

# Handwriting Policy



## Introduction

This policy outlines the teaching, organisation and management of Handwriting at Bearwood Primary and Nursery School. The policy is based on the 2014 expectations and aims of The National Curriculum for English and the Early Years 'Development Matters' EYFS curriculum. This ensures continuity and progression in the learning and teaching of Handwriting.

## Aims

- For children to leave Bearwood Primary and Nursery school with the ability to write legibly, fluently and with speed.
- To encourage children to develop a sense of pride in their learning, enabling them to present work neatly for an audience.
- To teach print initially in EYFS in line with the DfE, then learning to join from year 2 onwards.
- To support pupils to eventually develop the ability to produce letters without thinking in an automatic style response. This releases the brain to concentrate on other ideas i.e. spelling, syntax, grammar, style and content. Through purposeful, guided practice, pupils will foster a comfortable and legible handwriting style.
- To write legibly in both joined and printed styles with increasing fluency by;
  - Having the correct pencil grip.
  - Sitting correctly in the seat.
  - Forming all letters correctly.
  - Knowing the size and orientation of letters, including ascenders and descenders travelling in the correct direction.

## Planning, Learning and Teaching

In Nursery, children focus on mark making and developing fine motor skills, manipulative skills and hand-eye coordination through a range of activities. This gives them the pre-handwriting skills they will need to focus on letter formation in reception.

In Reception, the order of teaching the lower-case and upper-case letter formation follows the Little Wandle phonics programme. As phonemes are introduced, children are taught the corresponding graphemes. Teachers teach the 'Little Wandle' formation phrases to support children's understanding of how to form the letters correctly (appendix 1 and 2). Children also learn how to form the digits 0-9 (appendix 3). Handwriting is taught daily alongside the teaching of phonics.

In year 1, children continue to develop their letter formation of lower-case and upper-case letter alongside their phonics teaching using the 'Little Wandle' formation phrases, but they also make connections between letter families (appendix 4) to understand which letters are formed in the same way. They focus on starting and ending letters in the correct place and begin to focus on consistency in sizing of letters. Children also continue to develop number formation and begin to develop consistency in sizing of numbers. Handwriting is taught daily.

In year 2, teaching focuses on form lower-case letters, capital letters and digits of the correct size relative to one another. When this is secure, they begin using some of the diagonal and horizontal strokes needed to join letters. Handwriting is taught daily and linked to the phonics and spelling that children are currently learning.

In Key Stage 2, children focus on developing fluency, legibility and speed of their handwriting, securing their ability to join their handwriting. Handwriting is taught whole class where needed, and intervention is provided for those children who have not met their required standard for handwriting, when it is no longer taught to the whole class. Children are given regular opportunities to present their learning to enable them to practise their handwriting when writing at length.

In all year groups, teachers will model handwriting expectations at all times, talking to the children about how they are forming and joining each letter. Teachers will have high expectations of children's handwriting and will provide regular feedback to children in relation to this, in line with the marking and feedback policy. Teachers will also use consistent typed fonts for displays and learning activities which are available on all teacher's laptops.

### **Expectations**

EYFS:

- Children will regularly carry out activities that strengthen fine motor control, including 'dough disco' and 'fiddly fingers'.
- Children are given opportunities to develop pre-handwriting skills, such as using handwriting patterns.
- Children begin to learn lower-case, capital letter and digit formation.
- Children will identify their preferred writing hand.
- Children are taught to hold a pencil correctly, using a tripod grip (appendix 5).
- Children are taught to orient their writing from left to right.
- Children begin to leave spaces between their words.

Year 1:

- Children revisit the formation of unjoined letters, focussing on where each letter should start and end, including focussing on ascenders and descenders of letters.
- Children use their knowledge of letter families to develop their understanding how letters that are formed in similar ways.
- Children develop their ability to form capital letters and digits to write numbers correctly to 100.
- Children are expected to sit their letters on a line.
- Children are taught that presentation should be neat in order to communicate meaning.
- Children leave consistent spacing between words.
- Children are taught to use the correct posture and pencil grip for writing (appendix 5)

Year 2:

- Children write from left to right and from top to bottom with fluency and control.
- Children are taught how to join letters in order to gain greater fluency and speed.

