



Handwriting Policy

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School Name: Grange Infant School
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Author: Emma Rudman
Owner: E Rudman
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Handwriting at Grange Infants

What do we intend to do?

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 intend pupils should have the ability to produce cursive, legible and eventually speedy handwriting. We aim to make handwriting an automatic process that does not disrupt 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-case and lower-case letters. This academic year we intend to use a new phonics programme called 'Little Wandle' within this programme there are rhymes which help the children with the formation of letters. Leading to them developing a print style of writing, which is a direction from within the 2021 Statutory framework for the early years' foundation stage.

What does handwriting look like at Grange Infant School?

- We take the view that handwriting should be discreetly taught for at least 15 minutes per day. During this lesson the teacher will demonstrate the expected handwriting for the year group using single letters and words. This will be a whole class exercise in Year 2 and groups leading to whole class as the year progresses in Year 1.
- Within the Early Years discreet teaching will start using the phonics programme Little Wandle, building up to extra discreet practice. These children will start with pattern formation to ensure correct pencil grip and control. When ready, children are then taught how to form each letter correctly using print.
- As a school, we use letter-join to teach our children handwriting using progressive techniques as they move through Year groups. When children are struggling immediate intervention by the teachers are used to support them through demonstrating letters within their handwriting books.
- Alongside discreet sessions the children in the Early Years and those at the start of Year 1 will be provided with a range of pre-writing opportunities in the continuous provision.
- Incorrect letter formation must be picked up on in all lessons and corrected as soon as the child is forming letters in line with the school's 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 gross and fine motor interventions to develop their pencil grip and control ready for handwriting.
- Displays of correct formation and alphabet mats are always available to the children so that they can refer to these when required.
- All staff model using print in the Early Years, Year 1 teachers move towards a cursive approach to handwriting using lead outs once the children are ready and ensure the 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. These will be shared at the first parents evening in term 1.

Correct formation of letters and numbers:

<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>
		<p>Cursive Lower Case Letters</p>

1	one
2	two
3	three
4	four
5	five
6	six
7	seven
8	eight
9	nine
10	ten

What is expected of our children in each year group?

EYFS: Our youngest learners are encouraged from the beginning to see themselves as writers and to have confidence to express themselves, write developmentally (emergent writing), by making marks on paper or appropriate surfaces. The teacher progressively introduces children to form letters using the print letter formation rhyme following our SSP “Little Wandle Letters and Sounds Revised”.

KS1: Teaching will continue with the above but will focus on:

- ✓ Continue to develop gross and fine motor skill.
- ✓ Pre cursive and cursive handwriting reinforcement, learning and practice

