

St Nicholas CE First School

Handwriting Policy

Reviewed September 2024

Next review: September 2026

Rationale

Handwriting is a skill, which like reading and spelling affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Joined handwriting teaches pupils to join letters and words together as a series of flowing movements and patterns. We believe that handwriting skills should be taught regularly and systematically.

Aims:

At St Nicholas CE First School our aims in teaching handwriting are that pupils will:

- Achieve a neat, legible style with correctly formed letters using cursive script
- Develop flow and speed
- Eventually produce the letters automatically in their independent writing.

In order to achieve these aims, the following values are followed:

Teaching and Learning

All children:

- Experience continuity in learning and teaching across the school
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Are encouraged to take pride in the presentation of their work and

therefore study handwriting with a sense of enjoyment and achievement

- Are encouraged to use their skills with confidence and pride in real life situations

Progression of Skills

Early Years Foundation Stage

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint etc. Sessions taught discreetly 3 – 5 times weekly through 5 taught discrete sessions, continuous provision and within phonics lessons, following the Little Wandle letter formations.

By the end of EYFS children should:

- Begin to learn how to correctly hold a pencil
- Learn how to hold a pencil effectively to form recognisable letters, most of which are correctly formed
- Be given the opportunities to develop their handwriting, using pre-joined style (developing into joins when ready)

Key Stage 1

Children continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed and linked to phonics sessions. Teachers and support staff continue to guide children how to form letters correctly using the Little Wandle letter formations, using a comfortable and efficient pencil grip. Sessions taught discreetly 3 – 5 times weekly through English and Phonics sessions

By the end of Key Stage 1 children should:

- Consistently and accurately leave spaces between words
- Be able to sit comfortably in a position for writing
- Be able to write legibly, using upper and lower-case letters appropriately using a joined style

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. Sessions taught discreetly 2-3 times weekly using the Little Wandle letter formations where appropriate.

By the end of Key Stage 2 children should:

- Develop a clear, fluent style
- Be able to adapt their handwriting for different purposes e.g. a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams

Provision for Left-Handed Children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed children and make appropriate provision:

- Children should be positioned so that they can place their paper to their left side
- Children should be sat to the left of a right-handed child so they are not competing for space
- Extra practice with left-to-right exercises may well be necessary before children write from left-to-right automatically

Teachers are aware that it is difficult for left-handed children to follow handwriting movements when modelled by a right-handed teacher. Teachers demonstrate to left-handers on an individual or group basis.

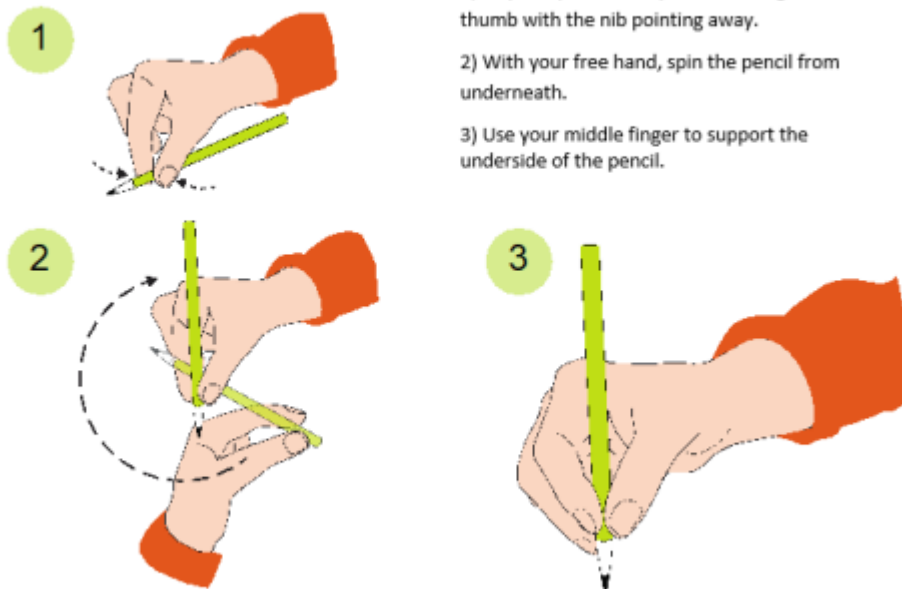
Capital Letters

Capital letters stand-alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. The class teacher should model this during Literacy and Phonics sessions in accordance to the Little Wandle Letter

