

Dr Walker's C of E Primary School



An Exceptional Place to Flourish

Though your beginning was small,
your future will flourish indeed.
Job 8:7

NON-STATUTORY POLICY

Handwriting Policy

Staff consulted	December 2022
Ratified by Governors	24.01.23
Review Cycle	Every 3 years

Chair of Governors: Mrs K Bush	
Headteacher: Dr L Lawson	

Contents

Pre-amble: School Vision, Ethos and Values	3
Introduction	3
Objective	3
Aims:	3
Correct posture and pencil grip for handwriting	4
Sitting position	4
The Tripod Pencil Grip	5
Right-handed Pupils	5
Left-handed pupils.....	5
Handwriting frequency	6
Pens and pencils	6
Inclusion	6
Handwriting at Home.....	6
National Curriculum expectations	7
Font and special letters	7
Key Stage Teaching	8
Early Years	8
Key Stage 1: Years 1 and 2	9
Lower Key Stage 2: Years 3 and 4 - Cursive.....	10
Upper Key Stage 2: Years 5 and 6	11
Recovery programme.....	12
Appendix – Capital Letters	14
Appendix – Printed Lower Case Letters	15
Appendix – Cursive Lower Case Letters	16
Appendix – Numbers and Symbols	17
Appendix – Gross Motor Skills Warm-up	18
Appendix – Fine Motor Skills Warm-up.....	21
Appendix – Assessment.....	22

Pre-amble: School Vision, Ethos and Values

Dr Walker's is a mixed Church of England Voluntary Controlled Primary School in Fyfield, Ongar, Essex.

We support all pupils to succeed in reaching their God given potential at Dr Walker's – 'An Exceptional Place to Flourish', by developing

- **Belief** in self and the development of confidence, respect and trust for others and an appreciation of spirituality and an understanding of faith in God;
- **Engagement** in a love for learning by nurturing curiosity and independence; and
- **Excellence** in reaching personal goals by demonstrating resilience and positive behaviour.

Our **CHRISTIAN VALUES** are reflected in:

- Standing with **COURAGE** for what is right.
- Using **CREATIVITY** in problem solving and making life beautiful.
- Treating every person and everything with **RESPECT**.
- Having **COMPASSION** for others.
- Completing every task with **PERSEVERANCE**.
- Taking **RESPONSIBILITY** for ourselves.
- Living with **HOPE** for a better future.

At Dr Walker's we provide every pupil with the care and support they need to develop as individuals and become educated and successful British Citizens who understand the importance of the following British values:

- **Democracy**
- **The rule of law**
- **Individual liberty**
- **Mutual respect and**
- **Tolerance of those with different faiths and beliefs.**

Introduction

- At Dr Walker's Church of England Primary School, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style.
- 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.



Objective

- Handwriting is a basic skill that influences the quality of work throughout the curriculum.
- By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.
- Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- 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.





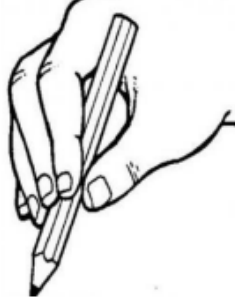
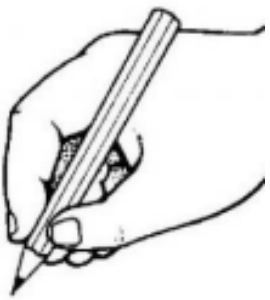
Expectations

- All teaching staff are encouraged to 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.

