



Handwriting Policy

Spring Term 2024

Rationale

Children should be able to write with a fluent, legible style of handwriting.
To have a consistent approach to handwriting throughout school.

Aims

For all staff to have high expectations of handwriting and presentation in all subjects.
For all staff to model handwriting, and to use a consistently joined style when marking books.

For children to take pride in all writing across all subjects, and for the standard of their handwriting to be the same in all subjects.

The teaching of handwriting in EYFS

Intent

The current EYFS statutory target is for children to 'write recognisable letters, most of which are correctly formed.'

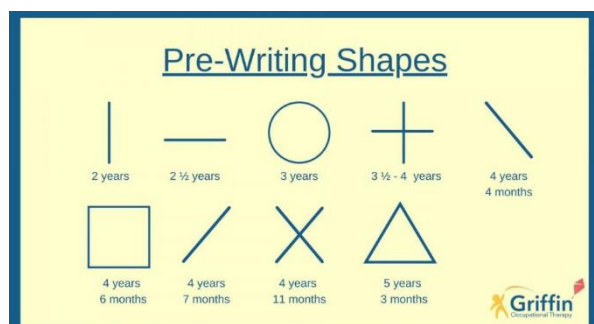
The main aims of handwriting by the end of EYFS are for the children to be able to -

1. Hold their pencil using a tripod, modified tripod or quadruped grasp when colouring, drawing and writing.
2. Be able to write their name with correct letter formation patterns.
3. Start most lower case letters of the alphabet in the correct position when writing.

Implementation

The children will be

- Exposed to a wide range of both gross and fine motor activities on a daily basis, including activities to build finger strength and accuracy.
- Experience a wide range of mark making opportunities using a variety of resources.
- Experience colouring and drawing shapes with a range of writing instruments.
- Taught to identify which fingers should hold their pencil (crocodile fingers).
- Taught to visually identify straight (| - +) and oblique lines (\ / x).



- Taught a range of pre-writing shapes to recognise, imitate, copy and independently draw (<https://www.griffinot.com/pre-writing-shapes-what-are-they-and-how-to-teach-them/>)



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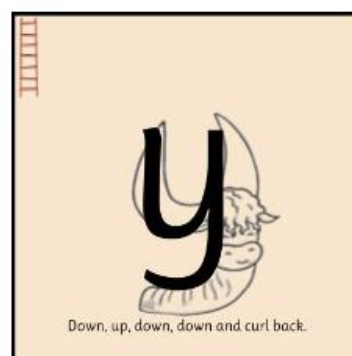
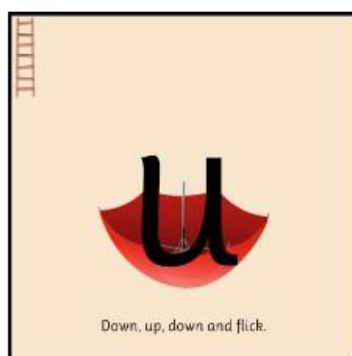
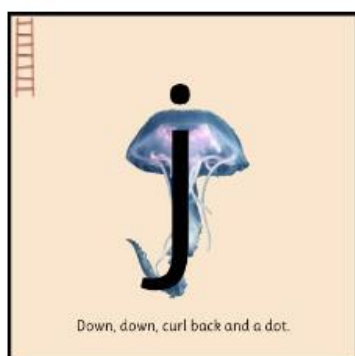
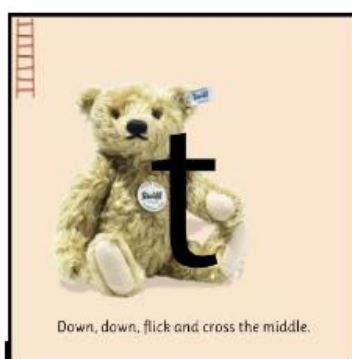
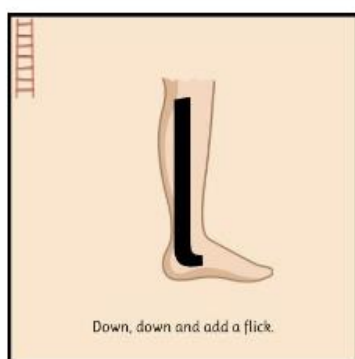
- Taught that they need to keep their pencil on the paper (i.e. no lifting) when making certain letters whereas for other letters they may need to lift their pencil.
- Will use lined white boards and white board pens. Children in nursery will use blank boards.
- In the Spring Term of Reception, children will be taught a structured handwriting programme during daily discreet sessions.
- Staff will model on lined boards and paper.