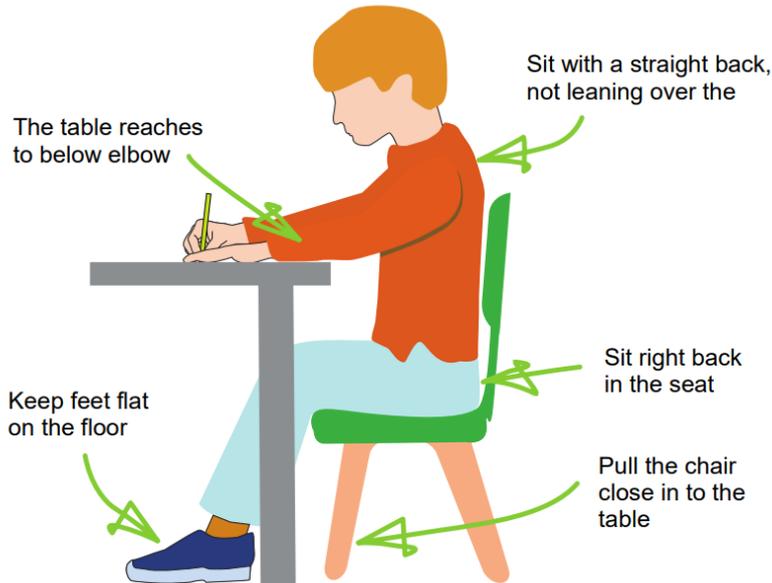
	<u>Statutory Expectation</u>	<u>School Expectation and Provision</u>
<u>EYFS</u>	<p><u>Physical development</u> <u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <ul style="list-style-type: none"> • Use a range of small tools, including scissors, paintbrushes, and cutlery. • Begin to show accuracy and care when drawing. 	<p>Opportunities for mark making linked to their interests:</p> <ul style="list-style-type: none"> ✓ Squiggle while you wiggle ✓ Dough Disco ✓ Finger strengthening ✓ Plasticine ✓ Dough gym ✓ Pincher grip activities ✓ Chunky pencils and pens ✓ Threading ✓ Manipulating small parts ✓ Fastening and unfastening ✓ Tracing patterns eg 'Write from the start' ✓ SparKEY as an intervention
<u>Year 1</u>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ Sit correctly at a table, holding a pencil comfortably and correctly (see appendix 1) ✓ Begin to form lower-case letters in the correct direction, starting and finishing at the right place (correctly using lead outs) ✓ Form capital letters (correctly) ✓ Form digits 0-9 (for all numbers correctly) ✓ Understand which letters belong to which handwriting 'families' (eg letters that are formed in similar ways) and to practise these 	<p>Opportunities for writing linked to their interests and text led approach in school:</p> <ul style="list-style-type: none"> ✓ Encourage correct sitting when doing best handwriting (as appropriate). ✓ Continue fine motor activities as above as and when appropriate for individual/ groups of children ✓ Teach letter formation and join graphemes as they are taught in phonics and linked to letter-join scheme when children are ready to join ✓ Practice joins in handwriting books during taught sessions. ✓ Move onto narrow lined books when ready ✓ Write on every other line in books to allow space to re-write during drafting and editing processes ✓ Provide challenges in outside and inside area as appropriate for individuals ✓ Handwriting books for handwriting lessons
<u>Year 2</u>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ✓ 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 un-joined 	<p>Opportunities for writing linked to their interests and text led approach in school:</p> <ul style="list-style-type: none"> ✓ Explicit teaching of handwriting joins – systematic approach to ensure all joins are taught correctly using Letter-join ✓ Narrow lined books are used ✓ Handwriting books for handwriting lessons – linked to spelling rules and graphemes

	<ul style="list-style-type: none"> ✓ 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 	<ul style="list-style-type: none"> ✓ Encourage joined writing as soon as possible of correct size ✓ Greater depth – must be joined across all curriculum subjects ✓ Interventions for those not joining and not using narrow lines
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Appendix 1

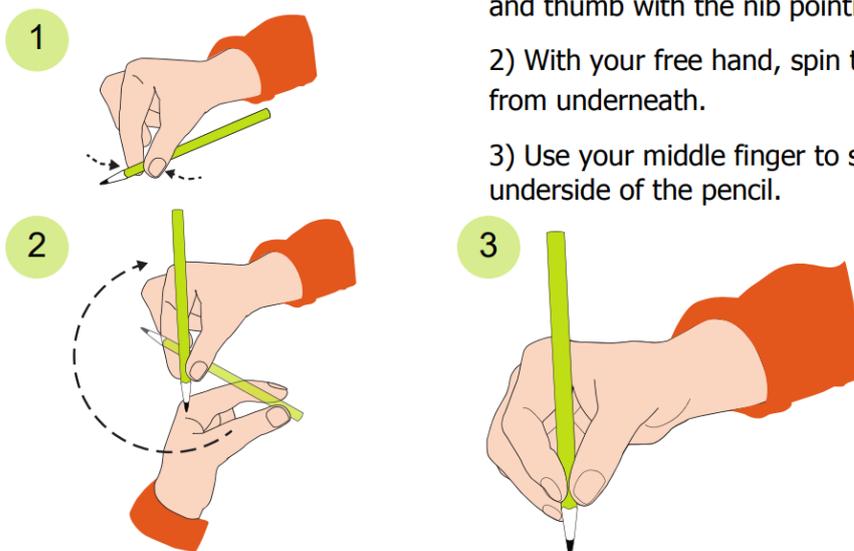
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

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 print 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 letters start from the same place.

KS1

By the end of KS1, 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.