Consistency throughout the school

- Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work.
- Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

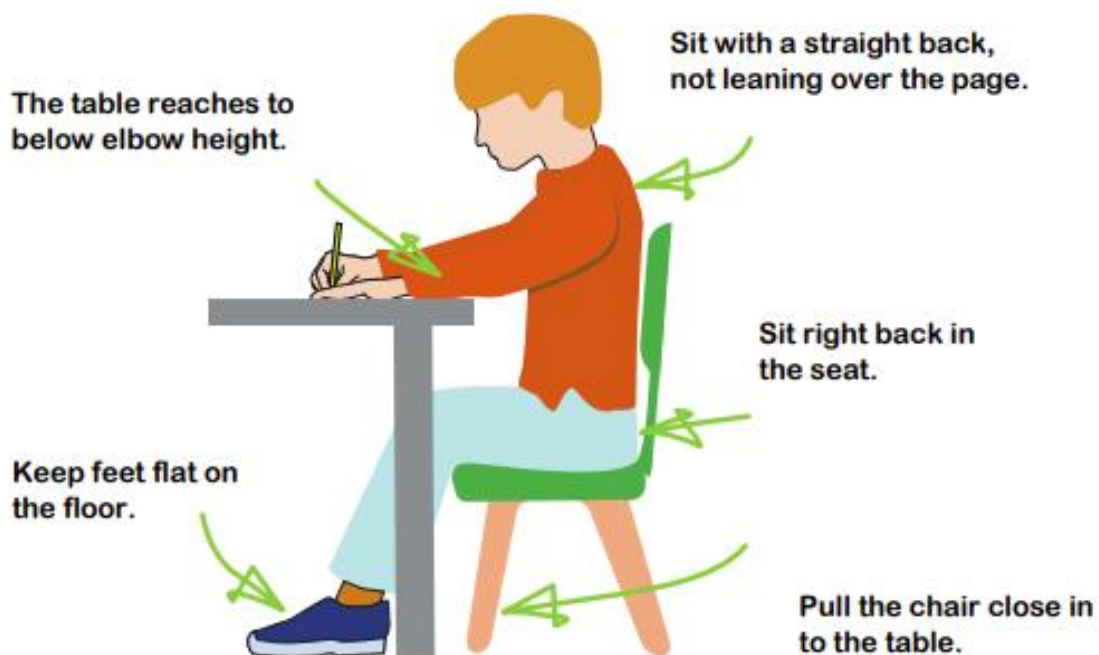
Stages of Early mark Making

			
1-1.5 years Cylindrical grasp	2-3 years Digital grasp	3.5-4 years Modified Tripod Grasp	4.5-7 years Tripod Grasp