- Children write numbers neatly and of an even size, beginning to write one number per square in their maths books.
- Children are given opportunities to produce final drafts of learning to practise correct letter formation when writing at length.
- Children’s writing is presented neatly and communicates meaning clearly.
- Children are able to form and place full stops, question marks, exclamation marks and commas correctly.

#### Key Stage 2:

- Children 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.
- Children increase the legibility, consistency and quality of their handwriting.
- Children are given opportunities to use joined handwriting produce final drafts of writing outcomes.

#### **Inclusion**

Our pupils are taught challenging age-related content and it is our expectation that the vast majority of our pupils will achieve age-related expectations at the end of each year and key stage. Class teachers will make adaptations to the handwriting curriculum to ensure that pupils are able to progress, succeed and close gaps in their handwriting skills. Adaptations are also made for left-handed pupils as we recognise that left-handed children have difficulty with handwriting (appendix 5).

If a pupil needs additional support in handwriting, the following strategies may be used, with direction from the class teacher or SENDCo:

- adult support
- overwriting – adults write using highlighter or felt tip and the child writes over the top
- resources, e.g. pencil grips, writing slopes, letter formation prompts
- handwriting intervention where required

#### **Review**

This policy will be reviewed according to the School Development Plan and in light of government reform. It is the responsibility of the English leader, the headteacher and the Governing body.

**Policy creation date: July 2023**

**Review of policy: July 2025**

**Natasha Guarguaglini – English Leader**















## Appendix 1















### Little Wandle Lower-Case Letter Formation













abcdefghijklmnopqrstuvwxyz

#### Phase 2 grapheme information sheet

Autumn 1


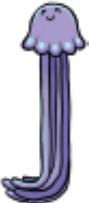












Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span style="font-size: 2em; margin-left: 20px;">s</span>	 snake	Show your teeth and and let the s hiss out sssss sssss	Under the snake's chin, slide down and round its tail.
 <span style="font-size: 2em; margin-left: 20px;">a</span>	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 <span style="font-size: 2em; margin-left: 20px;">t</span>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 <span style="font-size: 2em; margin-left: 20px;">p</span>	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 <span style="font-size: 2em; margin-left: 20px;">i</span>	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 <span style="font-size: 2em; margin-left: 20px;">n</span>	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 <span style="font-size: 2em; margin-left: 20px;">m</span>	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner.  <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span style="font-size: 2em; margin-left: 100px;">u</span>	 <p style="text-align: center; margin-top: 5px;">umbrella</p>	<p>Open your mouth wide and say u u u</p>	<p>Down and around the umbrella, stop at the top and down to the bottom and flick</p>
 <span style="font-size: 2em; margin-left: 100px;">r</span>	 <p style="text-align: center; margin-top: 5px;">rainbow</p>	<p>Show me your teeth to make a rrrr sound rrrrr rrrrr</p>	<p>From the cloud to the ground, up the arch and over the rainbow.</p>
 <span style="font-size: 2em; margin-left: 100px;">h</span>	 <p style="text-align: center; margin-top: 5px;">helicopter</p>	<p>Open your mouth and breathe out sharply h h h</p>	<p>Down, up and over the helicopter</p>
 <span style="font-size: 2em; margin-left: 100px;">b</span>	 <p style="text-align: center; margin-top: 5px;">bear</p>	<p>Put your lips together and say b as you open them b b b</p>	<p>Down bear's back, up and round his big tummy.</p>
 <span style="font-size: 2em; margin-left: 100px;">f</span>	 <p style="text-align: center; margin-top: 5px;">flamingo</p>	<p>Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound fffff fffff</p>	<p>Down the flamingo's neck, all the way to its foot, then across its wings.</p>
 <span style="font-size: 2em; margin-left: 100px;">l</span>	 <p style="text-align: center; margin-top: 5px;">lollipop</p>	<p>Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press lll lll</p>	<p>All the way down the lollipop.</p>

# Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open then push the es/x sound through as you close your mouth es es es (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.
	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!

