



HANDWRITING POLICY

This Policy was approved Governors in:	November 2023
This Policy was shared with staff in:	November 2023
Implementation of this Policy will be monitored by:	Mrs Rautenbach
Policy Review Date:	November 2023
Date of next Review:	November 2024

Handwriting is an integral component of the English programmes of study for Key Stages 1 and 2. The programmes describe two dimensions of writing:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

The curriculum demands that teaching should develop competence in *both* dimensions, as writing down ideas fluently depends on effective transcription. This relationship defines the role of handwriting as a *functional tool* in the writing process.

EARLY HANDWRITING AT POVEREST

- Teach the child how to hold a pencil correctly to make patterns.
- Introduce each letter during Phonics lessons, following the order of the Bug Club scheme.
- See the handout for letter formation examples.
- Summer term of Year 1 - start teaching cursive handwriting if children are ready

Year R children should be taught to:

- Write recognisable letters, most of which are correctly formed
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases

	Statutory Requirements	Non-Statutory Notes and Guidance
Year 1	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • 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 • form capital letters • form digits 0–9 • understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<p>Handwriting requires frequent and discrete, direct teaching. children should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young child’s hand. Whatever is being used should allow the child to hold it easily and correctly so that bad habits are avoided.</p> <p>All children to write in A5 purple lined handwriting books (exceptions can be made for children who have a specific weakness).</p> <p>Left-handed children should receive specific teaching to meet their needs.</p>
Year 2	<p>Children 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 • write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters • use spacing between words that reflects the size of the letters. 	<p>Children should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> <p>All children to write in A5 purple lined handwriting books (exceptions can be made for children who have a specific weakness).</p> <p><u>Year 2 Handwriting Progression</u></p> <ol style="list-style-type: none"> 1: l t i (joins li, il, it, ti) 2: h n m (joins th, nm, hi, ni, mi, other words) 3: b k p (joins bi, ki, pi, other words) 4: u y j r (joins tum, hum, yum, rum, other words) 5: c a d g qu (joins da, ga, qu blug, hug, ang, other words) 6: o s f (joins sc, sr, sl, os, of, go, quo, other words)

		<p>7. e v w x z (joins ee, ev, how, now, six, fix, other words)</p> <p>8. capital letters (see sheet)</p> <p>9. numbers 0-9</p> <p>10. days of the week (see sheet)</p> <p>11. months of the year (see sheet)</p> <p>12. names (see sheet)</p> <p>Move on to Common Exception words and Sentences.</p>
Years 3–4	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined • increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<p>Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which children are able to write down what they want to say. This, in turn, will support their composition and spelling.</p> <p>All children to write in A5 purple lined handwriting books (exceptions can be made for children who have a specific weakness).</p>
Years 5–6	<p>Children should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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. 	<p>Children 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 un-joined 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.</p> <p>All children to write in A5 purple lined handwriting books (exceptions can be made for children who have a specific weakness).</p>

KS2 HANDWRITING PROGRESSION:

- 1: l t i h n m b k p u y j r
2. c a d g q u o s f e v w x z
3. capital letters
4. numbers 0-9 and days of the week
5. months of the year
6. sentences using spellings

EXEMPTIONS FOR HANDWRITING DIFFICULTIES

Teachers can use their discretion to ensure that, on occasion, a **particular weakness** does not prevent an accurate judgement from being made of a child's attainment overall. This can be implemented for children with a handwriting difficulty who are secure in all other aspects of writing. In this case, the teacher will need to provide evidence that the child had taken part in a range of purposeful intervention activities in order to support and develop the child's handwriting.

SAMPLE HANDWRITING LESSON

LEARNING OBJECTIVE:

I CAN FORM THE LETTER L CORRECTLY.

Teach

- The teacher shows the letter – introduces the letter using its name as well as explaining that the letter l makes the sound (model saying the sound) (auditory & visual learning, linking letter name to sound)
- Discuss the letter briefly, asking what words start with that letter
- Model writing the letter using the pre-cursive formation (using handwriting lines on flip chart)
- Show joined letter, writing a line of the letter joined up together (using handwriting lines on a flip chart)

Practice

- Children first practise forming the letter in the air/on their hands/on another child's back, etc. (during the teaching input)
- Then in their handwriting books, children write the single letter in its pre-cursive form repeatedly.
- They then write a line of the letter joined to the next (following modelling by the teacher)
- If able, children to move on to the apply section.

Apply

- Practice letters already learnt
- Try joining with letters already learnt
- Try words/sentences with letters already learnt