Correct posture and pencil grip for handwriting

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

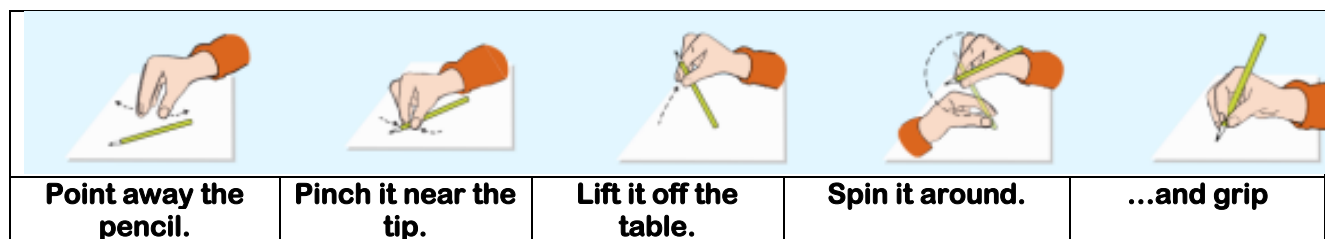
Sitting position



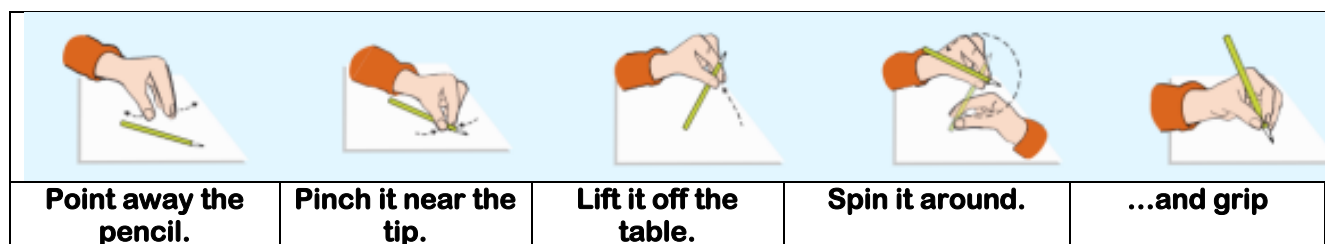
The Tripod Pencil Grip

- Both right and left handed pupils 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:

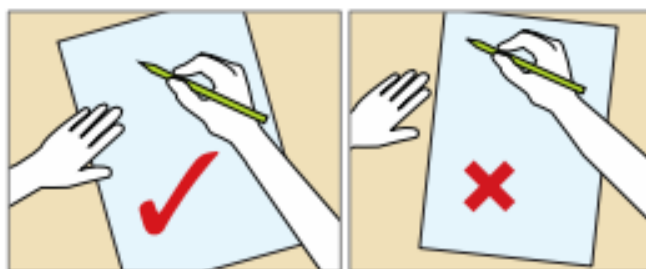
Right-handed Grip



Left-handed Grip



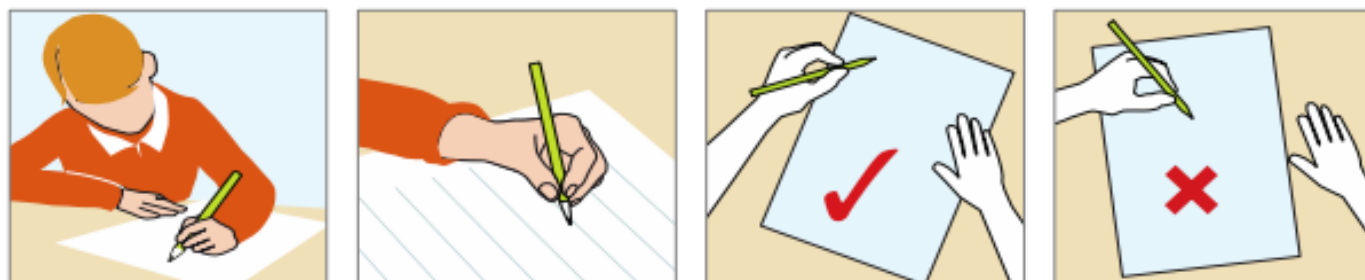
Right-handed Pupils



Paper position for right-handed pupils.

Left-handed pupils

- Left-handed pupils 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 pupil 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 pupils.

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 regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

- Pupils will start handwriting using a soft pencil.
- When fine motor skills have been established a handwriting pen can be used. This is referred to as a pen licence.
- More competent pupils can use a ballpoint or fountain pen.

Inclusion

- For pupils who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.
- Letter-join's Lesson Planners all include differentiation activities for extra practice/ challenge.

Handwriting at Home

- Pupils are 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!



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



National Curriculum expectations

Key Stage 1 Years 1 & 2	Lower Key Stage 2 Years 3 & 4	Upper Key Stage 2 Year 5 & 6
<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' (ie letters that are formed in similar ways) and to practise these. 	<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, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. 	<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.

Font and special letters

- As per the Department for Education guidance we do not teach cursive in EYFS.
- We will link the teaching of letter formation with our Little Wandle Phonics scheme.
- We teach letter formation using our formation phrases, which make a link between the mnemonic and the letter.
- We are encouraged by Little Wandle to teach handwriting outside the phonics lesson.
- Once our pupils have established letter formation at the end of year 1, they will start with cursive writing and follow the school's handwriting policy/programme to teach handwriting.
- Our preferred Letter-join fonts are:

EYFS and year 1	Letter-join Print Plus Has simple exit strokes for letters that end "on the lines."	the dog ran
Year 2	Letter-join Air Plus Is used when wanting to teach continuous cursive letters that are not joined.	the dog ran
KS 2	Letter-join Plus Is a continuous cursive font with lead-in and lead-out lines.	the dog ran

- Our preferred letterforms for special letters are:

EYFS and year 1	f k w x z	
Year 2 and KS 2	f k w x z	

Key Stage Teaching

Early Years

- For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:
 - enhancing gross motor skills such as 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.



