



Halsnead Primary School  
Handwriting Policy  
January 2022

*'Every child will reach their own personal and academic excellence and will be motivated to be a life-long learner'*

## Handwriting Policy

### Intent

At Halsnead we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-Join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

### Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help



communicate meaning clearly.

### Expectations

All teaching staff - teachers, teaching assistants and academic mentors - are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books. They have high expectations of presentation and ensure all children produce written work of a high standard.

### Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

### Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

### Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils - usually in upper key stage 2 - will be able to use a pen.

### Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

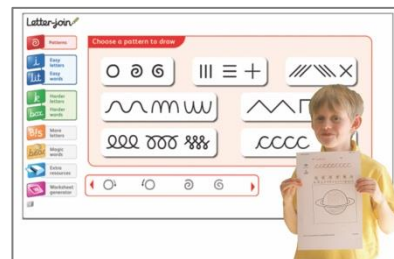


## Key Stage Teaching

### Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting



### Lesson Planners

**Module 1 Print: Early Years** teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.



### Key Stage 1: Years 1 and 2

Teaching is covered by three lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- building on teaching and learning from RWInc by using letter formation rhymes taught in daily phonics lessons
- numerals, capitals and printed letters; where

- and when to use, learning and practice
- KSI SATs SPaG exercises

## Module 2 Lesson Planners - Year 1

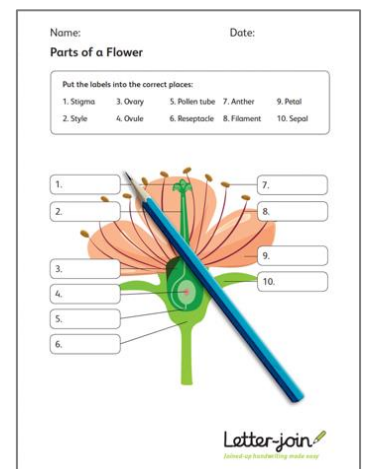
**Module 2 Print to Cursive** teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.



It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.



## Module 3 Lesson Planners - Year 2

**Module 3 - Starting Cursive** introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

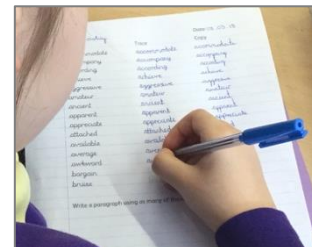
The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KSI SATs

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

## Lower Key Stage 2: Years 3 and 4

Handwriting lessons Lower Key Stage 2 start with three lessons a week and progresses to two, by Spring term.



**Lesson Planner** Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (Spanish), onomatopoeia, simile and statutory spellings.



Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

**Lesson Planner** Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

A worksheet titled 'EXAMPLE' with a word 'precarious' and various exercises. The exercises include writing the word ten times, using a dictionary to find the definition, writing synonyms, writing antonyms, and writing a sentence using the word. The worksheet is from 'Letter-join'.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

## Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice



**Lesson Planner** Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.



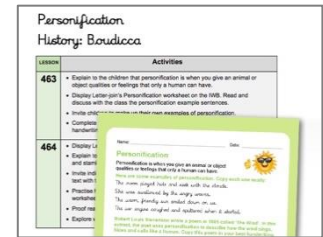
On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.



**Lesson Planner** Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.



## Handwriting sessions

### Nursery

- Daily practice
- Gross/fine motor skills warm up activities
- Pre-writing patterns
- Handwriting vocabulary
- Posture and pencil grip practice

### Reception

- Daily practice

- Gross/fine motor skills warm up activities
- Pre-writing patterns
- Handwriting vocabulary
- Posture and pencil grip practice
- Easy letters/easy words
- Moving to harder letters

### Year 1 and 2 - sessions

- Three sessions a week
- Starting with gross motor/fine motor skills warm up activities
- Comfortable sitting position and correct paper position
- Check pencil grip
- Modelling
- Immediate feedback
- Print to cursive

### Year 1

- Letter families and capital letters
- Numbers and punctuation
- Pre-cursive patterns

### Year 2

- Easy letters and easy words
- Harder letters and harder words
- Letter families, high frequency words and dictation
- Diagonal joins
- Horizontal joins
- Letters f, k, b, d, w, s, z



### Year 3 and 4 - sessions

- Three, moving to two sessions a week
- Starting with gross motor/fine motor skills warm activities
- Comfortable sitting position and correct paper position
- Check pencil grip
- Modelling
- Immediate feedback

### Year 3

- Developing handwriting fluency
- Doubles bb, cc
- Revisit letter joins
- Ascenders
- Doubles ff, gg, ll, mm, nn, oo, pp, rr, ss, tt, zz

### Year 4

- Build on producing fluent, consistent and legible handwriting through regular practice

### Year 5 and 6 - sessions

- Three, moving to two sessions a week
- Starting with gross motor/fine motor skills warm activities
- Comfortable sitting position and correct paper position
- Check pencil grip
- Modelling
- Immediate feedback

### Year 5

- Working towards writing automatically to be able to produce a greater volume of higher quality written work without having to think about the handwriting process.