In EYFS, children will be taught the letter formation using visual reminders which link to their phonics knowledge. This is combined with a formation pattern.

Visual flashcards will be shown to the children (examples of each family in appendix 4) and they will also be displayed on a handwriting family poster (appendix 5)

From reception, letters will be introduced in the following order with the following images and patters.

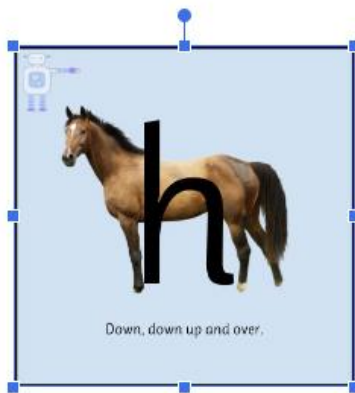
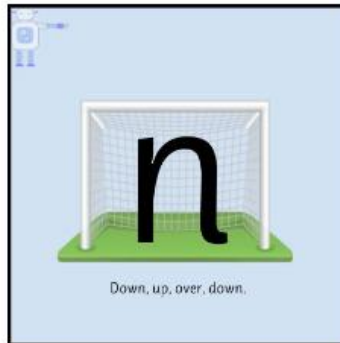
Ladder letters l t i j u y





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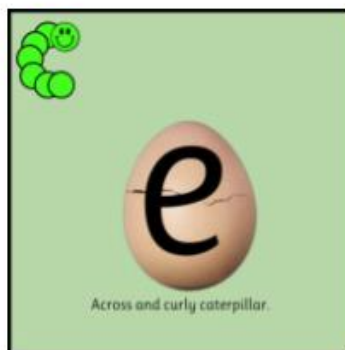
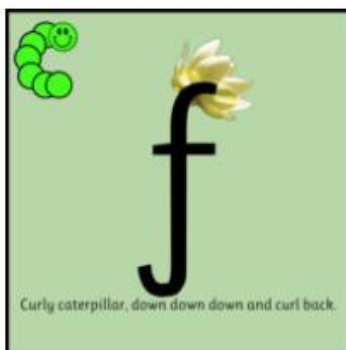
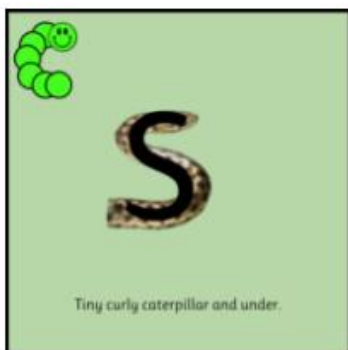
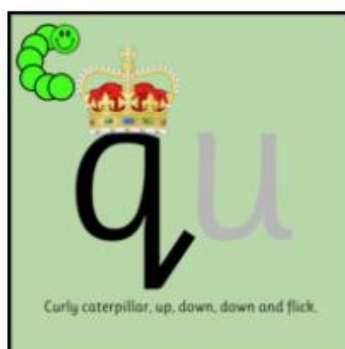
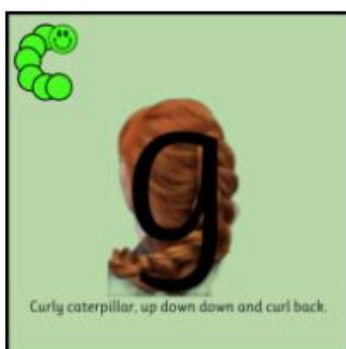
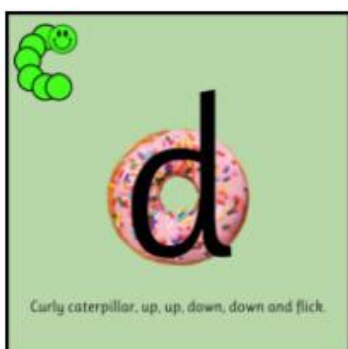
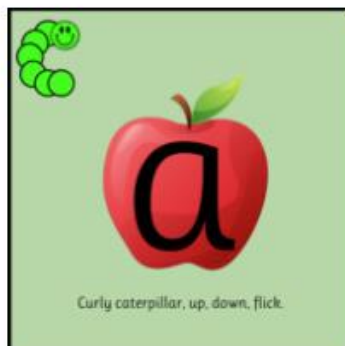
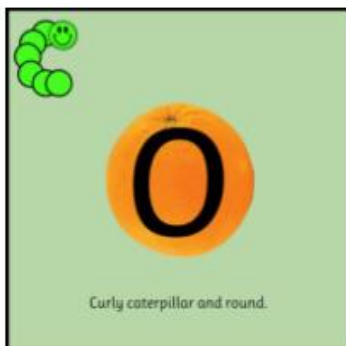
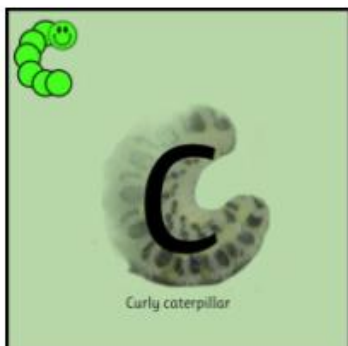
One armed robot letters: r n m h b p