Lesson Planner Early Years – Printed letters

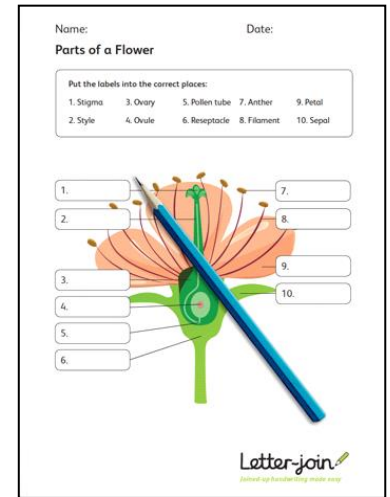
- Teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.
- It is divided into three sections covering:
 - pre-writing patterns
 - easy letters and words
 - harder letters and words
- At the end of this module, children should be able to recognise and form all the printed and lowercase letters of the alphabet.

Key Stage 1: Years 1 and 2

- Teaching progresses from five short, to two longer lessons per week:
 - continuing with gross and fine motor skills exercises
 - strengthening cursive handwriting, learning and practice
 - numerals, capitals and printed letters; where and when to use, learning and practice.
 - KS1 SATs SPaG exercises

Lesson Planner Module 2 for Year 1 – Print

- Contains lessons for teaching how to 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.



Lesson Planner Module 3 for Year 2 – Starting with pre-cursive to cursive

- Contains lessons for starting to introduce 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.



Lower Key Stage 2: Years 3 and 4 - Cursive

- Handwriting lessons will continue twice a week in Lower Key Stage 2.



Lesson Planner Module 4 for Year 3

- Is targeted at pupils in lower KS2 where pupils should be using a 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 pupils' handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner 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 pupils 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, pupils will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

EXAMPLE

Word of the Week: precarious

Write this week's word six times:

precarious precarious precarious
precarious precarious precarious

Use a dictionary to find the definition of this week's word :

If something is precarious, it is not safe and likely to fall off or fall over.

Write some synonyms of this week's word:


insecure risky hazardous
treacherous unsafe dangerous

Write some antonyms of this week's word:

safe fixed strong
secure protected stable

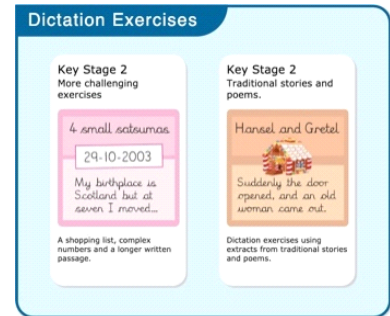
Write a sentence using this week's word :

The cat was in a precarious position in the tree.
Beware: this cliff edge is precarious.
Take care on that precarious, old ladder
The stranded climber was in a precarious situation.

Letter-join 

Upper Key Stage 2: Years 5 and 6

- More advanced handwriting techniques will be taught during two weekly lessons:
 - reinforcing cursive handwriting across the curriculum
 - form-filling/labelling using printed and capital letters
 - dictation exercises promoting quick note-taking and speedy handwriting skills.
 - KS2 SATs SPaG practice



Lesson Planner 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, pupils should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.



Lesson Planner 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, pupils 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.



