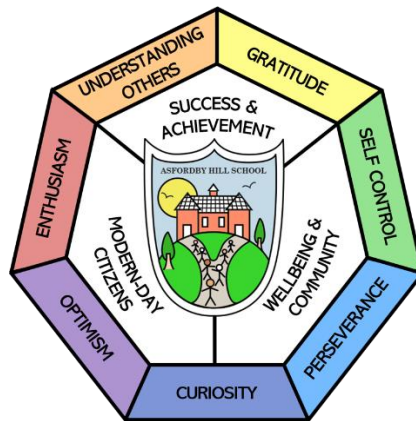


The Asfordby Hill School



Individual Value; Valuing Individuals

Handwriting POLICY

This Policy Links With: Teaching and learning SEN Policy Assessment Early Years	
Recommended:	Y
Statutory:	
Date Reviewed:	April 2024
Date of Next Review:	April 2026
Committee Responsible for Review:	QEHS
Date agreed:	

“An important goal in writing instruction is to help young children become legible and fluent enough with handwriting so that the cognitive resources it requires during composing are minimal and do not interfere with other writing processes.” (Graham, 1999)

POLICY FOR HANDWRITING

Rationale

Joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected across school in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum; it must become an automatic process allowing children to record their thinking fluently and legibly. The National Curriculum (2014) English makes a clear reference to handwriting and forms part of the expected standard at the end of KS1 and KS2.

INTENT

Our intent is to help pupils enjoy learning and to develop their handwriting with a sense of achievement and pride. By the end of KS2, our aims are that all pupils should have the ability to produce fluent, legible and joined up handwriting, and to understand the different forms of handwriting that are used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking, hence reducing cognitive overload.

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

At Asfordby Hill Primary School our aims in teaching handwriting are:

- To enable children to write in a consistent, well-presented and legible format across the curriculum.
- To provide equal opportunities for all children to achieve success in handwriting,
- To have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching of handwriting.
- To ensure that from the Year 1 to the end of Year 6 children are using a cursive writing style.
- To make sure all children know the difference between lower and upper case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To encourage children to take pride in their work,
- To adopt a consistent approach towards handwriting by all adults when writing in children’s books, on the whiteboard or on displays / resources.

- To develop accuracy and fluency.
- To help children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- To promote confidence and self-esteem.
- To help children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives.

IMPLEMENTATION

Children will be taught to:

- hold a pencil correctly. Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



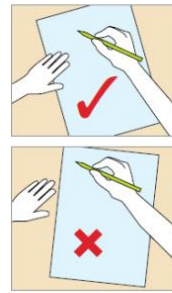
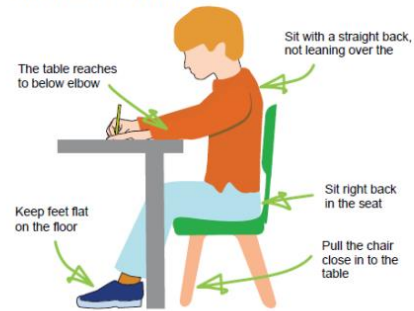
Tripod Grip

- adopt the correct posture when writing. Children should be encouraged to adopt the correct writing position as shown below,
- 'P' checks:

Poor **posture** can cause fatigue, pain which will present as a reluctance to write, poor presentation or legibility, slow writing speed and reduce output. Establish good habits of posture early.

- flat feet on the floor
- knees at right angles
- sit on the chair so hips are positioned at approximately 90 with back supported.
- table height adjusted so forearms rest on the top without leaning forward (too low) or raising the shoulders/ arms (too high).

SITTING POSITION



Paper position for right-handed children

An inefficient **pencil grip** can cause discomfort, impacting motivation, fluency and legibility, hence can create difficulty in sustaining speed.

- check the child is developmentally ready before asking them to write.
- a dynamic tripod grasp is the most efficient and is expected by the end of Year 1
- address an inappropriate grasp in early learning stages.
- consider corrective action using adaptive grips and specialist writing tools.

