



**STRIVE**

# **Sutton CE (VC) Primary School**

# **Handwriting**

# **Policy**



Approved by the Governing Body in:

**January 2025**

## **Intent**

At Sutton C of E Primary School, we firmly believe that children should learn to be able to write legibly, fluently and at speed. Handwriting is essential to support children being effective communicators and produce high quality, creative and well-structured writing. Even with increasing use of modern technology, handwriting is still an important life skill that will be beneficial throughout school and beyond. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

## **Aims**

- To develop correct pencil grip and sitting position for writing.
- To develop legible handwriting.
- When appropriate, we teach cursive handwriting (recommended by the British Dyslexia Association) to meet the individual needs of our children.
- To encourage children to develop a sense of pride in their work, enabling them to present work neatly for an audience.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

## **Objectives For every child...**

- To be able to hold a pencil in a comfortable and correct manner.
- To be able to correctly form lower and upper case letters.
- To know the correct entry and exit points of letters.
- For each child to know how to position themselves correctly, whether they are right or left handed.
- To be able to write letters and words showing regularity of spacing.
- To develop an ability to join letters in words by building upon their knowledge of letter formation.
- To handwrite with speed, precision, consistency and legibility.

## **What this looks like at Sutton**

We use Letter-join's on-line handwriting resource and lesson planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum and fits carefully with our phonics teaching of letter formation, Little Wandle. All adults in school model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books. Pupils experience coherence and continuity in the learning and teaching of handwriting across all school years and are encouraged to take pride in the presentation of their work.

## **Handwriting frequency**

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out at least twice a week to ensure Key Stage targets are met.

## **Early Years Foundation Stage**

It is important for children to understand the importance of clear letter formation and neat handwriting from an early age and print letter formation is taught in Reception, linking in to the Little Wandle letter formation – See Appendix 7 – The Little Wandle Phase 2 Grapheme Information Guide). In order to achieve this, children are given plenty of opportunities to develop their gross and fine motor skills by:

- enhancing gross motor skills through air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting (see appendix 1)

**Module 1 Print: Early Years** teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet (see appendix 2).

## **Key Stage 1**

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities, which include:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice (see appendix 3)
- KS1 SATs SPaG exercises
- Integrating handwriting within Little Wandle lessons

The first module our children will meet in Year 1 is **Module 2 Print to Cursive**, which teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting. It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

The second module our children will meet in Year 2 is **Module 3 – Starting Cursive** which introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting. The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts

- SPaG practice for KS1 SATs

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

**By the end of Key stage 1 children should be able to:**

- Have the correct pencil grip and sitting position (appendix 1)
- Form lower-case letters of the correct size relative to one another (appendix 2).
- Use spacing between words that reflects the size of the letters.
- Write digits 0-9 accurately (appendix 3)
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (appendix 3).
- Start using cursive letters and joining techniques.

**Lower Key Stage 2**

At this stage, we aim for all children to be developing their cursive handwriting, using Letter-Join's cursive style (appendix 4).

**Module 4 for Year 3** is targeted at children in lower KS2 where pupils should be using the cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources, which link handwriting to other areas of the curriculum.

While we transition to the new policy in 2024/2025 Year 4 have started on the Year 3 section. In Year 2025/2026 they will follow policy.

**Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

**Upper Key Stage 2**

Year 5 and Year 6 will work on the Handwriting Recovery in the academic Year of 2024/2025 and start on the Year 5 section detailed below in 2025/2026.

More advanced handwriting techniques will be taught in upper key-stage 2, which will:

- reinforce cursive handwriting across the curriculum
- enable form-filling/labelling using printed and capital letters
- comprise of dictation exercises promoting quick note-taking and speedy handwriting writing skills
- give KS2 SATs SPaG practice

**Module 6 for Year 5** continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources, they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

**Module 7 Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

**By the end of Key stage 2 children should be able to:**

- Write in a legible, joined cursive style
- Write in a fluent size-appropriate style
- Adapt their handwriting for different purposes
- Write with speed and stamina
- Produce consistently neat and well-presented handwriting

### **Provision for left-handed children**

A significant number of children have a preference for using their left hand when writing. Teachers will make adjustments to ensure that they help left-handers develop a fluent cursive style. Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

These adjustments include:

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted (Appendix 1).
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.
- Teachers demonstrate to left-handers on an individual or group basis.