Recovery programme

- Designed for pupils in (upper) Key Stage 2 and above who require extra handwriting support.
- Letter-join aims to deliver a handwriting intervention to pupils who are not forming and/or joining letters correctly.
- It is intended as a revision of prior knowledge.
- Some pupils may struggle with their handwriting due to a change of school or teachers in their early years, or a lack of direct teaching due to absence from school. Other pupils may simply find handwriting difficult.

Poor handwriting habits in older children, resulting in untidy, illegible handwriting and incorrect letter formation, requires a targeted approach

Common issues are:

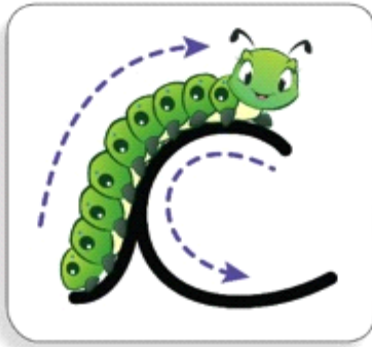
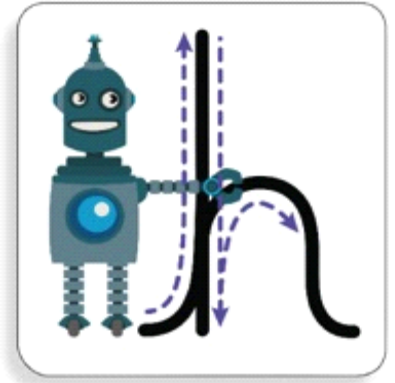
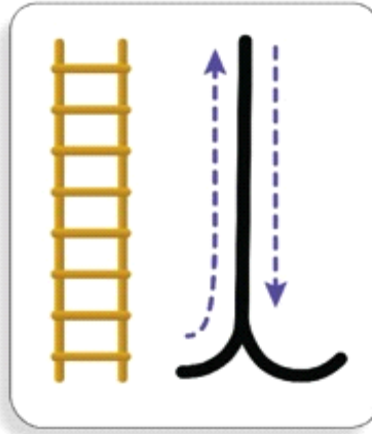
- Incorrect letter formation
- Letters are not sitting on the baseline
- Ascenders are different heights
- Incorrect spacing between the words

Daily 10-15 minute practice sessions are recommended to focus on what needs improving and practice using the lesson plans as required.

The National Curriculum states that 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.

- What's included:
 - Teacher assessment to evaluate each child's current handwriting capability.
 - 23 lesson plans to use in any order to focus on a particular handwriting issue.
 - Links to worksheets and online activities.

- Suggestions for further practice.
- Supplementary printouts.



