

Handwriting Policy

This policy gives clear guidance to why and how we teach handwriting at Cranberry Academy. The focus on handwriting in the National Curriculum is clear and highlighting its importance in making the connection between a child's handwriting, their writing composition and spelling ability.

Aims

- To have a consistent and progressive approach across the whole school to ensure high levels of presentation.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.
- Children to achieve a neat, legible style with correctly formed letters in joined handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Teaching and Learning

Following new research and guidance from the DfE, we will be teaching children from EYFS non-cursive script following the Little Wandle scheme. Whilst in the Early Years, pupils will be taught the individual letter formations as part of our phonics programme, introducing the set formation rhymes. This will be revisited and consolidated as part of daily handwriting practise within Year 1. Year 2 will see the children progress to embed accurate letter formation using the 'Letter Join' programme, removing their reliance on the Little Wandle scheme in line with their reading progression.

Within KS2, Year 3 will introduce letter joins, diagonal and horizontal, as pupils continue to follow the Letter Join programme. Double joins and progressive written words will then be covered in Year 4 before children are considered to have gained mastery within handwriting. From mid Year 4 onwards, joins will not be re-taught but will continue to perfect their learnt cursive style. Gaps within learning will be addressed where necessary, using an individualised selection of tools from across our whole school approach.

The lower-case print alphabet:

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

The capital letters and numerals:

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

1 2 3 4 5 6 7 8 9 0

See **Appendix 1** for full handwriting breakdown of individual letters and joins.

Expectations from the National Curriculum

Nursery

- Holds pencil between thumb and two fingers, no longer using whole-hand grasp.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Can copy some letters, e.g., letters from their name.

Reception

- Uses simple tools to effect changes to material.
- Handles tools, objects, construction, and malleable materials safely and with increasing control.
- Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Key Stage 1 & Key Stage 2

Expectations from the National Curriculum

Year 1

- 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.

capital letters.

digits 0-9.

stand which letters belong to which handwriting 'families' and practise these.

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lower-case letters of the correct size relative to one another.

using some of the diagonal and horizontal strokes needed to join letters and stand which letters, when adjacent to one another, are best left unjoined.

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.

Year 3/4

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency, and quality of their handwriting.

Year 5/6

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

Within EYFS and KS1, each class will learn letters through daily phonics. Year 1 will focus on letter formation daily as part of their English writing offering. Year 2 will have two separate handwriting sessions following the Letter-Join handwriting programme each week. Within KS2, 15minutes per week must be dedicated to refining handwriting, continuing to follow the whole school programme. As children complete the Letter Join programme, handwriting sessions will progress to focus on spellings, relevant key vocabulary, or sentences/paragraphs related to core texts that will be modelled by an adult then practised by children. Children across KS1 will have a dedicated handwriting book. Children who have been identified as having poor fine motor skills and poor handwriting will have further interventions to help address some of the issues. Teachers and teaching assistants must constantly address poor letter formation, handwriting and bad habits within class work. If applicable, marking should also address these. It is important to encourage children to focus on their best handwriting when writing their final draft in English. The child will find it easier to focus on the handwriting when they are not having to get their initial ideas down. That said, general presentation and handwriting must always be a focus when working in books across all subjects.

Posture

Handwriting will not be correct if the child is not in the correct position for writing.

Chairs and desks within classrooms are matched to children's age and height. Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right. Always make sure that the hand which is not holding the pencil or pen holds the paper. If a child is left-handed, they should always be seated to the left of the table (additional handout of support available for left-handed writers). Below shows the tripod grip hold that should be taught and used by all children.



Implements

Children will use handwriting books and paper with the four-line system for positioning their letters writing in the middle lines with ascenders going up to the top line and descenders going down to the bottom line. Always encourage children to place their letters in the correct position on the single lined paper. To write, Children use a standard HB pencil, well sharpened. The teacher will make a judgement when a child is ready to apply for their pen licence, the child will be meeting their year group objective for handwriting and will be consistently forming all letters correctly with correct orientation and size (see child friendly checklist). The child will then receive their pen licence, if eligible, the child will be presented with their pen licence and special handwriting pen in celebration assembly, to celebrate their achievement but also encourage others. A pencil is always used within Maths regardless of whether children have a pen licence.

Planning

From Reception to Year 1, Children will learn to write following the Little Wandle programme. Here they learn to form the letters for the sounds they are currently being taught. In addition to this coverage as part of their Phonics sessions, children will also apply taught formations to letters, words, or parts of text relevant, where possible, within all other learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to topic or use parts of a text being studied in English or Topic.

Resources

Little Wandle Phonics Scheme
Letter Join Scheme

Equal opportunities and Special needs

Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use equipment to improve specific skills and fine motor skills on a more regular basis.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a six-weekly basis. The progress of individuals handwriting, and steps taken to improve it will be looked at through book scrutinises.