## Appendix 2

### Little Wandle Capital Letter Formation

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Down to the line, across. Lift up and across the middle.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up (halfway), diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to halfway right. Space. Start at the top, then diagonally left to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

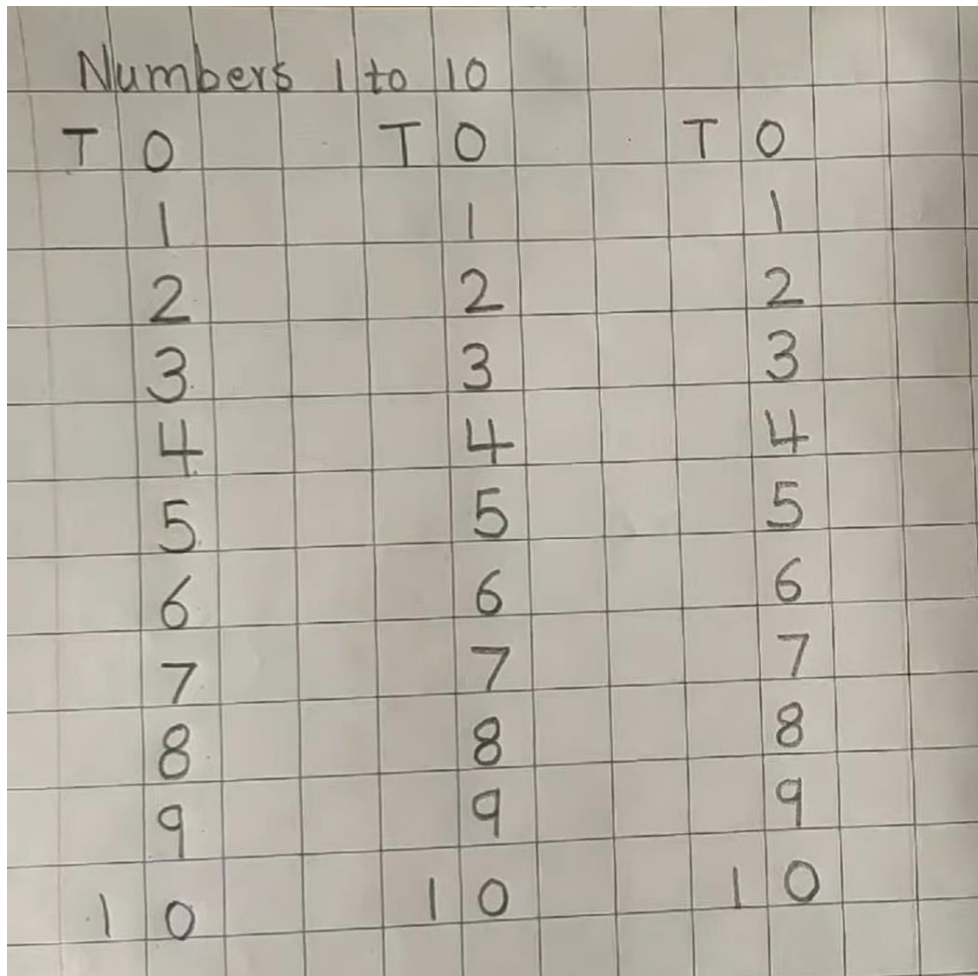


### Appendix 3

#### Correct formation of digits 0-9

1 2 3 4 5 6 7 8 9

Children are taught to use one square per digit in their maths book to support with written methods.