### **Pen licence (Appendix 5)**

All children will start handwriting using a soft pencil. Children may be presented with a provisional or pen licence, in Sutton STRIVE celebration assembly, if the following criteria are met.

In order for children to be presented with a provisional licence (and rainbow pencil) Sutton children need to:

- Form letters and numbers formed correctly
- Write on the line
- Show appropriate size letters or numbers

- Have the correct pencil grip and sitting position

In order for children to be presented with a pen licence, and handwriting pen, they need to:

- Show legible, correctly-joined cursive handwriting, in more than one subject

For any child with SEND needs, not all these criteria will apply and the teachers will use their professional judgement when awarding a licence.

Each academic year the pen licences are reset, to ensure the high standards of presentation continue. For this reason no awards will be given out in July, so that all children with the award have enough time to enjoy their new pen and pencil, before the reset.

### **The Learning Environment**

In all classes:

- Writing implements are available for pupils to work at their own tables.
- Sutton's handwriting style is displayed in every classroom, as well as used within teaching slides, displays and in the Letter-Join programme.
- Presentation expectations are displayed in all classrooms and followed within our Marking and Feedback Policy.
- Sutton's handwriting style is modelled by all adults when teaching or supporting children.

### **Assessment and Interventions**

Letter-join's Lesson Planners all include adaptation activities for extra practice/challenge and we regularly assess the children's handwriting across the curriculum.

We use Letter-Join's assessment tracker pack, which is designed in line with National Curriculum targets for handwriting. It assesses a pupil's progression in handwriting skills from Early Years and Year 6.

Each child has an individual attainment checklist to track their handwriting development (Appendix 6) which along with supporting assessment tasks, are a record of each child's progress. This is included in their TAF grids. (Appendix 7)

If we notice that a child is struggling with an aspect of their handwriting, e.g. incorrect letter formation; letters not sitting on the baseline; ascenders of different heights; incorrect spacing between the words etc. we will offer support, which can range from a handwriting grip to an intervention, on a small group basis. During this time, children will have the opportunity to develop their specific difficulty.

Where needed, we will provide a set intervention programme for one or multiple specific needs. The KS2 Letter-Join handwriting recovery programme is designed for pupils who require extra support and who are not forming and/or joining letters correctly.

If a child has severe difficulties with their fine motor skills, we will explore touch-typing as a way of communication. This will be after consultation with the SENDCo and parents.

### **The Role of Parents/Carers**

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home. The children will be encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks, which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto

- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

**The Role of the Governing Body**

Regular reports are made to the Teaching & Learning Committee of the Governing Body concerning the progress of English provision through the Headteacher. The Link Governor will also meet with the English Subject Lead during the year.

**Review of this Policy**

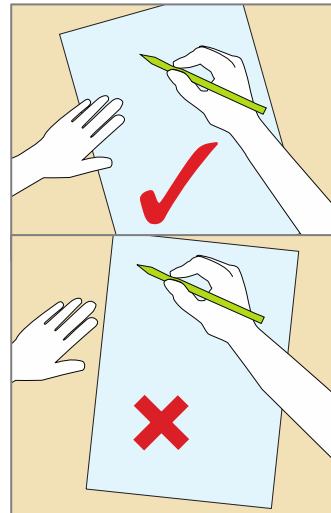
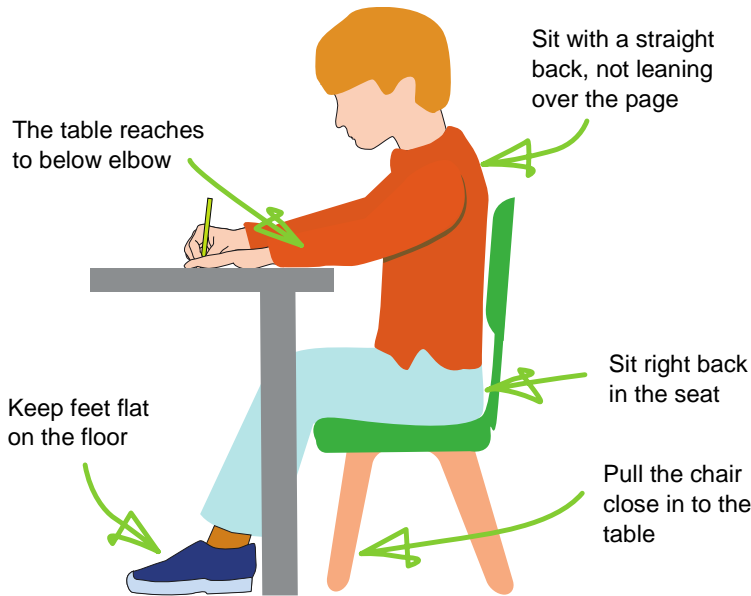
This policy will be reviewed by the governors every 5 years or sooner should there be nationally agreed changes to the teaching of handwriting.