Appendix – Capital Letters

Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

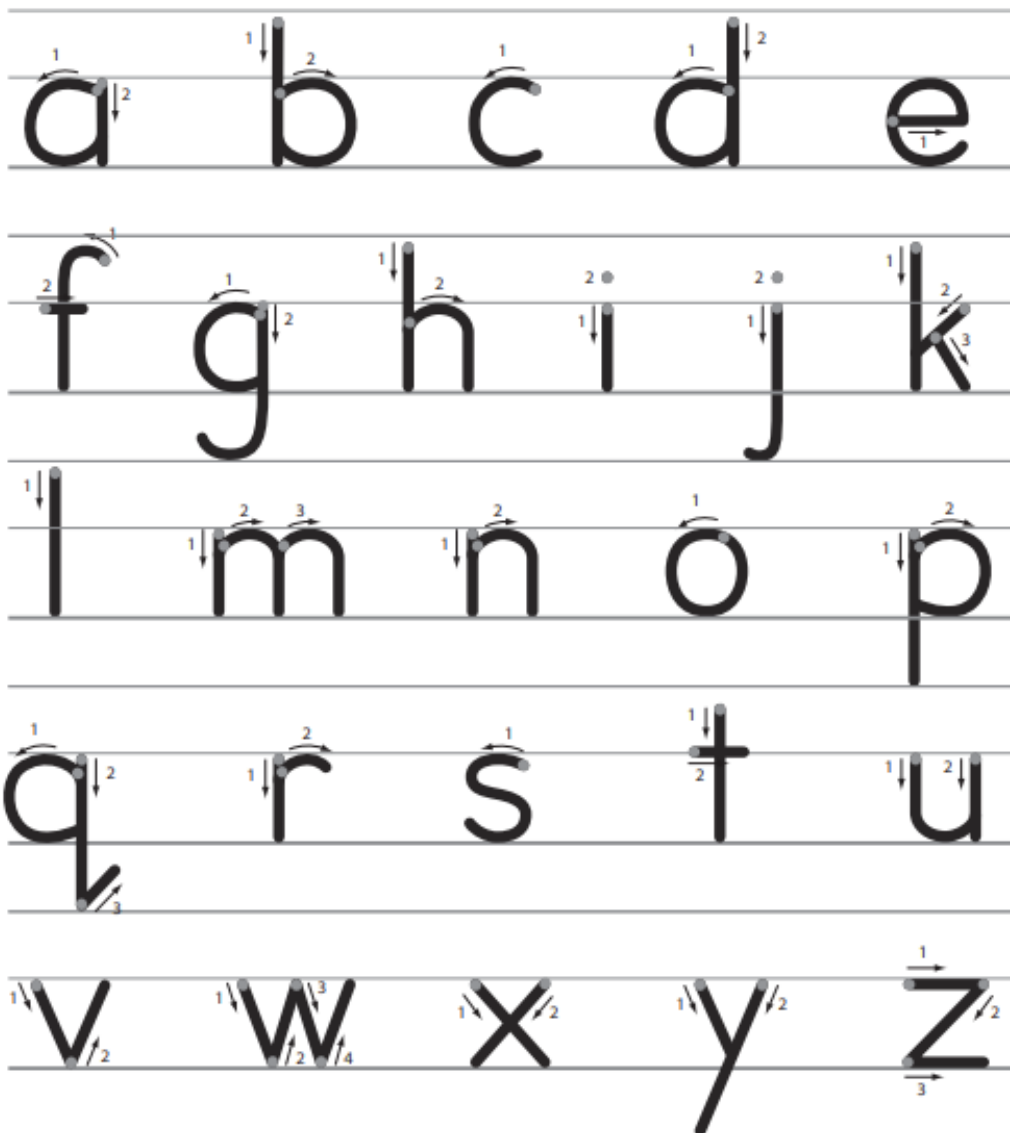
V W X Y Z

Letter-join 

Joined-up handwriting made easy – www.letterjoin.co.uk

Appendix – Printed Lower Case Letters

Printed Lower Case Letters



Letter-join 

Joined-up handwriting made easy – www.letterjoin.co.uk

Appendix – Cursive Lower Case Letters

Cursive Lower Case Letters



Letter-join 

Joined-up handwriting made easy – www.letterjoin.co.uk

Appendix – Numbers and Symbols

Name: _____

Date: _____

Numbers and Symbols


0 1 2 3 4

5 6 7 8 9

+ - × ÷ =

() # % &

@ / £ \$ €

Letter-join 

Appendix – Gross Motor Skills Warm-up

KEVIN THE KANGAROO SAYS:

**JUMP UP
AND DOWN**

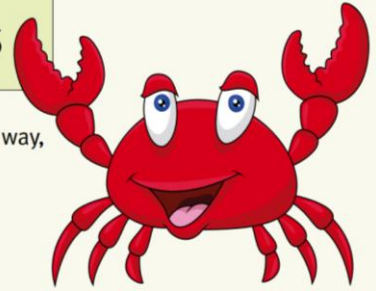
Two-footed standing jump
with waving arms.



COLIN THE CRAB SAYS:

**WALK
SIDEWAYS**

Take side steps one way,
then the other.



