



Chater Infant School

**An exceptionally high performing
professional and learning culture creating
excellent achievement for all.**

Handwriting Policy

Rights Respecting School Agenda

*We have the right to go to school
We have the right to learn.*

Article 3 - The best interests of the child must be a top priority in all actions concerning children
Article 28 - Every child has the right to an education (from the National Convention on Rights of the Child)

Date agreed: November 2022

Date of next review: November 2024

Aims

The overarching aim for handwriting in the English National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word. The Statutory Framework for the Early Years Foundation Stage states that Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing). The national curriculum for English aims to ensure that all pupils are able to write clearly, accurately and coherently;

- writing from left to right and from top to bottom of the page
- starting and finishing letters correctly
- regularity of size and shape of letters
- regularity of spacing of letters and words
- to teach children a quick, fluent and legible style of handwriting
- to have an agreed style of writing
- to ensure handwriting is taught consistently throughout the school

Rights Respecting School Agenda

As a Rights Respecting School, there are two articles that feed into our Handwriting Policy:

Article 3 - The best interests of the child must be a top priority in all actions concerning children

Article 28 - Every child has the right to an education

These two articles have been simplified for the Charter Infant School Charter for children to follow:

We have the right to an education

Classroom Practice in teaching the handwriting curriculum

There is a very clear progression through the school when it comes to teaching handwriting, this is supported by the Penpals Teach Handwriting Scheme and by using the Development Matters and Early Years Statutory Framework and Early Learning Goals in the Early Years and the National Curriculum Programme of Study in Year 1 and Year 2. The aim is for the children to progress towards joining up all letters of the alphabet fluently by the time they leave the school. Progression of handwriting will be evident in Reception, Year 1 and Year 2. This is based upon the individual child's personal ability and progress.

EYFS

Handwriting activities are linked across the EYFS curriculum on a daily basis throughout the year. During the Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, story-telling, signs, labels etc.

Children experience a wide range of handwriting-related skills. Letter and number formation is taught in a variety of ways. These include;

- the use of sand trays
- tracing over patterns with pencils or paint
- using ribbons to make patterns in the air
- using different mediums, e.g. chalk, felt tips, pencils, crayons and markers

Children may write over and under teacher handwriting models in various forms. For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

As an introduction to handwriting patterns we will use the e.g. zig-zags, swirls, waves are practised with wide-lined paper and thinner pencils are introduced where appropriate. With the use of the Read Write Inc. handwriting phrases. The adults will model the correct letter formation and children practise this during phonic sessions. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style as they enter Nursery and continue to do this in Reception. EYFS will make use of the 'pre-handwriting' resources from the Teach Handwriting Scheme.

Nursery

The following teaching strategies and methods are used to develop skills, knowledge and understanding in 'handwriting':

- activities for gross and fine motor skills, e.g. jigsaws, threading, shapes and mark making in sand and paint, use of different mark making tools, e.g. paint brushes, pencils, crayons and using play dough;
- in PE and phonics sessions;
- emergent writing;
- examples of seeing writing modelled;
- hand eye co-ordination;
- Nursery follow the Read Write Inc. handwriting phrases and practise these, when they're ready, during phonics sessions. These phrases are shared with parents so that they can practise at home

During PE sessions Nursery also follow this scope and sequence throughout the year;

Developing Gross Motor Skills

1. The vocabulary of movement
2. Large movements
3. Responding to music

Developing fine motor skills

4. Hand and finger play
5. Making and modelling
6. Links to art
7. Using one-handed tools and equipment

Developing patterns and basic letter movements

8. Pattern-making
9. Responding to music
10. Investigating straight line patterns
11. Investigating loops
12. Investigating circles
13. Investigating angled patterns
14. Investigating eights and spirals

The table below shows the end of year expectations for Nursery aged children.

<p>3 and 4-year-olds will be learning to...</p>	<p>Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy. Write some or all of their name.</p> <p>Write some letters accurately.</p>
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Reception

Reception children have the opportunity to mark-make and practise handwriting patterns during CIL. Each class has a target group that acquire extra support to develop fine-motor skills. The following teaching strategies and methods are used to develop skills, knowledge and understanding in 'handwriting';

- from the Autumn term Reception follow the Read Write Inc. handwriting phrases and practise these daily during phonics sessions. These phrases are shared with parents so that they can practise at home
- activities that develop fine-motor skills and handwriting practise, e.g. handwriting patterns, use of a range of different media such as paint brushes, felt tip pens, markers and chalks
- letter formation, starting and finishing in the correct place — this is taught based on the school script using white boards and activity sheets and taught in the 'shape families'

Long ladder letters — i j l t y u

One arm robot — b h k m n p r (Numbers 2 3 5 follow a clockwise direction)

Curly caterpillar — c a d e g o q f s (Numbers 0 6 8 9)

Zig zag letters — v w x z (Numbers 1 4 7)

- letters have flicks
- sitting correctly at a table, holding a pencil comfortably and correctly.
- no loops
- basic letter recognition
- In Summer term, those who are ready to write, will learn the Cursive Single Letters from the Teach Handwriting Scheme.

