



Handwriting Policy

Autumn 2024

AIMS

EYFS

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Write recognisable letters, most of which are correctly formed;

NC Aims:

By Y2

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

LKS2

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

UKS2

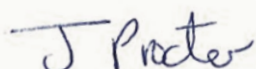
Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

APPROACH	<p><u>KS1 and 2</u></p> <p>Handwriting is linked to the phonics grapheme being taught using ELS Mnemonics from FS2 to Y2.</p> <p>From Spring term Y2, the 'Teach Handwriting' scheme is used (Route D).</p>
CONTENT AND RESOURCES	<p>Fs2 Capital letters and finger spaces are introduced in FS2 as well as all lowercase letter graphemes in the order of the ELS phonics progression.</p> <p>Y1. All lower case letter formation in letter families are consolidated. The correct formation of capital letters is taught. In summer term, pre-cursive letters with entry and exit strokes are introduced.</p> <p>Y2 bottom joins of digraphs are introduced</p> <p>Y3 bottom joins are consolidated and top introduced.</p> <p>By Y4 children will have learnt all joins and be expected to write mostly in cursive.</p> <p>Teach handwriting will be used to model joins and help follow the school progression of joins.</p>
ACCESSIBILITY AND SEND	<p>Children who may need more time to develop fine motor skills and strength will participate in small groups or 1:1 using strategies described in the EYFS section. Sloping boards and pencil grips will be used to help children who need them as identified on provision maps. Highlighted lines are used to help children develop correct height and spacing. Some children may need to have larger spaced lines in KS2. Formative assessment is used to identify children who may need additional handwriting practice.</p> <p>Teachers ensure that appropriate equipment is available for left-handed children and when considering seating arrangements, ensure left-handed pupils have sufficient writing space on their table alongside other pupils.</p>
EYFS	<p>Children begin their handwriting journey in EYFS through developing their gross motor skills in the environment and during directed PE sessions. The environment provides opportunities for transporting, carrying, running, climbing, balancing and lifting along with equipment for throwing and kicking. In FS1, we follow Wiggle Me to Squiggle which focuses on strengthening arm muscles and coordination through a series of moves - vertical, horizontal and cross body performed daily to music. During FS1 and FS2 we encourage the children to mark make whilst in tummy time, developing strength in their shoulders and core, and provide many opportunities to practise the pre-writing shapes and letter formation in a variety of media - pens, chalk, paint.</p>

	<p>To develop the children's fine motor skills and increase their control when mark making and forming letters, Dough Disco is used. This session develops the smaller muscles in hands, fingers, wrists and elbows through manipulating playdough into many different shapes. Opportunities to continue to build strength and develop hand eye coordination are provided in the environment, such as: peg boards, clothes pegs, scissors and cutting, building with lego and blocks. Children are supported to develop strength through self-care acts of zipping coats and putting on their own clothes.</p> <p>In FS1 the children are exposed to the ELS handwriting letter rhymes in small groups and apply this in the environment through painting, drawing and using chalk to practise. In FS2 correct letter formation is directly taught during ELS sessions, reinforced by the letter rhymes in free mark making time and in Drawing Club. When the children are confident and show more control, they progress onto handwriting practice as a daily activity during morning linked provision.</p> <p>During their time in EYFS all children are initially encouraged to have a comfortable grip and are encouraged to develop the more traditional tripod grip by the end of FS2.</p>
TIME ALLOCATION	<p>EYFS daily work on gross and fine motor skills. FS2 daily lessons.</p> <p>KS1 one 15 min lesson and addressed in daily phonics lessons.</p> <p>Y3& 4 one x 30 min lesson pw.</p> <p>Y5&6 no discrete lessons but children are expected to write in cursive handwriting daily</p>
ASSESSMENT	<p>Assessment of handwriting is formative. It is used to inform next steps, which may include extra support.</p>
MONITORING AND REVIEW	<p>Handwriting and presentation across the curriculum will be monitored by English Subject leaders and SLT with oversight by governors.</p>

Signed by: _____



Date: 14/11/2024

Headteacher



Signed by: _____

Date: 14/11/2024

Chair of governors