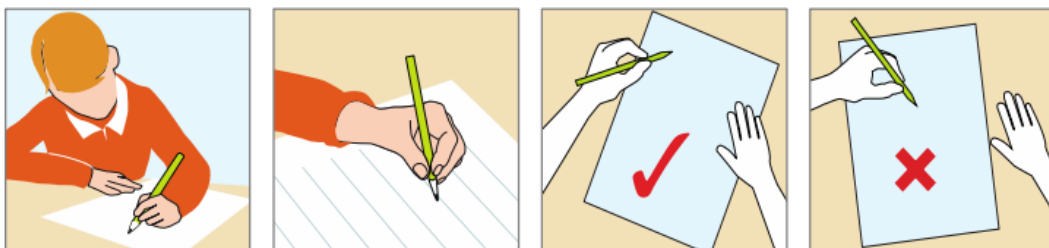
Paper

- Tilt
- Light on the paper
- Offset
- Non-writing hand
- Visual Stress

Pressure

- The act of writing should leave a clear trace on the paper, neither too faint nor too dark, and flow along the line rhythmically.
- Use 2H pencil for sensory feedback when required.

Left-handed adaptations to the 4Ps



Paper position for left-handed children.

General

- write from left to right and from top to bottom of the page
- start and finish letters correctly in a cursive style (from the Autumn Term of year 1 onwards)
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in their written work and the overall presentation.

The cursive script agreed at Asfordby Hill Primary School is shown below:



Provision for left-handed children

At least 10% of the population are whom are boys. Left-handed side of right-handed children, so are encouraged to find a their paper, usually slightly to the and to have their fingers about 1.5 pencil.

left-handed, the majority of children should sit on the left their elbows don't bump. They comfortable orientation for left of the centre of their body, cm from the point of their

Children with SEND

It is appreciated that some children, for a variety of reasons, have problems with legible, correctly formed and orientated handwriting. Children needing additional support are given short bursts of handwriting practice, with a Teaching Assistant, or Class Teacher, as often as possible. Sometimes handwriting targets may form part of a 'One Page Profile for children with SEND. Children with Special Educational needs, where necessary, will be provided with adaptations such as pencil grips, enlarged practise paper or a laptop. If required, and with the permission of parents, a referral for further support of needs will occur (e.g. occupational health).

Statutory Requirements:

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2013) which details specific requirements and expectations for the teaching of handwriting from Year 1 to Year 6.

ELG: Gross Motor Skills Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. See diagrams above

- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing

At EYFS, requirements and expectations for writing development are detailed in the Physical Development and Literacy section of the Statutory Framework for Early Years Foundation Stage (2023). In Early Years Foundation Stage, children will access a range of learning opportunities to develop essential pre-writing skills.

EYFS children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chinks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement. They will practise the main handwriting movements for the three basic letter shapes c, l and r. As the children progress, they will be taught to form letters correctly starting using Super Sonic Phonic Friends (SSPF) guidance on letter formation using the SSPF mnemonics to aid the correct letter formation. Letter formation will also be taught implicitly alongside phonic development.

Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Initially, foundation children will use wide lined paper as the focus is correct formation rather than size or positioning. When ready, the children will learn to sit in the correct position and hold a pencil correctly to allow fluid movement of the tip of the pencil. They will hold a pencil using a tripod grip for writing and will be encouraged to correct any errors in grip.

At Asfordby Hill Primary School, we will teach non-cursive letter formation in EYFS following the mnemonics of Super Sonic Phonic Friends. Children will start the explicit handwriting programme when they show readiness of Len's Ladder Letters when they have been taught group 5 of the basic 2 phonics. This will be taught discretely for ten minutes per day up to twice a day for 2 intensive weeks per block- see progression map Appendix 1.

In Year 1 all children should receive a daily handwriting session for 10-15mins. (This may be as part of a phonics/ writing session or explicit handwriting lessons).

From Year 1, the children will understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'. They will learn that letters are part of "Letter Families" and will begin to form recognisable joined-up cursive letters, capital letters and numerals. Handwriting can also be linked to phonic development with the introduction of new sounds written in a cursive style during SSPF lessons. Our aim is that by the end of year one children will be forming all letters correctly and joining in a cursive script.