**Appendix 1 (Sitting position and the tri-pod pencil grip)**

**Correct posture and pencil grip for handwriting**

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

**SITTING POSITION**

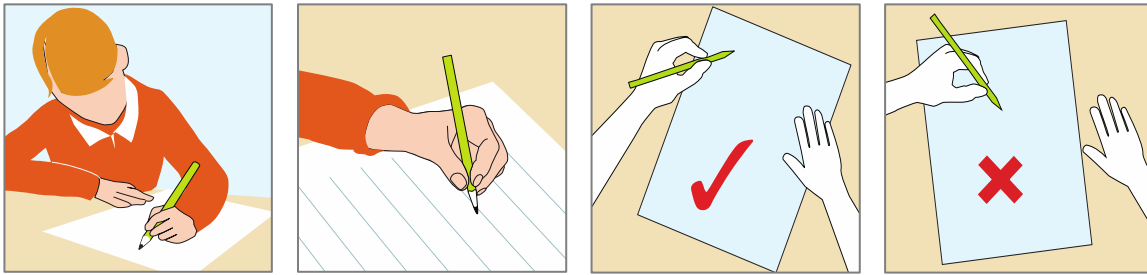


**LEFT-HANDED CHILDREN**

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

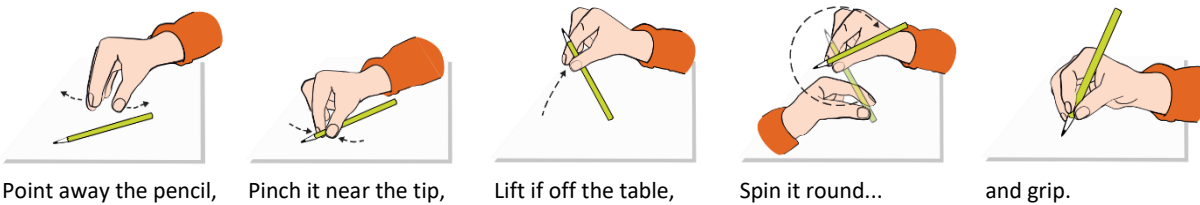


*Paper position for left-handed children.*

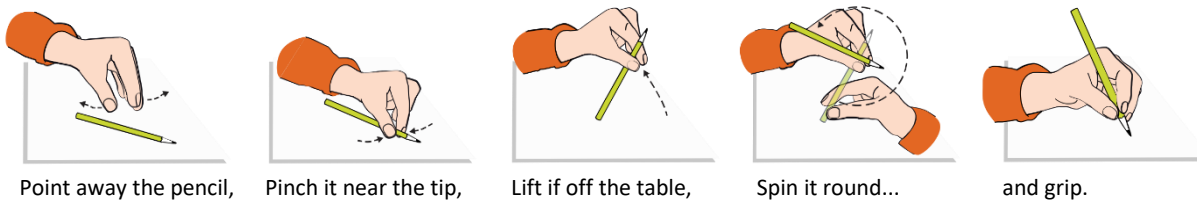
The Tripod Pencil Grip

Both right and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

**Right-handed pencil grip**



**Left-handed pencil grip**





**Appendix 2** (Sutton's lowercase