

Sunning Hill Primary School



Handwriting Policy

Prepared by: Mrs Rawlinson

Reviewed by: Governing Body

Handwriting POLICY

Our school values – Building a Bright Future Together

At Sunning Hill Primary, we instil **self-belief** and promote **independence** that allows children to become **aspirational** and committed, **life-long learners**. Our journey together provides our children with opportunities to learn and grow and encourages them to be **curious** about the world.

Our children are encouraged to take **responsibility** for themselves, show **resilience** and be **proud** of who they are so they flourish within society. All achievements are celebrated to reward success, inspire ambition and nurture self-esteem.

Our Sunning Hill family work together to ensure our children are **happy, kind, charitable** and **respectful**. All children are given equal opportunities to reach their full potential. We provide a supportive, secure environment where children feel safe to take **risks and learn from their mistakes**. These foundations provide a strong base for building a bright future together ensuring **equality** for all.

Curriculum Intent for Handwriting

At Sunning Hill, we believe that it is important that children take pride in their work. We understand that handwriting, as with many other skills, develops at different rates for different children. It is therefore important that there is a consistent style of handwriting throughout the school so that all staff are teachers of handwriting, with a clear understanding of the progression of skills, and of how to support progress. Handwriting needs to be taught and practised with early intervention essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

We will aim for all children to learn a style of handwriting that will be easy to join when ready. Writing letters in a flowing movement encourages the development of physical memories for how each letter is written so that writing becomes quicker and easier. School refers to the WriteWell developmental handwriting scheme that helps to guide children through the handwriting journey from mark-making towards secure, fluent and comfortable joined handwriting. See appendix 1 and 2 that shows the letter families, diagonal and horizontal joins.

We aim to ensure that all pupils:

- Have a consistent handwriting approach from Reception;
- Achieve a neat, legible style with correctly formed letters;
- Are introduced to joining their handwriting from year 2;
- Have a common handwriting approach by all adults when writing in children's books, on whiteboards, displays or resources; and
- Develop fluency, speed and confidence whilst writing.

Curriculum Implementation for Handwriting

Staff will teach children the skills required for forming/joining letters:

- Encourage children to take pride in their handwriting and remind children regularly of expected standards;
- Ensure that children treat their materials with respect;
- Use the guidance sensitively for children with SEN;
- Acknowledge and reward children's effort;
- Model high standards of handwriting when writing in children's books, on whiteboards, displays or resources;
- Use the agreed century gothic font when displaying writing for children using ICT; and

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Posture

Children will be taught and consistently reminded of an appropriate sitting posture for good handwriting. Chairs and desks within classrooms will be matched to children's age and height. Children will be encouraged to sit upright with the bottom of the back in the back of the chair. Feet should be resting on the floor and the body positioned at a sensible distance from the table. Children should steady the paper with their free hand.

Equipment/Pencil grip

Children will use a well sharpened standard HB pencil. Children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders will be made available for children who find them helpful.

Paper/ Position of paper

Early writers will write on unlined paper so that they are able to write at a size appropriate to their needs. As children begin to control the size of their writing, lined paper and exercise books will be introduced to encourage the correct placing of letters on the line. As a general rule, lines in books are 15mm for Reception, 12mm or 8mm for KS1, and 8mm for KS2.

Provision for right-handed and left-handed children

Right handed children should be encouraged to tilt paper slightly to the left. Children need to be taught to steady the paper with their free hand. Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing and to reduce smudging when writing in pen. Left-handed pupils will sit to the left of a right-handed child so that there is sufficient arm space.

Children are encouraged not to hold their pencil/pen too close to the point as this can interrupt the line of vision. Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

Early Years Foundation Stage

- In EYFS, teaching will be multi-sensory and appropriate to the needs of the children with activities to develop gross and fine motor skills being essential to the development of early handwriting.
- Within Reception, accurate letter formation is promoted daily through phonics; and
- Implements such as chunky triangular pencils, large chalks and chunky pens etc. are available for pupils to rehearse their writing skills.

Key Stage 1 & Key Stage 2

- Children will be taught to form letters correctly paying particular attention to the correct direction of pencil movement, the shape and orientation of the letter, and the relative height of each letter including any ascender or descender.
- Within KS1, children have handwriting sessions to allow teachers to teach letter formation and then introduce joining letters in Year 2;
- Within KS2, neat joined handwriting is modelled throughout all lessons; and
- Individual handwriting support will be provided for children who experience particular difficulties.

SEND

All children will have the opportunity and encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Handwriting intervention will be made available for children who experience significant difficulties.

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Curriculum Impact for Handwriting

The impact of this is measured in the following ways:

- Monitoring through learning walks, lesson observations, and book scrutiny and pupil discussions to measure outcomes. Strengths will be celebrated and areas for development will be acted upon.
- The quality of adult handwriting in books and on display.


Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.

Appendix 1

The ladder family

l i t j u y 

The rubber ball family

r n m p h b k 

The cog family

c o a d g q 

The cog cousins

s e f 

The zip wire family

z v w x 

Diagonal joins

- **Diagonal joins** from the letters **a, c, d, e, h, i, k, l, m, n, t, u** to short straight letters and letters with descenders (starting at the short letter height) **r, n, m, i, u, v, w, p, y** and **j**
- **Diagonal joins** from the letters **a, c, d, e, h, i, k, l, m, n, t, u** to the top of ascenders **l, h, k, b** and **t**
- **Diagonal joins** from the letters **a, c, d, e, h, i, k, l, m, n, t, u** to round anticlockwise letters (letters starting at 2 o'clock position) **a, o, c, d, g** and **q**



an in

The image shows the words 'an' and 'in' written in blue cursive on a set of three horizontal lines (top, middle, bottom). Red arrows indicate the diagonal stroke used to join the letters. In 'an', a red arrow points from the top of the 'a' down to the top of the 'n'. In 'in', a red arrow points from the top of the 'i' down to the top of the 'n'.



ch

The image shows the letters 'ch' written in blue cursive on a set of three horizontal lines. A red arrow indicates the diagonal stroke used to join the 'c' to the 'h'.



ic

The image shows the letters 'ic' written in blue cursive on a set of three horizontal lines. A red arrow indicates the diagonal stroke used to join the 'i' to the 'c'.

Horizontal joins

- **Horizontal joins** from the letters **o, v, w** to short straight letters (starting at the short letter line) **r, n, m, i, u, v, w, p, y** and **j**
 - **Horizontal joins** from the letters **o, v, w** to the top of ascenders **l, h, k, b** and **t**
 - **Horizontal joins** from the letters **o, v, w** to round anticlockwise letters (letters starting at 2 o'clock position) **a, o, c, d, g** and **q**
- * Some letters (e.g. **e, s, r, f**) require a variation on these joins and are introduced separately.



on

The image shows the letters 'on' written in blue cursive on a set of three horizontal lines. A red arrow indicates the horizontal stroke used to join the 'o' to the 'n'.



ok

The image shows the letters 'ok' written in blue cursive on a set of three horizontal lines. A red arrow indicates the horizontal stroke used to join the 'o' to the 'k'.



oa

The image shows the letters 'oa' written in blue cursive on a set of three horizontal lines. A red arrow indicates the horizontal stroke used to join the 'o' to the 'a'.