The table below shows the end of year expectations for Reception aged children.

Early Learning Goal	
Physical Development- Fine Motor Skills ELG Children at the expected level of development will:	<ul style="list-style-type: none">• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;• Use a range of small tools, including scissors, paint brushes and cutlery;• Begin to show accuracy and care when drawing.
Literacy- Writing ELG Children at the expected level of development will:	<ul style="list-style-type: none">• Write recognisable letters, most of which are correctly formed;• Spell words by identifying sounds in them and representing the sounds with a letter or letters;• Write simple phrases and sentences that can be read by others.

Key Stage 1

In KS1, children will follow the English National Curriculum and will follow the Programmes of Study for handwriting in Year 1 and Year 2. Teachers will be expected to plan handwriting

opportunities daily or as often as possible and will follow the statutory and non-statutory requirements to ensure that our learners are able to write clearly, accurately and coherently.

The table below sets out the expectations for Year 1 and Year 2 in handwriting.

Year 1

Programme of Study (statutory requirements)	Programme of Study (non-statutory requirements)
<p>Year 1 Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p>	
<p>Pupils 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. Pupils 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 pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs</p>

Year 2

Programme of Study (statutory requirements)	Programme of Study (non-statutory requirements)
<p>Year 2 In writing, pupils at the beginning of Year 2 should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p>	
<p>Pupils 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 unjoined • write 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 	<p>Pupils 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>

Principles for planning and teaching

1. Children need adequate muscular development in order to hold and control the pencil; activities to help this include using clay, scissors, colouring, PE, (i.e. activities which involve squeezing hard).

2. Early help can be given to children in forming letters in their names correctly, and in holding a pencil conventionally. (use of grips etc)
3. To support good teaching and learning in Handwriting, KS1 Teach Handwriting have developed provided a handwriting script to support children. Letters have been grouped together and have been modelled on using the handwriting script familiar similar with Read Write Inc (RWI).
4. Formal lessons using this script have been organised in three main stages: a) Readiness for writing: gross and fine motor skills leading to letter formation. b) Beginning to join. c) Securing joins. Practitioners are aware that children in different year groups may be at different levels of handwriting and will support children appropriately.
5. The handwriting script (see Appendix 1) (use terms capital letters and lower case). Where appropriate, lower-case letters will be taught with a flick-up, to make easy the transition to joined writing. This handwriting script has been used to support the RWI Phonics scheme. The handwriting script is displayed in each class to provide support for children showing how to form the letters of the alphabet for upper- and lower-case letters. A handwriting script is also stuck into English, Extended Writing and Topic books.
6. Our school script has been developed by referring to the National Curriculum and current practice using RWI phonics and Teach Handwriting

Good letter formation will automatically lead children to join letters within words.

(When children have the correct letter movements and letters include flick-ups they are the curves they are ready for joining letters.)

7. Correct letter formation will be taught by using Letter Families:

Straight Lines Letter Family

i l t x z

Curves in Start Letter Family

c a d g q o e s

Top Exit Letter Family

r v w

Tunnel Letter Family

n m h b p u

Hooks, Loops and Lines Letter family

- teaching in 'letter shape families' i.e. letters using DEW with common formation

Long ladder letters :

i j l t y u

One arm robot

b h k m n p r (Numbers 2 3 5 follow a clockwise direction)

Curly caterpillar

c a d e g o q f s (Numbers 0 6 8 9)

Zig zag letters

v w x z (Numbers 1 4 7)

- observing the letter formation to correct errors early on before they become a habit
- writing for a purpose whenever possible
- the letter formation and 'shape families' are shared with children and are displayed in the inside cover of pupils English and Extended Writing books to act as handwriting prompts

8. Some activities to help correct letter formation:

- writing letters on sand trays
- photocopied sheets of letters for over writing, showing starting point
- teachers writing in bright yellow highlighters to copy over
- write on white boards/show and correct
- mark making activities using a range of different strokes and patterns to support fine motor control and manipulation of a pencil

9. Verbal cues should be easily interpreted by children, and common throughout the school.

10. Support may be needed for left-handed children, and children with writing difficulties. (see style sheet as a guide on how to correctly form letters for left-handed children. Paper to be tilted to the right and sit on the left of the tables.)

11. Different scripts and styles of handwriting need to be modelled / shown to the children. This can be done through different texts and displays, and even handwritten pieces not always written in the schools style of writing.

12. Correct posture and position for writing need to be shown and encouraged.

13. All staff including Learning Support Assistants (LSAs) should have a copy of letter formation and are expected to role model correct letter formation at all times. All staff should be correcting children's handwriting and modelling correct letter formation.

