's font which is pre-cursive for Early Years and Year 1 and then cursive in Year 2.

## Correct formation of letters and numbers:

Cursive Lower Case Letters



## What is expected of our children in each year group:

EYFS: For our youngest pupils, we aim for two taught sessions per week (initial teach and a re-teach) and resources to be available in the continuous provision for consolidation. We focus on:

- ✓ Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- ✓ Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tablets.
- ✓ Letter learning to familiarise letter shapes, formation and vocabulary.

KSI: Teaching will continue with the above but will focus on:

- ✓ Gross and fine motor skill exercises
- ✓ Cursive handwriting reinforcement, learning and practice

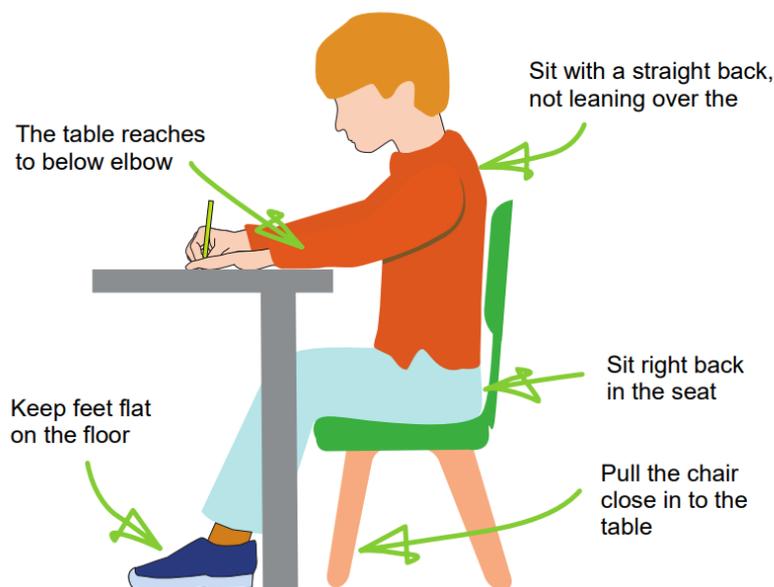
|               | <b>Statutory Expectation</b>   | <b>School Expectation and Provision</b>   |
|---------------|--|---|
| <b>EYFS</b>   | <p><b>Physical development</b><br/> <b>Moving and handling:</b> children show good control and co-ordination in large and small movements. They handle equipment and tools effectively, including pencils for writing.</p> <p>To become a writer<br/>           To develop a tripod grip<br/>           To mark make<br/>           To begin to form letters starting on the line in partnership with the teaching of letters and phonics, using Letter-join<br/>           Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly</p> <p>EYFS will teach the letter formation in line with Letter-join and use modelling to help the children learn the direction of their pencil.</p> | <p>Opportunities for mark making linked to their interests:</p> <ul style="list-style-type: none"> <li>✓ Develop gross motor skills</li> <li>✓ Fine motor skill activities</li> <li>✓ Finger strengthening</li> <li>✓ Play dough</li> <li>✓ Dough gym</li> <li>✓ Pincher grip activities</li> <li>✓ Chunky pencils</li> <li>✓ Threading</li> <li>✓ Manipulating small parts</li> <li>✓ Fastening and unfastening</li> <li>✓ Tracing patterns eg 'Write from the start'</li> <li>✓ Sparkies as an intervention</li> </ul>  |
| <b>Year 1</b> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✓ Sit correctly at a table, holding a pencil comfortably and correctly (see appendix 1)</li> <li>✓ Begin to form lower-case letters in the correct direction, starting and finishing at the right place (correctly using pre-cursive style)</li> <li>✓ Form capital letters (correctly)</li> <li>✓ Form digits 0-9 (for all numbers correctly)</li> <li>✓ Understand which letters belong to which handwriting 'families' (eg letters that are formed in similar ways) and to practise these</li> </ul>  | <p>Opportunities for writing linked to their interests and text led approach in school:</p> <ul style="list-style-type: none"> <li>✓ Encourage correct sitting when doing best handwriting (as appropriate).</li> <li>✓ Continue fine motor activities as above as and when appropriate for individual/ groups of children</li> <li>✓ Teach letter formation and join graphemes as they are taught in phonics and linked to letter-join scheme when children are ready to join</li> <li>✓ Practice joins in handwriting books during taught sessions.</li> <li>✓ Move onto narrow lined books when ready</li> <li>✓ Write on every other line in books to allow space to re-</li> </ul> |

|               |  |   |
|---------------|--|---|
|               |  | <p>write during drafting and editing processes</p> <ul style="list-style-type: none"> <li>✓ Provide challenges in outside and inside area as appropriate for individuals</li> <li>✓ Handwriting books for handwriting lessons</li> </ul>  |
| <b>Year 2</b> | <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>✓ Form lower-case letters of the correct size relative to one another</li> <li>✓ 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 un-joined</li> <li>✓ Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>✓ Use spacing between words that reflects the size of the letters</li> </ul> | <p>Opportunities for writing linked to their interests and text led approach in school:</p> <ul style="list-style-type: none"> <li>✓ Explicit teaching of handwriting joins – systematic approach to ensure all joins are taught correctly using Letter-join</li> <li>✓ Narrow lined books are used</li> <li>✓ Handwriting books for handwriting lessons – linked to spelling rules and graphemes</li> <li>✓ Encourage joined writing as soon as possible of correct size</li> <li>✓ Greater depth – must be joined across all curriculum subjects</li> <li>✓ Interventions for those not joining and not using narrow lines</li> </ul> |

## Appendix I

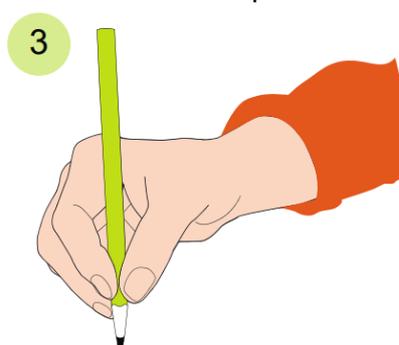
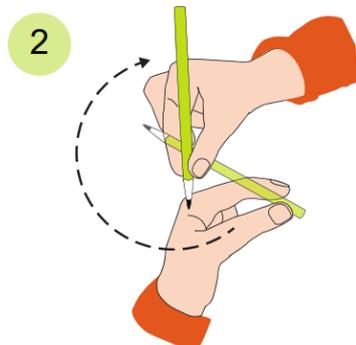
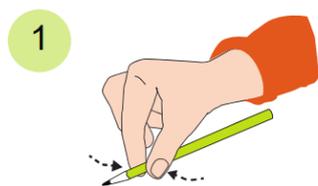
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

### SITTING POSITION



## THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

### Impact:

Our policy enables pupils to develop a neat, legible handwriting style using continuous cursive letters by the end of Year 2 that leads to producing letters and words automatically in independent writing.

### EYFS

By the end of the EYFS, children will be able to:

- ✓ Begin to sit in the correct position and hold a pencil correctly to allow fluid movement of the tip.
- ✓ Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as: modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, tablets.
- ✓ Understand the language needed to describe pencil movements in preparation of letter formation.
- ✓ Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature
- ✓ Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'

## **KSI**

By the end of KSI, children will be able to:

- ✓ Write legibly using upper and lower case letters with correct joins.
- ✓ Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- ✓ Leave the correct space between words.
- ✓ Form capital letters and use where appropriate.
- ✓ Form numerals that are consistent in size and sit on the base line.
- ✓ Begin to form printed letters and understand when they are to be used.
- ✓ Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.