



# Handwriting Policy

Sutton CE (VC) Primary School



March 2023

## 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.

## Aims

- 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.

## 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

### Early Years Foundation Stage

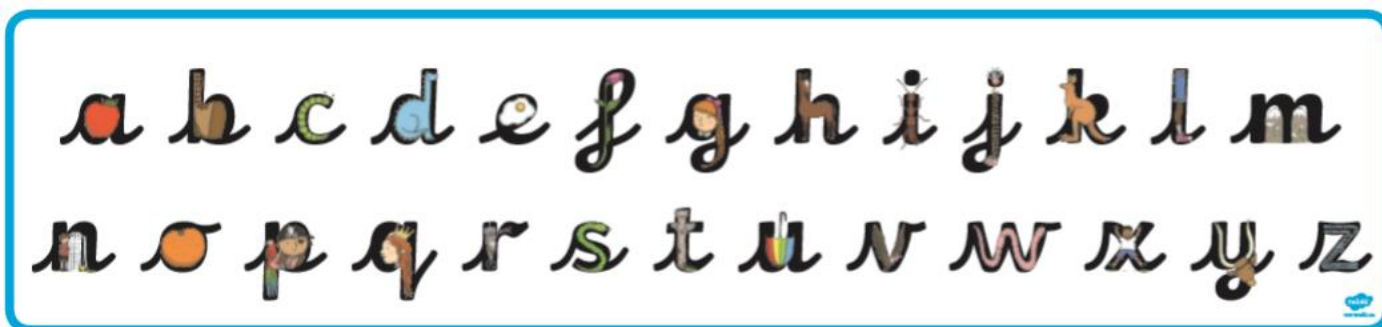
It is important for children to understand the importance of clear and neat handwriting from an early age and letter formation is taught in Reception. In order to achieve this, children are given plenty of opportunities to develop their gross and fine motor skills through high quality provision and active and purposeful learning experiences which are essential for developing a tripod pencil grip and the ability to sit at a table with a good writing posture.

When first teaching children to form letters, we follow the Read, Write Inc. programme and link the learning to systematic phonics lessons. Children will learn to write legibly by forming the letters correctly with an aim to write with increasing fluency and speed (appendix 1).



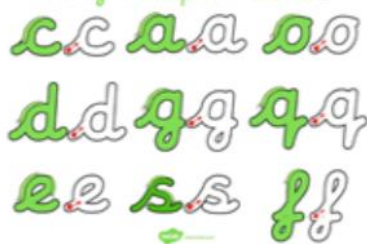
## Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting is modelled and integral within phonics sessions as well as taught as a discrete session 1-2 times a week. When teaching handwriting discreetly, we teach letters which are formed with a similar movement together following the Read, Write Inc. guidance.



Read Write Inc. letter formation is developed into a pre-cursive style at Sutton with addition of a 'here we go' lead in to each letter, starting on the line to ensure that all letter formations start at the same place (appendix 2). Children will also have experience of handwriting patterns related to each of the main families.

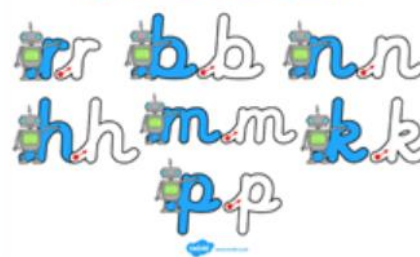
Curly Caterpillar Letters



Ladder Letters



One-Armed Robot Letters



Teachers and support staff continue to remind children how to write letters and numbers correctly, using an effective tripod pencil grip (correcting them when this is not being used). The handwriting and grip is modelled in each handwriting session and referred to during other writing activities.

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

- Write digits 0-9 accurately (appendix 3)
- Form lower-case letters of the correct size relative to one another (appendix 1).
- 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 not joined (appendix 2).
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters (appendix 4).

- Use spacing between words that reflects the size of the letters.

Aa Bb Cc Dd

Ee Ff Gg Hh

### Key

### Stage 2

At this stage, we aim for all children to develop a clear, fluent continuous cursive script.

Continuous Cursive Script

abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps  
over the lazy dog. Baa baa  
black sheep, have you any  
wool? Yes sir, yes sir, three  
bags full.

Handwriting is modelled by adults within all subjects and discrete handwriting is taught 1-2 times a week, linked to the spelling pattern being taught. Letters which are formed with a similar movement will be taught together, following the Twinkl scheme of work guidance.