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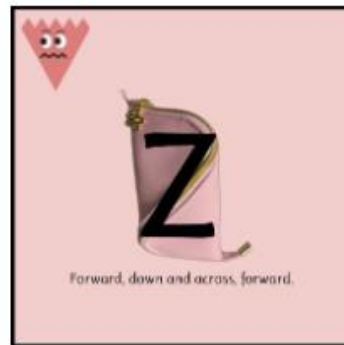
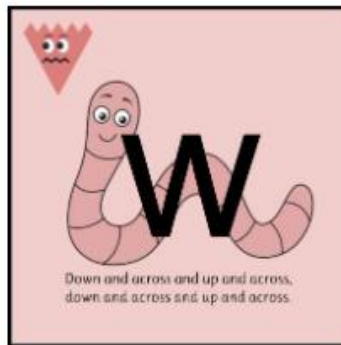
- Curly caterpillar Letters: c o a d g q (always shown with u), s, f, e





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Zig zag monster letters: v w z x



- **One armed robot letters:** k (more complex formation)

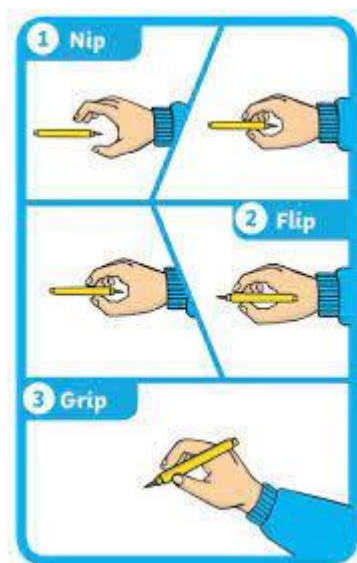




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Teaching of handwriting in Year 1-6

- Year 1 children will begin using simple tram lines until how to use the four lines (size 04) is established. This is at the teacher's discretion.
- The 'four-line books' will be used for writing (purple), reading (yellow); history/ geography (red); design and technology (pink); science (green).
- Writing in other curriculum subjects or on paper will be supported with handwriting lines; tramlines (Year 5/6); or a line guide. Teachers will choose the correct width of lines to meet the needs of the children. These books will secure letter formation, joins, sizing and spacing.
- In Year 5 and 6, once a child has learnt all the correct joins, is applying them correctly, and they have completed their 'four lined purple book', they will use single ruled feint books in preparation for transition to secondary school.
- All children are to write in pencil (using the school issue pencil unless they require a pencil grip/specialised pencil to support fine motor skills) in Years 1 - 4. In Year 5 and in Year 6, when all letter joins have been taught, and handwriting is in line with the handwriting policy, children will be given a handwriting pen to use when appropriate. If handwriting falls below the standard expected, the child will revert to using a pencil.
- Children need to adopt a satisfactory pencil grip - with the thumb and the fore finger gripping the pencil above the exposed wood, with the pencil resting on the middle finger. Children will only use pencil grips if these have been recommended by the SENCO. The phrase "Nip, flip, grip" will be used to encourage correct pencil grip.



- All children need to be seated correctly for all written work by ensuring their feet are flat on the floor, their back is against the back of the chair and they are sitting straight-on facing the table (to remind children - BBC = back, bottom, chair or TNT = tummy near table or 6 feet on the floor - four of the chair, two of the child).
- Children are to be encouraged to slightly angle their book - right handers tilt the book to the left, left handers tilt the book to the right.
- Handwriting will be taught in each writing lesson, where writing (letters) or maths (numbers) books are being used. Handwriting should only be taught and practiced by being modelled by the adult. Children should not be asked to practise letters at the end of a piece of writing without formation being modelled.