14. The relevant terminology needs to be used with the children. For example, ascenders and descenders by Year 2 and flick, body, stalk, tail. It is also very important to talk through writing the letter for auditory learners.

15. The correct formation of numbers will also be taught within the Maths lessons. These will be modelled in children's Maths books with the expectation that children copy the numbers out correctly.

16. All teaching staff should be modelling handwriting when they are teaching across the curriculum. This includes whole class teaching

How is handwriting taught?

Key Stage 1

The following teaching strategies and methods are used to develop skills and knowledge in handwriting. It is expected that handwriting lessons should be delivered and taught by teachers and LSAs using the ~~Chater Infant School~~ Teach Handwriting script. Children should have sufficient opportunities in the week to practise their handwriting in their handwriting books. However, they should have daily opportunities to write to apply the skills that they have been taught across the Key Stage 1 curriculum.

Year 1

- Consolidating learning from EYFS
- They are taught in the groups mentioned above
- following patterns – not taking the pencil off
- Practise handwriting in red handwriting books and Teach Handwriting Resources
- Beginning to use lines to write on
- Tracing over the formation of letters
- Copying the formation of letters
- Using wide lined books for writing
- Distinguishing between capital letters and lower case
- Ensuring left-handed children's needs are met as well
- Practising capital letters and digits correctly

Year 2

- Consolidating learning from EYFS and Year 1
- Learning to join as soon as they are able and are taught in the groups mentioned above
- Teaching them the diagonal and horizontal strokes needed to join letters
- Writing on lines
- Practise handwriting in purple handwriting books
- Joining **most all** letters by the end of Year 2
- Writing capital letters and digits correctly – focus on size, orientation and relationship to one another and to lower case letters
- Spelling patterns (digraphs) & link with sounds

When is handwriting taught?

Year 1

1. Handwriting is taught formally once a week for 20 to 30 minutes
2. Children practise handwriting as a morning activity when they come into school for registration. Teaching staff support children by floating around the class
3. During phonics lessons when children are applying their phonics in writing.
4. Teachers will have high expectations for all learners' handwriting and provide opportunities for writing across the curriculum.
5. Teachers may provide handwriting formation booklets or handwriting sheets for home learning or for children who need additional support.

Year 2

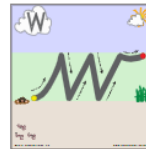
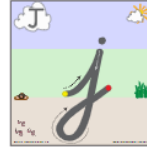
1. A formal half hour session each week but with at least two or three further handwriting opportunities per week.
2. During phonics ability group work.
3. Some early morning sessions as the children come in (morning activity).
4. Teachers will have high expectations for all learners' handwriting and provide opportunities for writing across the curriculum.
5. Teachers may provide handwriting formation booklets or handwriting sheets for home learning.

We expect all teachers to model handwriting appropriate to their year group and that handwriting is clear and legible when marking work. ~~This has been outlined and detailed in the Marking and Feedback policy.~~ Modelled handwriting should be evident in every classroom including when modelling on whiteboards in all lessons as well as on display boards too.

Year 1 - Autumn Term and Spring Term



Year 1 – Summer Term and Year 2 Autumn **Term**



Year 2 – Spring and Summer **Term.**

Continuous cursive joined

tilt all fell left
need sing after her
under next fix said
because asked

Assessment and Teaching Handwriting

This is an on-going process. In KS1, teachers will assess handwriting using the statements outlined in the Herts Assessment Criteria for both Year 1 and Year 2. The Teach Handwriting Assessment Tool.

Year 2 pupils will also be assessed using the Teacher Assessment Framework at the end of KS1 to make a judgement if learners are working towards the expected standard, working at the expected standard, or exceeding the expected standard.

Children with SEND

There is an extra focus of fine and gross motor skills for those children who need it in both Year 1 and Year 2 and resources are available for children to develop these skills.

Teodorescu Teach Handwriting Resources are used to support children who need support with spatial awareness and fine motor perception. Pencil grips or chunky pencils are also used to support children who struggle with fine motor skills, as well as using a raised handwriting board. Where necessary, children with SEND who struggle with handwriting may also receive one to one or small group support from a learning support assistant for handwriting. Some children with SEND may have specific handwriting targets on their support plans which will be evaluated and reviewed every half term. A further handwriting intervention may be necessary for some children with poor fine motor control, but these children may not necessarily have special educational needs.

Using the Teach Handwriting resources

Worksheet colours

Orange worksheets are predominantly used in Early Years (Reception – Summer term)

Purple worksheets are predominantly used in KS1

Green worksheets are predominantly used in KS2 (Year 2 HAP children)

Shape worksheets

EYFS:

- LAP – Circle
- MAP – Triangle
- HAP – Square

KS1:

- LAP – Square
- MAP – Pentagon/Hexagon
- HAP – Hexagon/Star