printed alphabet)

Printed Plus lower case letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

**Appendix 3** (Sutton's capital alphabet and numbers)

Numbers

0 1 2 3 4

5 6 7 8 9

Capital Letters

A B C D E

F G H I J K

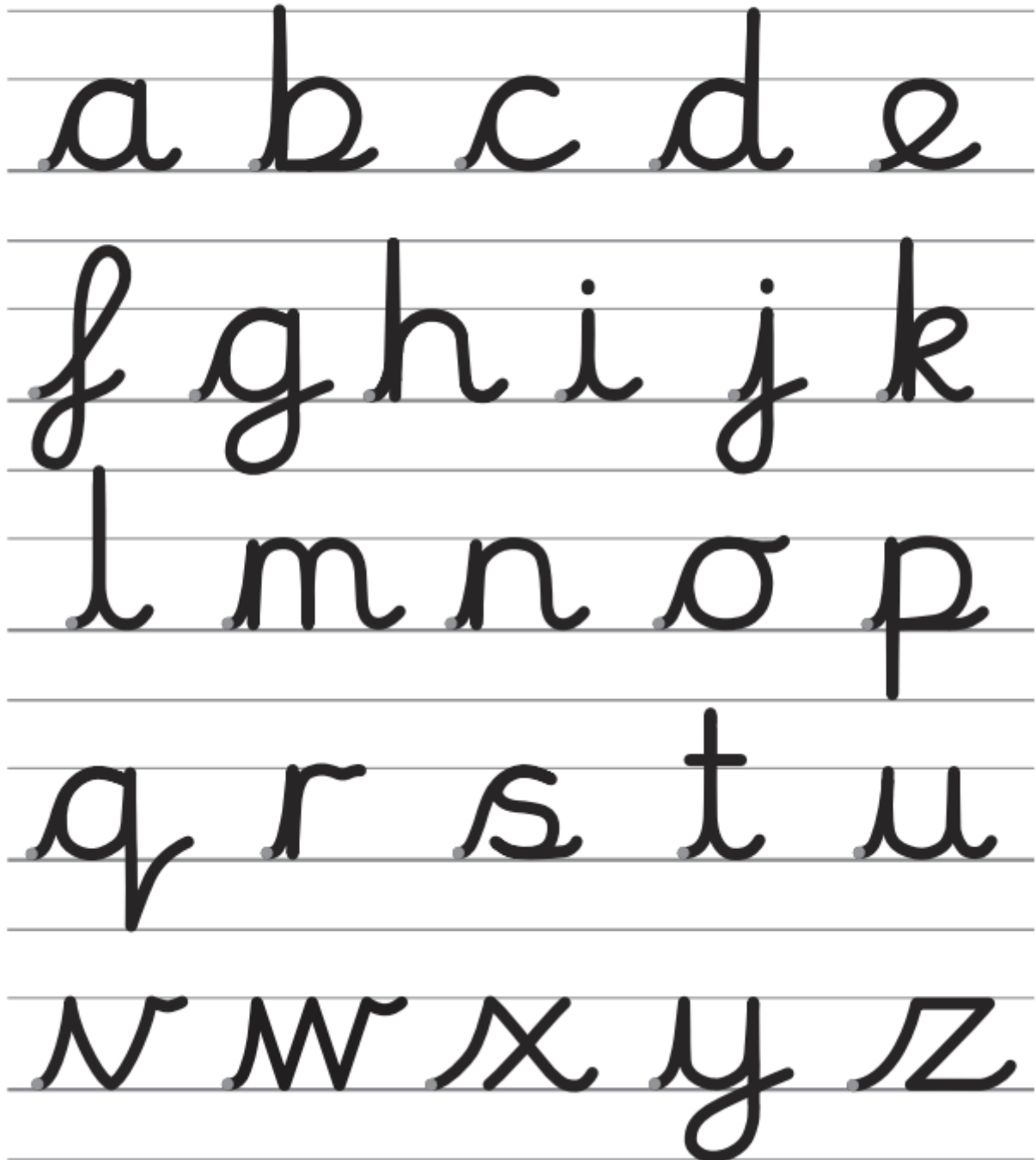
L M N O P

Q R S T U

V W X Y Z

**Appendix 4** (Sutton's lowercase cursive alphabet)

Cursive Lower Case Letters





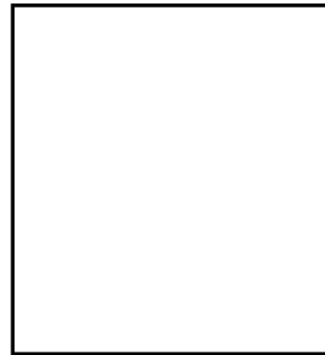
# Pen Licence

This is to certify that:

Name:

has been consistently writing with legible joined handwriting, in multiple subjects. Such outstanding efforts have been awarded with an official pen licence.