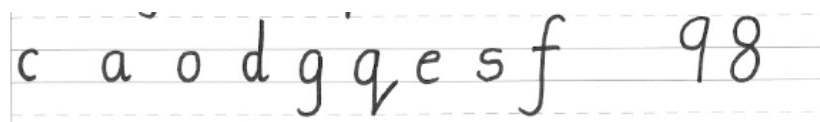
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- No more than 2 letters or 2 joins should be practised per session, with a maximum of 8 single letters or 8 joins being practised in KS2, 4 in KS1.
- All staff are to use the same common language when teaching handwriting, e.g. top dotted/dotted line, top solid line, bottom solid line, bottom dotted/dotted line, for the children to also use this language.
- The same high-quality handwriting is expected in all subjects. If children do not produce their best handwriting then they should be asked to rewrite all or some of it again.
- The school will use Ruluko font in size 12-14 for worksheets and displays. When using Prowise the preferred font is Patrick Hand.

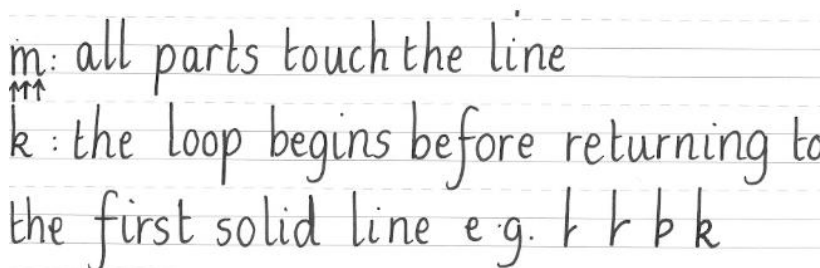
Sequence of teaching

From Year 1, letters will be introduced with their corresponding capital letter on the same day in the following order, families and formation phrases:

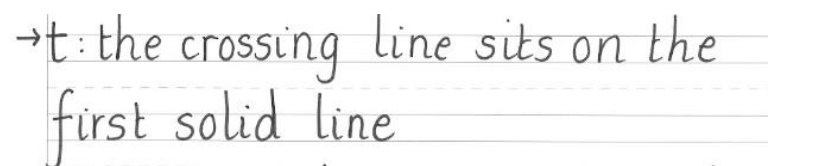
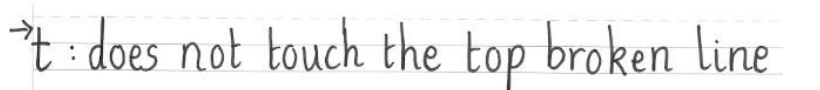
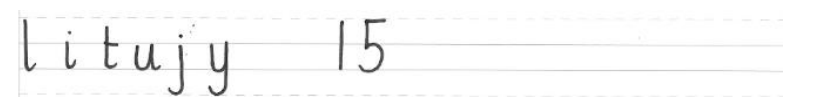
Curly caterpillar letters: "Curly caterpillar...": c a o d g q e s f



One armed robot letters: "Down, up and over" r b n h m k p



Ladder letters: "Down" l i t u j y





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Zig zag monster letters: "Down and across and up and across" v w x z

v w x z 4 7

w: all parts touch the line.

x: begins with \, then goes up from the line with a small flick.

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

M: straight sides with a short middle point











W: diagonal sides with a short middle point.

Number Formations

0 1 2 3 4 5 6 7 8 9



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 <p>Curly caterpillar and go round, to make a number 0.</p>	 <p>Go straight down and that is all to make the number 1.</p>	 <p>Swing it round and then go right, to make the number 2.</p>
 <p>Swing it round and then once more, to make the number 3.</p>	 <p>Down, slide, cut in half, to make the number 4.</p>	 <p>Down, round, put on a hat, to make the number 5.</p>
 <p>Come on down and make a curl, to make the number 6.</p>	 <p>Slide to the right and slant on down, to make the number 7.</p>	 <p>Make an s and go straight home, to make a number 8.</p>
 <p>Curly caterpillar up and down, to make a number 9.</p>		



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Number patters sung to the tune of 'Skip to my Lou'.

