



Handwriting Policy

Member of Staff Responsible	Mrs Watkin
Position	English Leader
Dated	January 2022
Date of next review	September 2022

Please read in conjunction with the

- *English National Curriculum*
- *English Action Plan*
- *English Policy*
- *Phonics and Spelling Policy*
- *Teaching and Learning Policy*
- *Marking Policy*

Aims

To know the importance of clear and neat presentation in order to communicate meaning effectively.

To write legibly in with increasing fluency and speed by:

- Having a correct pencil grip
- Knowing the size and orientation of letters
- Forming all letters correctly
- Knowing that all cursive letters start from the line

Teaching time

Throughout EYFS and KS1 it is recommended that children have regular handwriting practise. At Thurnham CE Infant School handwriting will be timetabled for between 30 - 40 minutes per week, in short sessions, dependent on pupil age. Children who find handwriting difficult will be targeted for regular intervention.

National Curriculum Guidance

Handwriting is not a specific focus in the EYFS curriculum, but it is part of Little Wandle Phonics teaching.

Year 1 Handwriting

Pupils should be taught to:

- 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.

Year 2 Handwriting

Pupils should be taught to:

- 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

Handwriting statements in the End of KS1 Framework 2019

WTS -form lower-case letters in the correct direction, starting and finishing in the right place • form lower-case letters of the correct size relative to one another in some of their writing

EXS - form capital letters and digits of the correct size, orientation and

relationship to one another and to lower-case letters

GDS - use the diagonal and horizontal strokes needed to join some letters.

Handwriting Model used at Thurnham Infant School

Thurnham CE Infant School teaches letter formation using the **Little Wandle Formation Phrases** in EYFS and Year 1.

Year 2 move onto a cursive script.

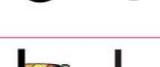
Teaching Sequence

We follow the Little Wandle teaching sequence for letter formation, starting in Term 1 of Year R.

These documents are found here, under Teaching Handwriting outside the Phonics Lesson -

<https://www.littlewandlelettersandsounds.org.uk/resources/my-letters-and-sounds/weekly-reading-and-phonics/>

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s s 	snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a a 	astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t t 	tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p p 	penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
 i i 	iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n n 	net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m m 	mouse	Put your lips together and make the mmmm sound mmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d d 	duck	Put your tongue to the top and front of your mouth and make a quick d sound ddd	Round the duck's body, up to its head and down to its feet.
 g g 	goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the g sound ggg	Round the goat's face, up to his ear, down and curl under his chin.
 o o 	octopus	Make your mouth into round shape and say ooo	All around the octopus.
 c c 	cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say ccc	Curl around the cat.
 k k 	kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say kkk	Down the kite, up and across, back and down to the corner.
 ck ck 	sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say ccc	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
 e e 	elephant	Open your mouth wide and say eee	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 j	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open, then push the c's sound through as you close your mouth c's c's c's (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick.
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	All the way down the lollipop.

Year 1 will consolidate individual letter formation, by writing these as digraphs, trigraphs and words, following the Little Wandle teaching sequence.

By Year 1, most children should be secure forming individual letters. However, some may still need small group support.

The formation of all capital letters and numbers should be taught in Year 1.

Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

- **Year 2**

Lead in and lead out strokes will be taught in Terms 1 and 2, followed by the introduction of the four handwriting joins.

1. **Diagonal joins to letters without ascenders**
2. **Diagonal join to letters with ascenders**
3. **Basic horizontal joins**
4. **Horizontal joins with ascenders**

Further Y2 Joins

- practising two ways of joining the letter s
- practising joining from the letter r
- practising joining to and from the letter a
- practising joining from the letter e
- practising joining from the letter o
- practising joining to the letter y
- practising joining to the letter a
- practising joining from the letter o
- practising joining to the letter r
- practising the horizontal join to the letter e
- practising the horizontal join to the letter u
- practising joining to ascenders

Recording

Children in Year R will have *Clever Fingers* sessions and other practical kinaesthetic activities. They will follow the Little Wandle Progression sequence of letters, learning to form letters outside the daily Phonics lesson.

As motor skills increase then the size of writing should decrease. In Year 1 children should start using specific books with the four handwriting lines. This continues in Year 2.

Techniques for teaching letter formation

- Good handwriting and handwriting techniques will be modelled all the time.
- The handwriting process will be talked through and discussed.

- Children will be encouraged to verbalise the process.
- Children will form letters in the air.
- They will use fingers to trace over tactile letters.
- They may write in sand with a finger or stick or write on a chalkboard with chalk.
- Wax resist letters may be used.
- Letters may be formed with pegs on pegboard or with beads in plasticine.
- They may use fingers to trace the outline of letters on the back of another person.

Getting ready to write

Seating and posture

- Children must sit up straight, with both feet firmly on the floor.
- Chair and table should be at a comfortable height.
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor.
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor.
- Rooms should be well lit.
- **Left handed pupils should sit on the left of their partners.**

Pencil grip

- A tripod grip is the most efficient way of holding a pencil



Different styles of pencil grips and slope boards are available for those who would benefit from them.

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For Left Handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child does NOT sit on the left hand side of a left handed child as their elbows will collide.

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting will be practised using letters, digraphs and high frequency words so that patterns are internalised.

Remember to use **Look - Say - Cover - Write - Check**

Assessment

Class teachers will continually monitor pupil progress in comparison with the age appropriate order of teaching. Examples of HA, MA and LA handwriting from each year group will be reviewed and discussed at whole school writing moderation.

Equal Opportunities

Thurnham C.E. Infant School is committed to promoting the principles and practices of equality and inclusion. A whole school approach is used to ensure all children receive equality of opportunity - not only so that every child is included and not disadvantaged, but also so that each child may learn from the earliest age to value diversity in others and grow up making a positive contribution to society. We acknowledge and respond to the differing needs

of all children, whatever their cultural or ethnic background and experiences and whatever their physical and educational needs. We understand the importance of providing a challenging and enjoyable programme of learning and development and we undertake to make reasonable adjustments to enable all to participate and feel valued and supported.

Thurnham C.E. Infant School is fully committed to avoiding all forms of discrimination as set out in the Equality Act 2010 (including February 2013 update). This applies to all pupils, parents and staff members and includes inappropriate discrimination on grounds of gender, age, religion or belief, physical ability or disability, learning ability, other special education needs or academic or sporting ability, race (including colour, nationality, ethnicity, family, culture or linguistic background), marital status and civil partnership, sex, sexual orientation, gender reassignment, pregnancy and maternity.

This policy is underwritten by our school Christian values of Kindness, Trust, Sharing, Respect, Love and Friendship. These all form an integral part of all Physical Activity teaching.