Awarded by:



Letter-join 

# Provisional Licence

This is to certify that:

Name:

has been consistently forming letters and numbers correctly, of the appropriate size, writing on the line. They have also demonstrated the correct pencil grip and sitting position. Such outstanding efforts have been awarded with an official provisional licence.

Awarded by:



Letter-join 

## Appendix 6 (handwriting assessment tracker)

### Handwriting Assessment Tracker

Name of child: \_\_\_\_\_ Date of birth: \_\_\_\_\_

Area of development	Dates evident	
	Working towards	Secure
<b>Early Years (non-statutory): Reference Doc and attached</b>		
Can demonstrate large muscle movements ( <i>Ref Doc page 1</i> )		
Can demonstrate small muscle movements ( <i>Ref Doc page 2</i> )		
Demonstrate some pencil control ( <i>attached page 1</i> )		

<b>Year 1: Reference Document and attached</b>		
Maintain a good sitting position ( <i>Ref Doc page 3</i> )		
Hold a pencil correctly using a tripod grip ( <i>Ref Doc page 3</i> )		
Starting to form lowercase letters with the correct orientation ( <i>attached page 2</i> )		
Beginning to form capital letters ( <i>attached page 2</i> )		
Beginning to form digits 0-9 ( <i>attached page 2</i> )		
Separate words with spaces ( <i>Ref Doc page 4</i> )		

<b>Year 2: Attached</b>		
Form lower-case letters of the correct size in some of their writing ( <i>Ref Doc page 4</i> )		
Starting to use some of the diagonal and horizontal strokes to join letter ( <i>Ref Doc page 4</i> )		
Use spacing between words that reflects the size of the letters ( <i>Ref Doc page 4</i> )		
Form capital letters and digits of the correct size and orientation ( <i>Ref Doc page 4</i> )		

Area of development	Dates evident	
	Working towards	Secure
<b>Year 3: Reference Document page 4</b>		
Consistently joins handwriting through independent writing ( <i>Ref Doc page 4</i> )		
Letters are consistently sized ( <i>Ref Doc page 4</i> )		
Letters are properly spaced ( <i>Ref Doc page 4</i> )		






















<b>Year 4: Reference Document page 4</b>		
All handwriting is joined correctly, independently and fluently ( <i>Ref Doc page 4</i> )		
Clear ascending strokes ( <i>Ref Doc page 4</i> )		
Clear descending strokes ( <i>Ref Doc page 4</i> )		















<b>Year 5: Reference Document and attached</b>		
Joined handwriting is legible when writing at speed ( <i>Ref Doc page 5</i> )		
Can choose an un-joined style for certain tasks like labelling or form-filling ( <i>attached page 3</i> )		

<b>Year 6: Reference Document and attached</b>		
Joined handwriting is legible and fluent ( <i>Ref Doc page 4</i> )		
Legibility in joined handwriting is maintained when writing at speed ( <i>Ref Doc page 5</i> )		
Can choose the standard of handwriting appropriate for a particular task ( <i>attached page 4</i> )		



















## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 	 iguana	Pull your lips back and make the l sound at the back of your mouth l l l	Down the iguana and dot the leaf.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 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 g g g	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 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 c c c	Curl around the cat.
 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 k k k	Down the kite, up to the top corner and down to the bottom corner.
 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 c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>umbrella</p>	Open your mouth wide and say u u u	Down and around the umbrella, and back to the ground.
 	 <p>rainbow</p>	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground and over the rainbow.
 	 <p>helicopter</p>	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter.
 	 <p>bear</p>	Put your lips together and say b as you open them b b b	Down the bear's back, up and round its tummy.
 	 <p>flamingo</p>	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	Down the flamingo to its foot and across its wings.
 	 <p>lollipop</p>	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	Down the lollipop stick.

### Appendix 8 Letter Join Handwriting Assessment

Year 6: Reference Document page 6 and attached			
Joined handwriting is legible and fluent ( <i>Ref Doc page 6</i> )			
Legibility in joined handwriting is maintained when writing at speed ( <i>Ref Doc page 6</i> )			
Can choose the standard of handwriting appropriate for a particular task ( <i>attached page 4</i> )			