

# Handwriting Policy

The teaching staff recognises the importance of a correct handwriting style; research shows that reading, writing and spelling should be linked and the skills of handwriting be taught at frequent opportunities.

At Beecroft Academy we follow the Cambridge Press Pen Pals; this is an interactive programme that is taught from Early Years through to year 6.

In Key stage one handwriting is taught regularly through a discrete teaching sequence. Children will have the opportunity to practice skills based on the interactive programme Penpals.

Within KS2, every class will have a specific handwriting session for 15minutes per week. Handwriting is also taught discretely within all lessons.

Children are taught:

- How to hold a pencil
- The correct posture when writing
- Exercises to strengthen wrists, hands and fingers
- Write from left to right and from top to bottom of a page
- Start and finish letters correctly
- Form letters of regular size and shape
- Put regular spaces between letters and words
- Form upper and lower case letters and numerals
- Join letters using diagonal joins consistently

**In Early Years:** Follow the F1 programme developing gross motor skills, develop fine motor skills and develop patterns and basic letter movements.

**Term 2:** Introduction to long ladder letters l, l, t, u, j, y followed by one armed robot letters, r, b, n, h, m, k, p

**Term 3:** curly caterpillar letters c, a, d, o, s, g, q, e, f, and zig-zag monster letters z, v, w, x.

**In Year 1 – Term 1:** practice and revisit foundation skills and practice the vowels a, e, i, o, u.

**Term 2:** introduce diagonal join to ascender join, diagonal join to no ascender join, diagonal join to no ascender join to anticlockwise letter eg: id, ig.

**Term 3:** to practise the following joins, ee, ai, ay, ime, ine, op, oy, one, ome, oa, og, wa, wo, ol, ot, wh, oh, of and if.

**In year 2 Term 1:** introduction to letter breaks, j, g, x, y, z, b, f, p, q, r, s along with eel, eet, a-e, ice, ide, ow, ou, oi, oa, ode, ole, obe. ook, ool.

Term 2: ir, ur, er, or, oor, url, irl, irt, ere, air, dis, ws, sh, si, su, se, sp, sm, rs,

Term 3: ea, ear, ft, fl, fu, fr, qu, rr, ss, ff,

**In year 3 Term 1:** le, ing, un, de, dis, re, pre, ff, qu

Term 2: bu, bu, pi, pu, ba, bo, pa, po, bl, ph, ly, less, ful, er, est

Term 3: Mis, anit, ex, non, co, then practicing layout and fluency.

**In year 4 Term 1:** Revising joins ness, ship, ing, ed, ify, nn, mm, ss, tt, ll, bb, pp, ff, cc, dd

Term 2: Introducing sloped writing al, ad, af, ight, ough, ious, able, ful, fs, ves

Term 3: size and proportion and spacing v, k, ic, ist, ion, its, it's, ible, able.

**In Year 5 and 6** children should revise letter joins learned in previous years. Activities in Year 5 are conducted to enhance and increase the speed and legibility of writing. This continues into Year 6.

Teachers will:

- Model handwriting correctly during lessons
- On displays and papers use Sasson penpals primary font for labels and information, where appropriate.

Beecroft Academy is currently updating Penpals as the joins are not compatible on all systems.

### How Does Handwriting Fit into the Curriculum?

The focus on handwriting in the new curriculum is much greater, highlighting its importance and making the connection between a child's handwriting and their composition and spelling ability.

### Foundation Stage (4-5 years old)

#### Early Learning Goal – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

<p><b>Typical behaviours that relate to handwriting for this learning goal:</b></p> <ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Write own name and other things such as labels and captions</li> <li>• Attempt to write short sentences in meaningful context</li> </ul>
<p><b>Core learning skills for handwriting:</b></p> <ul style="list-style-type: none"> <li>• Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</li> </ul>

'Early years outcomes'; September 2013; Department of Education.

'Statutory framework for early years foundation stage' March 2014, effective September 2014; Department for Education.

## Key Stage 1 (5-7 years old)

### Year 1

#### Statutory Requirements – Handwriting

##### **Pupils should be taught to:**

- 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.

##### **Notes and guidance (non-statutory)**

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

### Year 2

#### Statutory Requirements – Handwriting

##### **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.

##### **Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

## Lower KS2 (Year 3 & 4)

#### Statutory Requirements – Handwriting

##### **Pupils should be taught to:**

- 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

**Notes and guidance (non-statutory)**

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.

**Upper KS2 (Year 5 & 6)****Statutory Requirements – Handwriting and Presentation****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
- Choosing the writing implement that is best suited for a task.

**Notes and guidance (non-statutory)**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use and unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

This policy will be reviewed at least every two years.

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