FRAN THE FLAMINGO SAYS:

**STAND ON ONE
LEG, NOW THE
OTHER LEG**

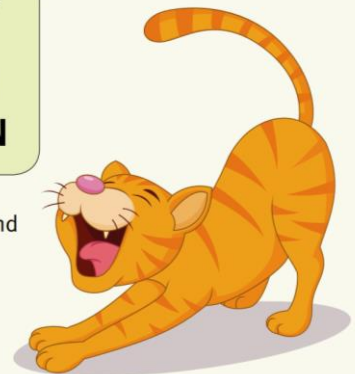
Balance on left foot, then
balance on right foot.



CHARLIE THE CAT SAYS:

**STRETCH
UP AS FAR
AS YOU CAN**

Stretch up and try and
touch the ceiling.



CORA THE COW SAYS:

MILK A COW

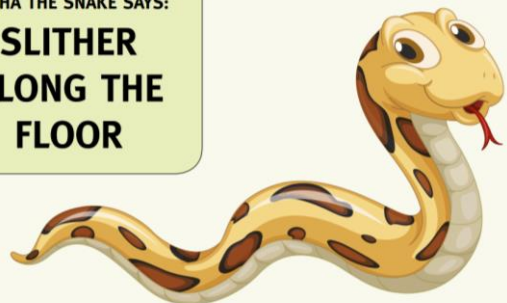
Move arms up and
down in milking
action.



SACHA THE SNAKE SAYS:

**SLITHER
ALONG THE
FLOOR**

Lie down and wriggle
along the floor.



BORIS THE BEAR SAYS:

**WALK ON ALL
FOURS**

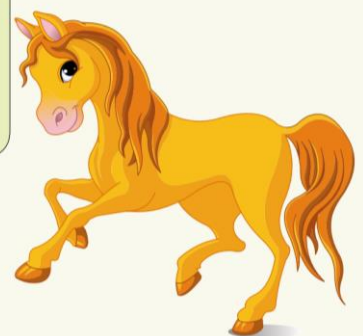
Move around on
hands and feet.



HANS THE HORSE SAYS:

**TROT AROUND
THE ROOM.
NOW GALLOP**

Jog, lifting knees high
then run faster.



OLGA THE OSTRICH SAYS:

TAKE GREAT BIG STEPS

Take long strides
around the room.



ENOCH THE ELEPHANT SAYS:

LIFT ME UP

Pretend to lift up a
heavy object.



FATIMA THE FROG SAYS:

HOP UP AS HIGH AS YOU CAN

Hop on one leg, then
on the other leg.



PEDRO THE PUPPY SAYS:

CHASE YOUR TAIL ROUND AND ROUND

Spin around on
the spot.



PIPPA THE PENGUIN SAYS:

WADDLE FROM SIDE TO SIDE

Stand straight and tilt
from left to right.



BILLY THE BLACKBIRD SAYS:

FLAP YOUR ARMS UP AND DOWN

Raise arms up and down,
palms facing down.



Appendix – Fine Motor Skills Warm-up

Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.



ACTION	DESCRIPTION
Finger Stretches	<ul style="list-style-type: none">Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other.Repeat 5 times.
Play the Piano	<ul style="list-style-type: none">Touch the table with one finger at a time from each hand like you are playing the piano.Start slowly and get faster.
Fishing Hooks	<ul style="list-style-type: none">Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky.Keep your knuckles straight and make a hook with your fingers.Hold, then straighten five times.
Fireworks	<ul style="list-style-type: none">Make a fist with both hands and hold them tight.Then let your fingers go like exploding fireworks!Repeat five times.
Take a Bow	<ul style="list-style-type: none">Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky.Bend your knuckles but keep your fingers straight so your fingers bow to each other.Repeat 5 times.

Pencil Activities

Practise holding your pencil correctly by using our tripod grip rhyme.

