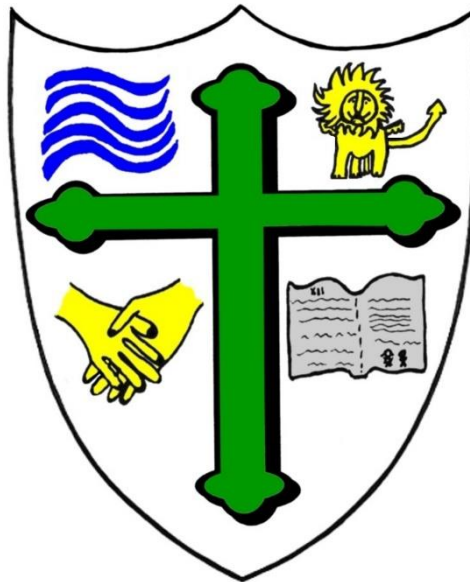


Highcliffe St Mark Primary School



Handwriting Policy

Reviewed (date)	
Reviewed by (name)	
Approved by Governors (if applicable)	
Review due (date)	

Intent

At Highcliffe St Mark Primary, we understand the importance of clear and neat handwriting so that our children can communicate in writing effectively and fluently, both in English lessons and across the wider curriculum. We believe that all children, by the end of Year 6, should be able to write legibly in both a printed and joined style. The development of this fluency allows children to focus on the content of their writing rather than the formation of the letters themselves. To be successful, children need to have mastered fine motor skills and correct pencil grip, be able to form all letters correctly, know the size and orientation of letters and understand the four main joins (see tables below).

Handwriting skills will be taught regularly and systematically throughout the school, a minimum of 3 times per week, with each session between 10-15 minutes in length. Handwriting will be practised in English books. Handwriting books are not used to ensure that children are successful in applying their handwriting skills in all areas of the curriculum and in the books used for these.

Implementation: The National Curriculum

Our handwriting policy is aligned with the requirements set out in the National Curriculum (see table below).

EYFS	<ul style="list-style-type: none">• Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD)• Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD)• Form lower case and capital letters correctly. (LIT) Capital letters formed where appropriate (for example when writing own name). ELGs:• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD)• Write recognisable letters, most of which are correctly formed. (LIT)
Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• 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	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• form lower-case letters of the correct size relative to one another

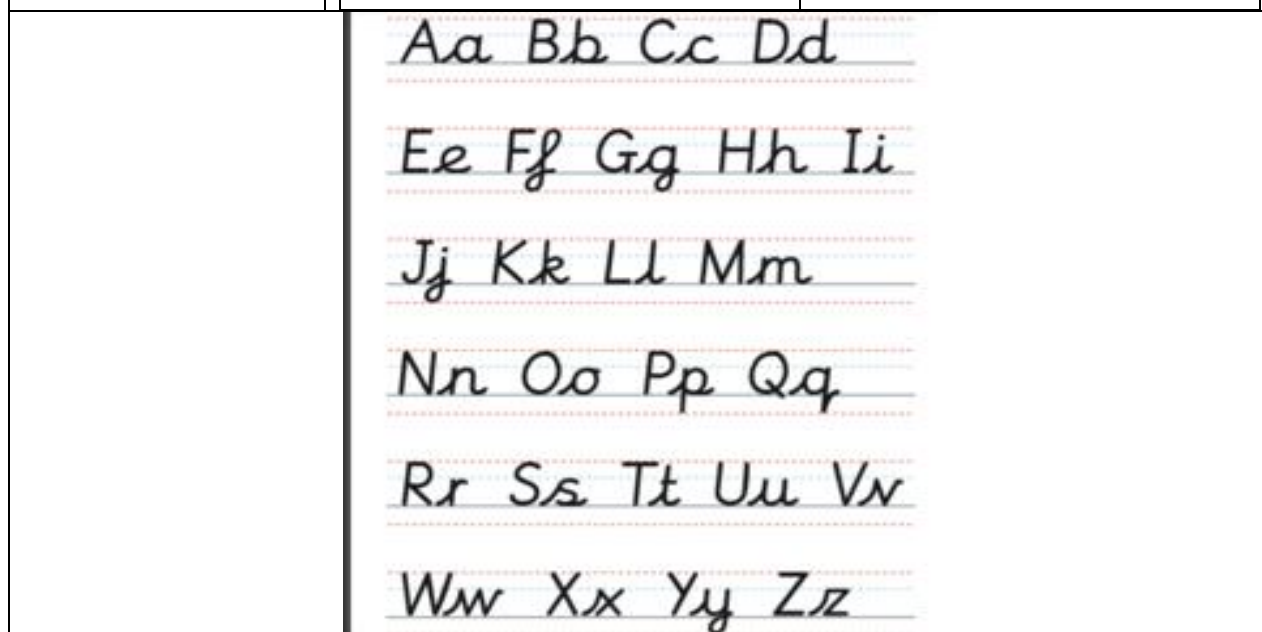
	<ul style="list-style-type: none"> start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.
Years 3 and 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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].
Years 5 and 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> 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 choosing the writing implement that is best suited for a task.