By the end of Year 6 children are taught to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Identified individuals will have additional handwriting support (e.g. fine motor activities) or use support grips to enable them to be successful.

We have a Pen Licence that allows children to write in pen during lessons. This works as an incentive for children to present their work to the highest standard they are capable of. Please see the Pen Licence Policy for more information.

### 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.

These adjustments include:

- Sitting left-handers to the left of others so elbows do not interfere with each other.
- Monitoring pen grip and stance (paper should be slanted in line with their body).
- Monitoring letter formation.
- Extra practice with left-to-right exercises, where needed, before pupils write left-to-right automatically.
- Teachers demonstrate to left-handers on an individual or group basis.

### **The Learning Environment**

In all classes:

- Writing implements are available for pupils to work at their own tables.
- Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries.
- All our English and Maths books have presentation expectations stuck in the front to remind children of what we expect. Please see Appendix of English Policy for details on this.
- Presentation is picked up by teachers when marking using an 'H' in the margin. Please see Marking and Feedback Policy for more information.

### **Resources**

After learning the letter formation in EYFS, we begin to use the Read, Write Inc. handwriting guidance to support the key stage 1 children and these can be downloaded from the Oxford Owl website. We expect a handwriting session to last for 15 minutes and to be taught at least twice a week. In Key Stage Two, we use the Twinkl scheme of work handwriting guidance to support these sessions, which are linked to the spelling pattern being taught.

Our handwriting style is displayed in every classroom and available on tables for children to refer to (appendix 5) as well as used within teaching slides.

### **Interventions**

We regularly assess the children's handwriting across the curriculum. If we notice that a child is struggling with an aspect of their handwriting, we will offer an intervention on a small group basis. During this, children will have the opportunity to develop their specific difficulty.

If a child has severe difficulties with their fine motor skills, we will explore touch typing as a way of communication. This will be done 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 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.

## Appendix 1

### Read Write Inc. Handwriting Phrases - "here we go"

m: Maisie, mountain, mountain

a: Round the apple, down the leaf

s: Slither down the snake

d: Round his bottom, up his tall neck and down to his feet

t: Down the tower, across the tower

i: Down the body, dot for the head

n: Down Nobby, over his net

p: Down the plait and over the pirate's face

g: Round her face, down her hair and give her a curl

o: All around the orange

c: Curl around the caterpillar

k: Down the kangaroo's body, tail and leg

u: Down and under, up to the top and draw the puddle

b: Down the laces to the heel, round the toe

f: Down the stem and draw the leaves

e: Lift off the top and scoop out the egg

l: Down the long leg

h: Down the head to the hooves and over his back

r: Down his back and then curl over his arm

j: Down his body, curl and dot

v: Down a wing, up a wing



























y: Down a horn, up a horn and under his head

w: Down, up, down, up

z: Zig-zag-zig

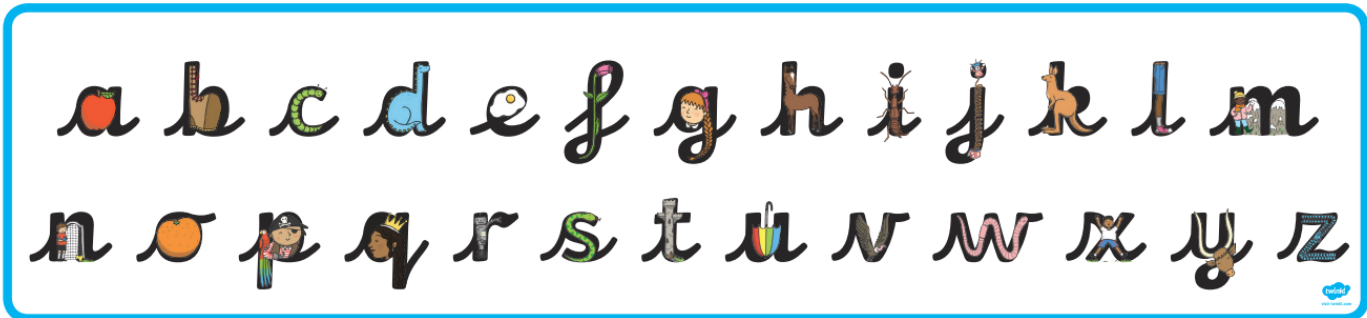
qu: Round her head, up past her earrings and down her hair

x: Down the arm and leg and repeat the other side

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Appendix 2

Read Write Inc. Pre-Cursive Handwriting Style





Number formation rhymes

Make a big loop, just like so. This is the way to make **zero**.