Formal explicit handwriting practice is undertaken at least twice a week in Year 2, for 15 minutes each session. These explicit teaching sessions of handwriting must include:

- The formation of lower-case letters of the correct size relative to one another,
- The start of using some of the diagonal and horizontal strokes needed to join letters
- Joins should be taught in sets: start letters which finish /start in the same position and join diagonal strokes required to join letters which finish on the baseline and join to a

taller letter (eg a-h); and then 'over and back' joins (eg a-d, a-c) ; then progress on to the horizontally (eg o-o, o-n).

- Letters which are best left unjoined include those that finish on the left (such as s, b,)- see progression map Appendix 1.
- There is frequent teaching of writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters,
- The practise of the use of spacing between words that reflects the size of the letters.

In Key Stage 2 all children should receive a weekly handwriting session for a minimum of 30 minutes.

In Year 3 children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1.

- 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.
- Joins should be taught in sets: start letters which finish /start in the same position and join horizontally (eg wa, oe): then progress on to the diagonal strokes required to join letters which finish on the baseline and join to a taller letter (eg pt); and then 'over and back' joins (eg ob).
- Letters which are best left unjoined include those that finish on the left (such as s, b).
- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

In Year 4, children will continue to develop and embed their use of cursive handwriting building upon the skills they have developed in previous years.

- Joins should be taught in sets: joins to letters with hooks, lines and loops (eg ja, fa, fr)
- Practise combining all 4 letter joins when writing sentences.
- Increase the legibility, consistency and quality of their handwriting, [for example by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

In Years 5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to write fluently.

Pupils should be taught to:

- 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.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups.

APPENDIX 1: Asfordby Hill Primary School Handwriting progression

Handwriting Equipment

Children will use line sizes appropriate to their stage in writing. During handwriting sessions, children will practise using the same sized lines as their other curricula books so that children's skills are transferable and that the same expectation of handwriting is set across all writing. At Asfordby Hill Primary School, the sky is the limit because everything is possible. Children should use a sharp HB pencil for all handwriting. In some cases, depending on the specific needs of individual, children may use pencil grips or pens with a specific grip, footrests, and adaptations to seating linked to position.

Marking and Feedback

We emphasise constructive and 'in the moment' (live) feedback. In our feedback policy we have clear systems for feedback of children's work which is adhered to throughout our handwriting sessions. In handwriting sessions and during independent work it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs.

IMPACT

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility.

By year 6 children will use cursive handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

Appendix 1

Handwriting – Whole School Progression Map				
Teaching Sequence in Handwriting	This is the sequence that is followed: <ul style="list-style-type: none"> ♣ Hand and finger strength ♣ Seating position ♣ Pencil grip ♣ Tracing ♣ Patterns ♣ Over teacher’s writing (highlighter) ♣ Under teacher’s writing (directly under words – write in large letters, leave large spaces between words) ♣ Independence 		These are the four-letter families and order that they are taught: <p>Len’s Ladder letters 1: l t l u y j</p> <p>Curly Cal’s Letters: c o a d g q e f s</p> <p>Len’s Letter Ladders: r n m h b p k</p> <p>Zippy’s Zigzag Letters: v, w, x, z</p> <p>Digits 0-9</p> <p>Capital Letters A-Z Capital letters do not join to lower case letters</p>	These are the four main joins and order that are taught and examples of the joins: <ol style="list-style-type: none"> 1. Diagonal joins to letters without ascenders e.g. ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu. 2. Diagonal joins to letters with ascenders e.g. ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl. 3. Horizontal joins to letters without ascenders e.g. ou, vi, wi, op, ow, ov, ri, ru, ve, we, re. 4. Horizontal joins to letters with ascenders e.g. ob, ol, wh, it, of, rt, rk.
	Autumn		Spring	Summer
EYFS	Focus on mark making and developing fine motor skills through a range of	Len’s ladder Letters 1 ltiuyj	Curly Cal’s Letters coadgqefs Len’s Ladder Letters 2 rnmhbpk Digits 0-9	Zippy Zigzag Letters vwxyz Consolidation of letter formation of lower case letters