- 1- Go straight down and that is all to make the number 1.
- 2- Swing it round and then go right to make the number 2.
- 3- Swing it round and then once more, to make the number 3.
- 4- Down, slide, cut in half, to make the number 4.
- 5- Down, round, put on a hat, to make the number 5.
- 6- Come on down and make a curl, to make the number 6.
- 7- Slide to the right and slant on down, to make the number 7.
- 8- Make an s and go straight home, to make a number 8.
- 9- Curly caterpillar up and down, to make a number 9.
- 0- Curly caterpillar and go round, to make a number 0.

23: often reversed as they go
against the curly caterpillar

4: the middle of the 4 sits in the
solid lines

Letter Variation

EYFS/Y1: f g y j
Y2: f g y j
Y3+: f

f: small loop at the top, large loop
at the bottom finishing between the
solid lines



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Date Variation

Key Stage 1

Monday 14th September

Key Stage 2

Monday 14th September 2023

0	1	0	9	2	3
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Joined Handwriting

From Year 2, joins will be taught in the order in Appendix 1 and as below:

Diagonal joins to letters without ascenders

ai ar us au aw er ew ir ur ss as
ea ae ee ie se ue

Horizontal joins to letters without ascenders

ou vi wi xe ere oe re ure ve we oi on
oo or ov ow oa

Diagonal joins to letters with ascenders

ab ul it ch kn ll sh th ed be
de br

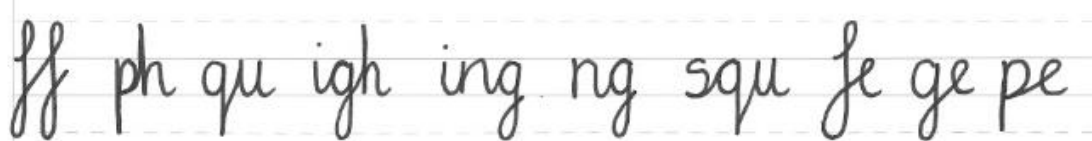
Horizontal joins to letters with ascenders

ol wh ot



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Diagonal joins to letters with descenders



Horizontal joins to letters with descenders



- Children will be taught that a join links where one letter ends and the next letter begins. It is vital that the children form their letters correctly, starting and finishing in the right place before joining letters.
- Letters do not have lead ins.
- Numbers will be taught in EYFS and will be modelled at the in every lesson in KS1. In KS2 children with incorrect number formation will receive intervention.
- From Year 3, consolidate joins. These should be done following the order in the appendix.
- From Year 3, a looped f will be taught for the first time.
- In KS2 children need to be taught to adapt their handwriting according to the task e.g. a faster informal style for note taking, printed styles for posters and diagrams, a neat, joined style for presented work.

Top Tip

- Encourage children to talk about their handwriting, to use the same terminology as the teacher - ask them to tell their partner how to do the letter / join.
- Ask children to look for their best letter / join. Put a dot under it. What makes that one better than the rest? How can you improve it further? Do it again but make it even better.
- Which is your worst letter / join? Why? What do you need to do to improve it further? Do it again and improve it.
- After practising three joins, ask children to put a dot/line under a good one or one that needs improving, then attempt to improve this further with one more join.

SEND

- The same high expectation of handwriting will be made of every child in school.
- The size of the spacing between lines in English books will be determined by the need of each individual child.
- Some children may need green or blue paper books.
- Children who need support with their fine motor control will receive additional activities and intervention support.



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The Writing Environment

Ensure displays have a balance of printed text, teacher's handwriting and children's writing.

Display the letters / joins that are being practiced during the lesson.

Ensure pencils are always sharp and in a good condition (not chewed). Children should not use pencils that are shorter than 10cm in length.

[Appendix 1](#) : Letter Formation Cards (Y1)

[Appendix 2](#): Letter Formation Cards (Y2)

[Appendix 3](#): Letter Formation Cards (Y3+)

[Appendix 4](#) Reception Letter Patter Mats

[Appendix 5](#): Year 1 Patter and Letter Mats

[Appendix 6](#): Year 2 upwards Letter Formation Mat

Adoption, Approval, Sign Off

Signed On behalf of	FGB/Committee/Gov/HT
Date	Spring Term 2024

Document Control

Title of document	Handwriting Policy
Revision number	4
Review frequency	1 year
Next review date	Spring Term 2025
Type or status	Policy