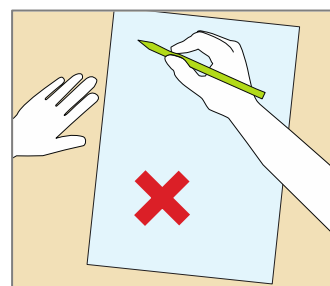
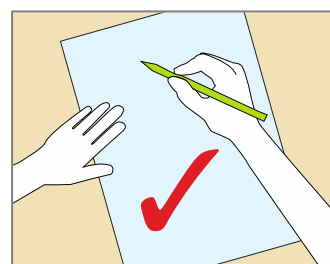
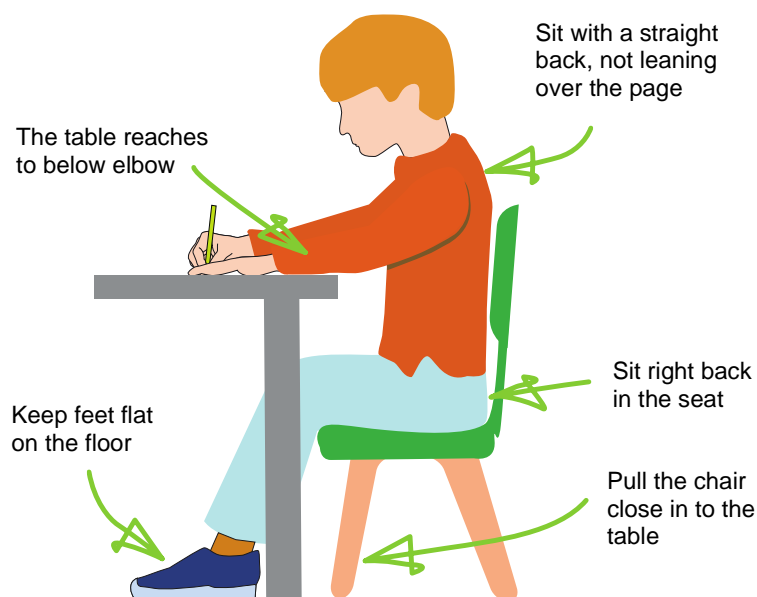
## Year 6

- Promoting speedy, fluent writing.
- Children decide upon an appropriate style of handwriting

### 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.*

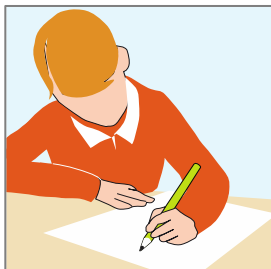
#### LEFT-HANDED CHILDREN

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

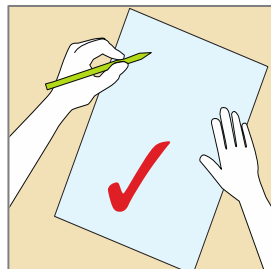
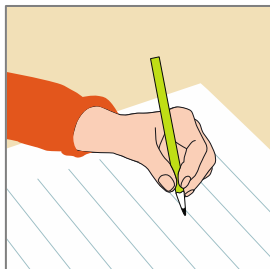
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt

pupils' line of vision.

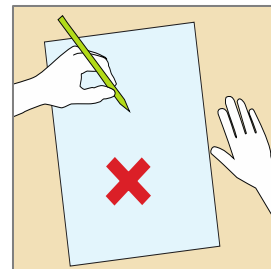
- Extra practice with left-to-right exercises may be necessary before pupils write



*Paper position for left-handed children.*



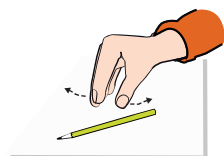
*left-to-right automatically.*



### 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. We use the Tripod Grip Rhyme:

#### Right-handed pencil grip



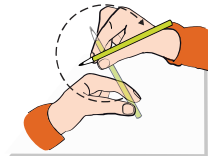
Point away the pencil,



Pinch it near the tip,



Lift it off the table,

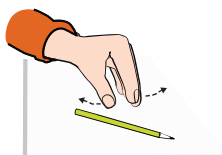


Spin it round...

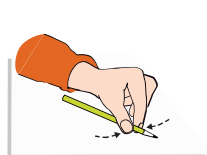


and grip.

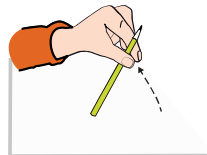
#### Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...





























and grip.

## Read Write Inc and handwriting

We use the letter formation rhymes taught through RWInc programme to support the development of handwriting outside daily phonics session. This consistent, reliable approach enables our children to focus on developing the skills of handwriting by using rhymes and they are already learning for their early reading.

Rhymes for letter formation - taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaurs bottom, up his tall neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girls face, down her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Maisie, mountain, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates plait and around his face.	qu  Round her head, up past her earring, down her hair and flick.	r  Down the robots back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

## Feedback and modelling

Teachers offer immediate feedback to children during handwriting sessions. Teachers use pink highlighter to show where a child has done well. Teachers address errors in letter formation by modelling, in red pen, in children's books - for individual errors - or on the whiteboard for whole class misconceptions.

## Font and letter forms

Our children are taught to form letters correctly, in their letter families, using print with no lead-ins. In Year 2, they are taught to start developing a joined, cursive style.

This is our print font and will be used by children in Early Years and Key stage one. We do not use lead-ins as they damage writing confidence and can affect automaticity and fluency.

Our cursive style will be taught to children in years 2 - 6.

We have adopted the following letter forms -

f k w z