ACTION	DESCRIPTION
Quack, Quack Fingers	<ul style="list-style-type: none">Start your warm-up by making a beak with your thumb and first finger on both hands.Make them quack twice, then do the same with your other fingers.
Roly-poly Pencil	<ul style="list-style-type: none">Lay your pencil flat across your fingers.Use your thumb to roll it backwards and forwards.Now try it with your other hand.
Crawling Caterpillar	<ul style="list-style-type: none">Hold your pencil ready to write.Move the pencil through your three fingers to the top like a crawling caterpillar.When you get to the top, make your caterpillar crawl back down again!
Helicopter Twirls	<ul style="list-style-type: none">Hold your pencil in the middle with your three correct fingers.Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	

Appendix – Assessment

Year 1	Working Below	Working Towards	Working At	Exceeds
Uses correct letter formation, size and spacing.	Some letters are identifiable.	Some letters are identifiable but correct formation and spacing are used.	Usually writes upper and lower case letters of the alphabet using correct letter formation and correct spacing.	Consistently writes upper and lower case letters of the alphabet using correct letter formation and correct spacing.
Writes legibly in independent work.	Written work often difficult to read.	Some written work is difficult to read. There are a few spacing errors.	Daily written work is usually legible and easy to read. Usually generalises correct letter formation and spacing to daily work.	Daily written work is consistently legible and easy to read. Consistently generalises correct letter formation and spacing to daily work.

Year 2	Working Below	Working Towards	Working At	Exceeds
Uses correct letter formation, size and spacing	Some letters are identifiable.	Some letters are identifiable but correct formation and spacing are use.	Usually writes all of the letters of the alphabet using correct letter formation and correct spacing.	Consistently writes all the letters of the alphabet using correct letter formation and correct spacing.
Writes legibly in independent work	Written work often difficult to read.	Some written work is difficult to read There are a few spacing errors.	Daily written work is usually legible and easy to read. Usually generalises correct letter formation and spacing to daily work.	Daily written work is consistently legible and easy to read. Consistently generalises correct letter formation and spacing to daily work.

Year 3	Working Below	Working Towards	Working At	Exceeds
Uses correct letter formation, size and spacing.	Cursive letters are identifiable.	Cursive letters are identifiable but correct formation and spacing are used.	Usually writes all the letters of the cursive alphabet using correct letter formation and correct spacing.	Consistently writes all the cursive letters of the alphabet using correct letter formation and correct spacing.
Writes legibly in independent work.	Written work often difficult to read.	Some written work is difficult to read.	Daily written work is usually	Daily written work is consistently

		There are a few spacing errors	legible and easy to read. Usually generalises correct letter formation and spacing to daily work.	legible and easy to read. Consistently generalises correct letter formation and spacing to daily work.
--	--	--------------------------------	--	---

Year 4	Working Below	Working Towards	Working At	Exceeds
Creates legible documents using cursive writing.	Written work often difficult to read.	Written work in cursive writing is difficult to read. There are a few spacing errors	Written work is usually legible and easy to read using cursive writing. Usually generalises correct letter formation and spacing to daily work.	Written work is consistently legible and easy to read using cursive writing. Consistently generalises correct letter formation and spacing to daily work.

Year 5	Working Below	Working Towards	Working At	Exceeds
Creates legible documents using cursive writing.	Written work often difficult to read.	Written work in cursive writing is difficult to read. There are a few spacing errors.	Written work is usually legible and easy to read using cursive writing. Usually generalises correct letter formation and spacing to daily work.	Written work is consistently legible and easy to read using cursive writing. Consistently generalises correct letter formation and spacing to daily work.

Year 6	Working Below	Working Towards	Working At	Exceeds
Creates legible documents using cursive writing.	Written work often difficult to read.	Written work in cursive writing is difficult to read. There are a few spacing errors.	Written work is usually legible and easy to read using cursive writing. Usually generalises correct letter formation and spacing to daily work.	Written work is consistently legible and easy to read using cursive writing. Consistently generalises correct letter formation and spacing to daily work.