## Appendix 4

### Letter Families

#### 'Curly Caterpillar' letters:

c a d g q o s f e

#### 'One-armed robot' letters:

r n m p b h k

#### 'Long ladder' letters:

i l t u j y

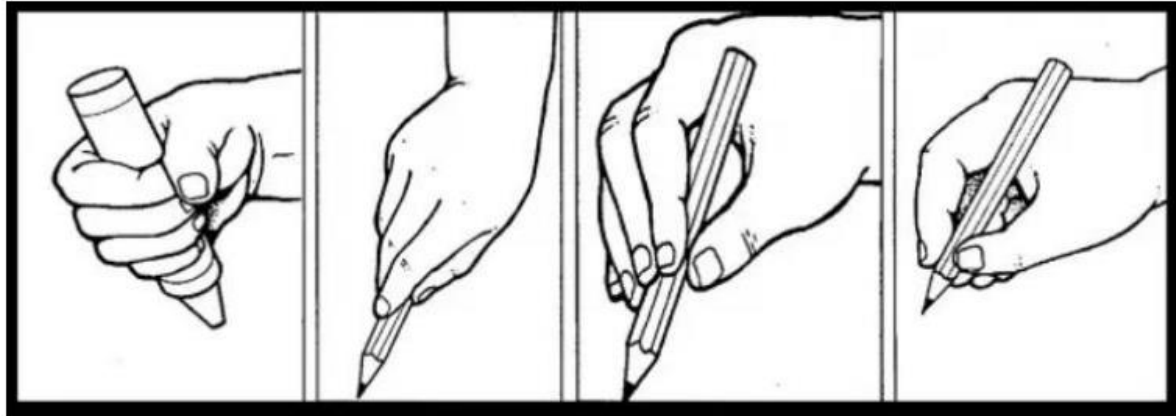
#### 'Zig-zag' letters:

V W Z X

## Appendix 5

### Pencil grip

In line with school long term plan and curriculum overview, children are supported to make progress from fist palmar grip to digital pronate grip to four finger grip and finally to a tripod grip. This is done through a variety of gross and fine motor activities.

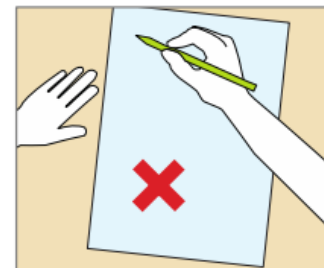
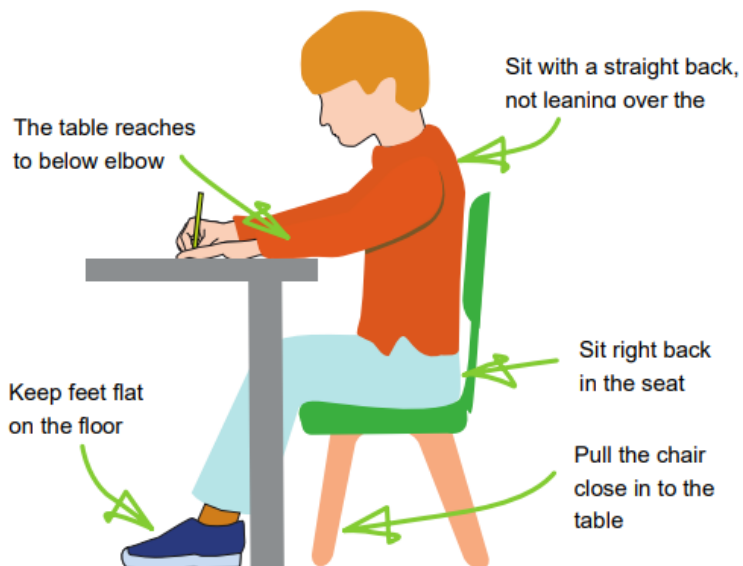


Fist Palmar Grip	Digital Pronate Grip	Four Finger Grip	Tripod Grip
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## Correct posture and pencil grip for handwriting

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

### SITTING POSITION



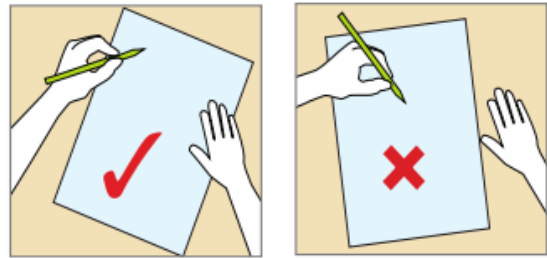
Paper position for right-handed children

## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises



Paper position for left-handed children