	<p>activities, such as 'Dough Disco' and 'Flippy Flappy.'</p> <ul style="list-style-type: none"> • Teaching the correct seating position • Pencil Grip • Tracing pattern <p>Learn to write name (copy)</p>		<p>Write name independently using the correctly formed lower case letters with a capital at the beginning</p>	<p>More complex letters: f, j, y (2 weeks) Use and apply in writing activities</p>
Year 1	<p>Integrate the teaching of capital letters alongside the lower-case letters.</p> <p>Cursive: Len's ladder Letters 1 ltiujj LTIUYJ</p> <p>Curly Cal's Letters Coadgqefs COADGQEFS</p> <p>Len's Ladder Letters 2 rnmhbpk RNMHBPK</p> <p>Zippy Zigzag Letters vwxyz VWXYZ</p> <p>Digits 0-9</p>	<p>Quick recap of capital letters/ teach the first join – diagonal join to letters without ascenders</p> <p>Learn to write Surname (copy)</p> <p>ai, am, an, ao, ar, au C,A,O,D,G,Q,E,S (3 weeks)</p> <p>ca, ci, co, cu, ia, im L,I,T,U (3weeks)</p> <p>in, io, ir, iu, ma, mi, mm, R,B,N,M,K,P (3 weeks)</p> <p>F,J,Y (1 week)</p> <p>Digits 0-9</p>	<p>Learn to write surname independently</p> <p>Continue with learning the first join</p> <p>mo, mu na, nc, nd V,W,X,Z (2 weeks)</p> <p>ne, ni, nn, no, np, nu (2 weeks)</p> <p>ua, ui, um, un, uo, (2 weeks)</p> <p>ag, aj, dy, ig, ip, lp (2 weeks)</p> <p>mp, np, ug, up (2 weeks)</p> <p>Digits 0-9</p>	
Year 2	<p>Focus on the first join but from a letter with an ascender to a letter without an ascender da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu</p> <p>A diagonal join to the letter 'c'</p>	<p>Recap the first join alongside new teaching.</p> <p>A diagonal join to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p>	<p>Recap the first join alongside new teaching</p> <p>A diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p>	

	<p>ac, ec, ic, lc, uc</p> <p>Digits 0-9</p> <p>Capital Letters</p>	<p>Begin to teach the second join – the horizontal join</p> <p>oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p> <p>Digits 0-9</p> <p>Capital Letters</p>	<p>Continue with the second join – the horizontal join</p> <p>ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu</p> <p>Digits 0-9</p> <p>Capital Letters</p>
Year 3	<p>Continue with the second join – the horizontal join</p> <p>wa, wi, wn, wo, ws, wu, wy</p> <p>A horizontal join to the letter 'e'</p> <p>oe, re, ve, we</p> <p>Focus on the third join - a diagonal join from a letter to a letter with an ascender</p> <p>ab, ah, ak, al, at, el, ch, ck, cl, ct, eb, eh, ek, el, et</p> <p>Tricky join - qu</p>	<p>Continue with the third join - a diagonal join from a letter to a letter with an ascender</p> <p>lb, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, , sh, sk, sl, st, ,</p>	<p>Continue with the third join - a diagonal join from a letter to a letter with an ascender</p> <p>th, tt, ub, uh, uk, ul, ut, ob, oh, ok, ol, ot, rt</p>
Year 4	<p>Join to letters with hooks, lines and loops</p> <p>ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu,</p>	<p>Practise writing words with capital letters.</p> <p>Practise combining all 4 joins when writing sentences.</p> <p>Join to letters with hooks, lines and loops</p> <p>ga, ge, gi, gl, go, gr, gs, gu, wh</p>	<p>Consolidation</p> <p>Recap on the 4 basic joins</p> <p>Recap on specific letter joins to ensure children are writing in a fluent style.</p>
Year 5 and 6	<p>Pupils will focus on maintaining a consistent and fluent style.</p> <p>Pupils will practice maintaining legibility when writing at speed.</p> <p>Pupils will continue to improve handwriting through writing more sustained passages of writing, both copied and from their imagination.</p>		