

HANDWRITING POLICY 2024-2027

Aims

- To teach the pupils to produce legible, joined and flowing handwriting through a structured framework.
- To develop automaticity in order to free up working memory for composition.
- To encourage pride in the presentation of work

Purpose

Research shows that when pupils have developed automaticity in their handwriting, they are better able to focus on composition and other aspects of writing, as thus become better writers overall. It can lead to a higher sense of self esteem and confidence in writing. ((Berninger & Swanson, 1994; De La Paz & Graham, 1995; Graham, 1990).

Method

Handwriting is modelled through our phonic, spelling and other lessons. It is taught and modelled in an explicit handwriting lesson at least once a week in each class. Handwriting practice may be used in activities such as early work, spelling practice etc to reinforce patterns learned. Staff must be aware that bad habits are not be reinforced in these practice sessions.

Progression

This depends upon the dexterity of the child and pupils work at the stage most fitting to their ability but generally follows:

1. Physical preparation for handwriting (Reception)
2. Securing correct letter formation (Key Stage 1)
3. Beginning to join (Key Stage 1)
4. Securing the joins and practising speed (Lower Key Stage 2)
5. Developing a personal style (Upper Key Stage 2)

Letter formation and the associated patter is introduced in Reception. See Appendix 1.

Position

Pupils will be reminded of the importance of a good writing position with two feet on the floor. Position of paper will be discussed depending on preferred writing hand and style used to allow for arm movement. A writing slope and paper guide may be used for pupils who find it beneficial.

Grip

The tripod method is encouraged with pencil grips given when necessary. Any pupil starting St Peter's with an unusual grip but having a neat hand will be allowed to continue in that style if the tripod grip proves to be a hindrance. Pupils must have a wide and varied exposure to fine and gross motor activities in order to have the ability to grip correctly. Physical warm up and fine motor activities are focused on in Reception and remain a feature of all handwriting lessons throughout the school. See progression of grip – appendix 3.

Tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is always introduced and practised on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

Classroom Environment

There is a range of print and cursive writing, both hand written and word-processed, around the classroom and on display boards.

Organisation of Writing

Handwriting varies according to the audience and the purpose of the piece. A first draft may contain a number of corrections. Children circle their mistakes and continue. Children are encouraged to take greater care when writing for special occasions and display. It is only during this stage of writing that erasers might be used.

Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans. Assistive technology is available for those who find handwriting a significant barrier to other learning.

Appendix 1

	What Phonics Bug says!
a	Start in the middle, go all the way round, down again and flick.
b	Start at the top, go down to the bottom, back up to the middle and all the way round.
c	Start in the middle, go round to the bottom, then stop.
d	Start in the middle, go all the way round, then up to the top, back down and flick.
e	Start below the middle line, curl up and then go round to the bottom.
f	Start at the top with a tiny hook, then go all the way down below the bottom line. Make a tail and lift off. Make a short stroke across the middle.
g	Start in the middle, go all the way round, down below the bottom line and make a tail.
h	Start at the top, go down, up to the middle, over and down to the bottom and flick.
i	Start in the middle, go down to the bottom, flick and lift off. Put a dot above.
j	Start in the middle, go down and below the bottom line. Make a tail and lift off. Put a dot above.
k	Start at the top, go down to the bottom, back up to the middle, loop round, out and flick
l	Start at the top, go down to the bottom and flick.
m	Start in the middle, go down to the bottom, back up and over to the bottom, back up and over to the bottom and flick
n	Start in the middle, and go down to the bottom, back up and over to the bottom and flick
o	Start in the middle, go all the way round in a circle.
p	Start in the middle, go down below the bottom line, back up to the middle and go all the way round
q	Start in the middle, go all the way round, then down below the line and flick.
r	Start in the middle, go down to the bottom, back up, over and stop.
s	Start in the middle, curl out and in and out again and stop.
t	Start at the top, go down to the bottom, flick and lift off. Make a short stroke across the middle.
u	Start in the middle, go down to the bottom, curve up to the middle, back down and flick.
v	Start in the middle, slope down to the bottom and slope up to the middle.
w	Start in the middle, slope down to the bottom and slope up to the middle. Slope down, Slope up.
x	Start in the middle, slope down to the bottom and lift off. Start a new stroke on the other side and slope down to the bottom, crossing the first stroke.
y	Start in the middle, go down to the bottom, curve up to the middle, back down below the bottom line and make a tail.
z	Start in the middle, go across, slope down to the bottom and go across again.

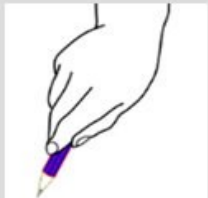
Appendix 2

Reception	s,a,t,p, i,n,m,d, g,o,c,k, ck, e, u , r, h,b, j,v,w,x, y,z,	Fine and gross motor physical activities daily
Year 1	Patterns – precursors for writing. Ascenders, descenders, finger spaces. Revise all above. Patterns – precursors for writing. Capital and small letters.	Fine and gross motor physical activities regularly
Year 2 Autumn and Spring	Revise above and writing numbers 1-100	Fine and gross motor physical activities regularly
Year 2 Summer Term	Diagonal joins to ascender: ph, ch, th, ck Diagonal join no ascender: ai, ay, ir, er, le Horizontal join to ascender: wh, oh Horizontal join no ascender: ow, ou Diagonal join to e: ie, ue, ee Horizontal join to e: oe, ue	Physical warm up before writing and handwriting
Year 3 Autumn Term	Diagonal join to anti-clockwise letters: ea, igh, dg, ng, Horizontal join to anticlockwise letters: oo, oa, wo, wa, ed Introducing joins to s: as, ed, is, os, Introducing joins from s: es, is, ys, Mixed joins for three letters: ear, air, our, oor, ing, Revise diagonal joins to ascender: ck, el, et, bl, ill, dis Revise diagonal join no ascender: uy, ey, aw, ur, an, ip un Revise diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag revise horizontal join to anticlockwise letters: oc, og, od, va, vo	Physical warm up before writing and handwriting Introduction of pen as appropriate.
Year 3 Spring Term	Revising joins to and from r: re, er, pre,	Physical warm up before writing and

	Revising joins to and from f: ff, Revising joins using qu Revising b, p, d joins Using parallel ascenders: ll, ld, lt, th, bl Using parallel descenders gy, pp, Joining double consonants: mm, nn, ss, ff, gg, pp, cc, dd	handwriting
Year 3 Summer Term	Size and consistency, revision of capitals and smalls. Revision of numbers. Break letters: x, z,	Physical warm up before writing and handwriting
Year 4	Pace, fluency and legibility Using punctuation in handwriting Size and consistency When to use break letters	Physical warm up before writing and handwriting
Year 5	Speed and fluency, legibility, audience awareness	Regular use of pen for writing
Year 6	Own style	Regular use of pen for writing

Appendix 3

The stages of grip development

16-26 months	22-36 months	30-50 months	40-60 months
 Fisted Grasp and Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.	 Palmer Grasp and Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.	 Five finger Grasp and Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.	 Tripod Grasp (Three finger) Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.