Implementation: Handwriting progression at Highcliffe St Mark Primary – Animaphonics

We will teach the printed letters (as well as digraphs and letter strings) in an order to closely mirror our “Animaphonics” phonics scheme. This is to ensure that children are familiar with the connection between the sounds of the letter and how these are written. Once children reach the summer term of Year 2, they will begin joining, using the four basic joins. Where children are initially learning to print letters correctly, there is no requirement for a “lead in” stroke.

<u>Initial handwriting</u>	<u>Animaphonics sounds and phases</u>	
<ul style="list-style-type: none"> Hand and finger strength Seating position Pencil grip Tracing Following patterns Over teacher’s writing (highlighter) Under teacher’s writing (directly under words – write in large 	<p>PHASE 2 s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f, l</p>	<p>PHASE 3 j, v, w, x, y, z, qu, ch, sh, th, th, ng, ee, ar, oa, or, oo, oo, ai, igh, ear, ow, ur, oi, air, ure, er, ue</p>
	<p>PHASE 4 ff, zz, ll, ss, ck</p>	<p>PHASE 5a ure, ai, ay, ee, ea, igh, ie, ue, ew, oa, ow</p> <p>PHASE 5b a_e, i_e, o_e, e_e, u_e, ir, oy, aw, au, ou,</p> <p>PHASE 5c</p>

letters, leave large spaces between words) • Independence		nk, ph, wh, -ve, -tch, ore, are, oe, -y, ea, ie
	PHASE 6a ear, er, contractions, k, compound words, un, s/-es, -ing, -ed, -er, -er/-est PHASE 6b Y, c (before e, l, y), g (before e, l, y), -ge/-dge, -mb, -wr, -kn, -gn, ey, -le/-el/-al/-il, contractions, possessive apostrophe	PHASE 6c -es, -ed/-ing/-er/-est, -ment, -ness, -ful, -ly, -less, ti, ci, ssi, s PHASE 6d -al, -all, o, wa, qua, wor, war, homophones, Long vowels spelt o, e, l, a, u



Implementation: Handwriting progression at Highcliffe St Mark Primary termly overview

The content of handwriting skills sessions delivered at Highcliffe St Mark Primary are outlined below. This progression is matched to both the National Curriculum and the Animaphonics programme taught in the school.

	<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<u>EYFS</u>	Phase 2 and 3	Phase 4	Phase 5a
<u>Year 1</u>	Phase 5b	Phase 5c	Phase 6a
<u>Year 2</u>	Phase 6b	Phase 6c	Phase 6d