A straight line **one** it is fun.



Around and back on the railway track makes **two, two, two**.



Around the tree and around the tree. This is the way you make a **three**.



Down and across and down some more. This is the way you make a **four**.



With a straight neck and a round tummy, put his hat on, **five** sure looks funny.



Down to a loop, the **six** rolls a hoop.



Across the sky and down from heaven. This is the way you make a **seven**.



Make an **S** and do not wait. Climb back up to make an **eight**.

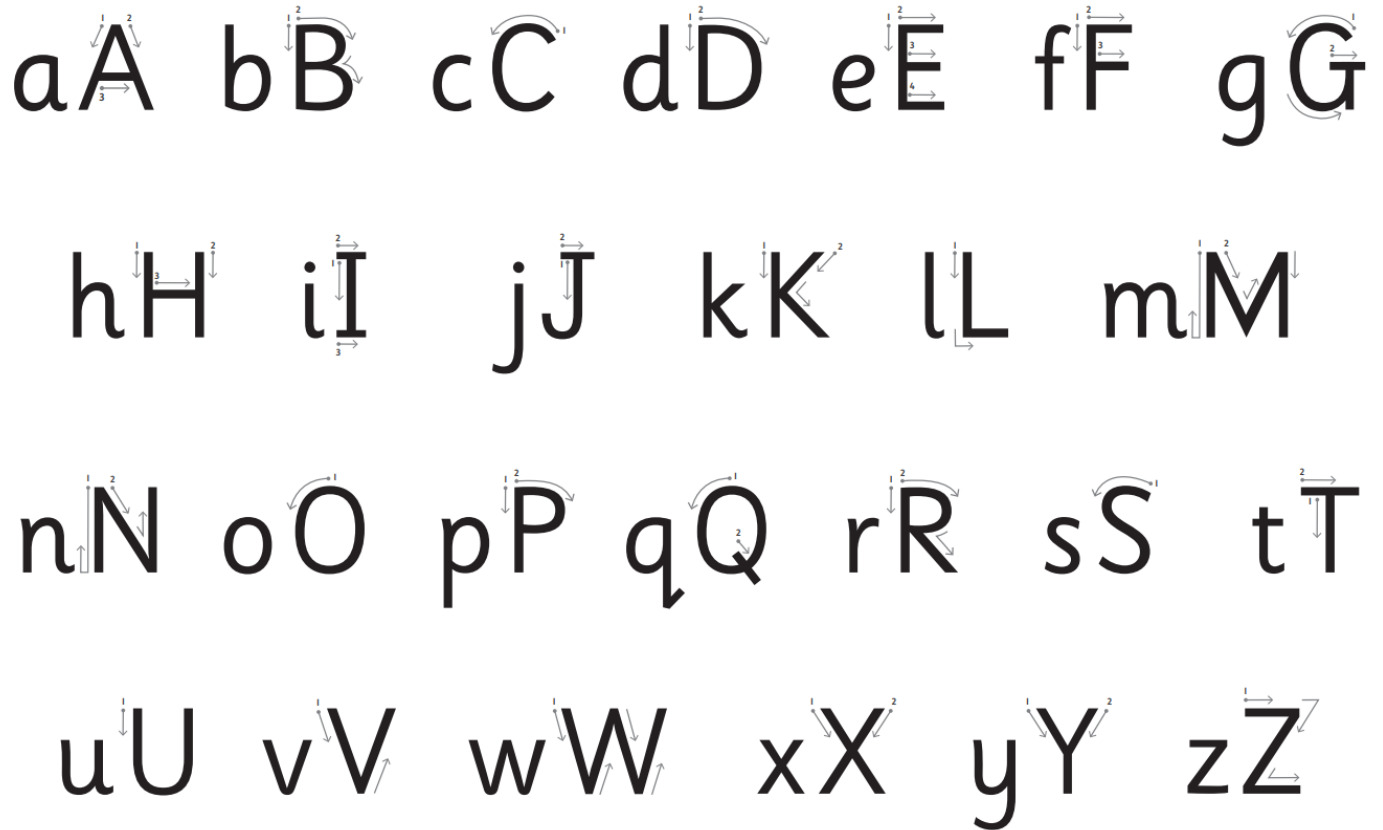


A loop and a line makes a **nine**.



Appendix 4

Read Write Inc. Upper and Lower Case Formation Chart



Appendix 5

KS2 Handwriting Style