			<p>Diagonal joins to letters without ascenders</p> <p>Eg. ai, ar, ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu</p>
<u>Year 3</u>	<p>Letters with an ascender to a letter without an ascender da, di, do, du, dy, ha, he, hi, ho, hu, ka, ke, ki, ko, ku, la, le, li, lm, lo, lp, lu</p> <p>A diagonal join to the letter 'c' ac, ec, ic, lc, uc</p>	<p>Diagonal to the letter 's' as, cs, ds, es, hs, is, ks, ls, ms, ns, ts, us</p> <p>A diagonal join to the letter 'e' ae, ce, de, ee, he, ie, ke, le, me, ne, ue</p> <p>Begin to teach the horizontal join oa, oc, od, oe, og, oi, oj, om, on, oo, or, os, ou, ov, ow, ox, oy, oz</p>	<p>Continue with the horizontal join ra, rg, ri, rm, rn, ro, rp, rr, rs, ru, va, vi, vo, vs, vu</p> <p>Continue with the horizontal join wa, wi, wn, wo, ws, wu, wy A horizontal join to the letter 'e'</p>
<u>Year 4</u>	<p>Diagonal join from a letter to a letter with an ascender ib, ih, ik, ill, it, kl, ll, ph, pl, pt, sb, sh, sk, sl, st,</p>	<p>Continue with a diagonal join from a letter to a letter with an ascender th, tt, ub, uh, uk, ul, ut ob, oh, ok, ol, ot, rt</p> <p>Join from the letter 's' sa, se, si, sl, sm, sn, so, sp, ss, st, su, sw</p> <p>Join to letters with hooks, lines and loops ja, je, ji, jo, ju, fa, fe, fi, fo, fr, ft, fu,</p>	<p>Join to letters with hooks, lines and loops ga, ge, gi, gl, go, gr, gs, gu, wh</p>
<u>Year 5/6</u>	<p>Pupils to continue to write legibly and fluently efficiently (including at speed). Pupils will improve handwriting through copied passages or in their own writing (for example during lessons in English or foundation subjects).</p> <p>Pupils who are not yet meeting these expectations will continue to develop their handwriting through extra intensive support within the classroom.</p>		

Implementation: Whole School

In EYFS, children will be encouraged to develop gross motor control, through the use of large equipment for mark making such as big chalks, paint brushes, finger paints etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. As the children progress through the year, letter formation is taught alongside phonic development through Animaphonics. Our expectation is that by the end of EYFS, all children hold a pencil correctly and can form all letters and numbers accurately. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. From September of EYFS, teachers will model writing on lines. Initially, children will use unlined paper as the focus is on correct formation rather than size or positioning, although some children may use lines if their stage of development allows (ie. they have mastered the formation of their letters and numbers).

In Key Stage 1, all children will receive regular handwriting session of 10-15mins at least three times per week, separate to a writing session. From Year 1, all children are expected to be taught to write on lines and this must be explicitly modelled by the teacher at all times and across the curriculum. Handwriting will continue to be linked to phonic development with the introduction of new sounds. Handwriting will continue to be printed rather than cursive. In Year 2, adults will model cursive writing from the summer term, when diagonal joins to letters without ascenders are introduced. These joins should be developed throughout writing in other curriculum areas. They will also continue to link their handwriting to their phonic development.

In Key Stage 2, all children will receive regular handwriting session of 10-15mins at least three times per week, separate to a writing session. In Year 3 children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1. In Years 4,5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum.

Children will use line sizes appropriate to their stage in writing. For the majority of children, the line size will decrease as they move into KS2. Children should use a pencil for all handwriting in KS1 and at the start of Year 3. Blue handwriting pens will be introduced in Year 3 for those children who demonstrate that they have a neat and fluent handwriting. By Year 4, all children will write using the blue handwriting pens. In some cases, depending on the specific needs of individuals, children may use pencil grips or pens with a specific grip.

Inclusion

All children will have the opportunity to develop their handwriting skills of legibility and fluency. However, some pupils may need more support. It is recognised that it is essential for all children, especially those pupils with specific learning difficulties, to be closely observed when learning the correct formation of individual letters. This will ensure that posture, pencil grip and pressure, letter formation and placement are monitored and supervised to avoid the development and reinforcement of unhelpful habits. Pupils who experience difficulties in fine motor movement will be given lots of opportunities to develop control through rehearsal.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision. It is particularly important that left-handed children are seated on the left of a right-handed child so they are not competing for space. Pencil grips, thicker pencils, triangular pencils and wider lines will

be used by children who experience problems writing. Books that contain cream coloured paper will also be used by children who have specific writing difficulties.

Impact

Impact will be mainly evidenced by:

- A systematic and consistent approach, which ensures development in the skill of handwriting throughout each year group from EYFS to Y6.
- Children will take pride in their written work and achieve proficiency in the handwriting script outlined in this policy at each appropriate stage.
- Outcomes in children's wider curriculum work, as well as in their English books and school displays.