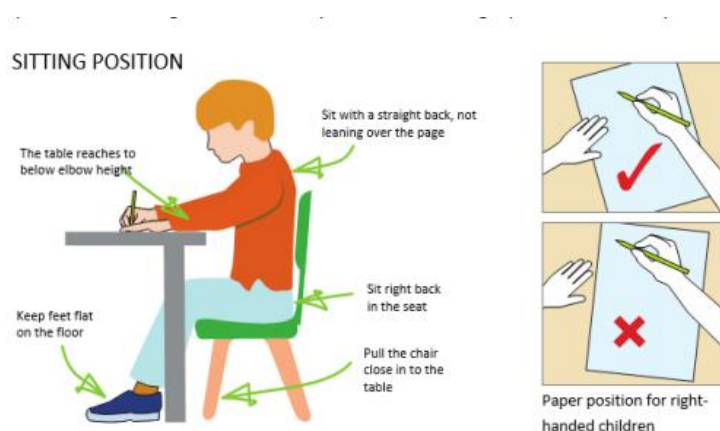
Formations (See below)

Pencil/Pen Grip

Both right- and left-handed children 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.



Correct seating posture for handwriting

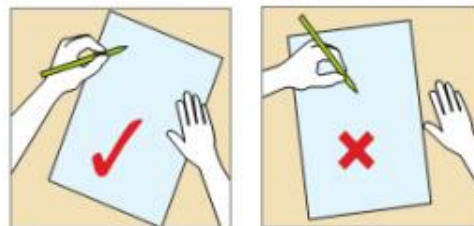


Left Handed Pupils

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers will demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child 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 children

Handwriting Joins In Order Of Teaching

EYFS and KS1	
Phonics letter formation and handwriting practice	
Individual graphemes (letters)	s a t p i n m d g o c k e u r h b f l j v w x y z
Capital Letters	In alphabetical order
Digraphs and Trigraphs	qu ch sh th ng nk ai ee igh oa oo ar or ur ow oi ear air er

Beginning to join	un um ig id ed eg an ing ung tl ll ill sli slu ck ack st sti ink unk od pg re ve oon oom wl vl of fl flo
Continuing to join	in ine ut ute ve vi ok oh
Joining to specific letters	sh as es (practising two ways of joining the letter s) ri ru ry (practising joining from the letter r) oa ad as (practising joining to and from the letter a) ee ea ed (practising joining from the letter) ow ov ox (practising joining from the letter o) ky hy ly (practising joining to the letter y) ha ta fa (practising joining to the letter a) od oo og (practising joining from the letter o) er ir ur (practising joining to the letter r) ai al ay o you oi
Horizontal joins	re oe fe (practising the horizontal join to the letter e) fu wu vu (practising the horizontal join to the letter u)
Joining to ascenders	ot ol ok (practising joining to ascenders)
Joining from digraphs	ai al ow ol (practising all the joins)
Outcomes Write legibly using upper and lower-case letters with correct joins. Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation. Leave the correct space between words.	

Form capital letters and use where appropriate.
 Form numerals that are consistent in size and sit on the base line.
 Begin to form capital letters and understand when they are to be used.
 Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

Years 3 and 4

Letter formation and handwriting practice

Joining digraphs and trigraphs

ning ping ting
 oc od oo
 ake ome are
 fla flo fle
 who wha whe
 ie in il
 inly ky ny
 ap ar an
 ick uck ack

Practise writing with a slope

Joining digraphs and trigraphs

he
 we
 re
 fte fir fin

Joining silent letters

wra wri kni

Joining the same letter

ii ll tt rr nn mm cc oo dd ss ff ee

Joining with spacing

ew
 ev
 ex

Joining with accurate proportions

th
 ht
 fl

Joining from a

ac
 ag
 af

Capital letters

In own name and other key words

Decorated capital letters

Of pupil's choice

Practising with punctuation

!, ?, -, " ", '

Outcomes

Improve quality, speed, and stamina of handwriting.

Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.

Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.

Have the strength and mobility to be able to write for longer periods of time without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters. Printed or capital letters for posters, notices, headings, labelling, and form filling.

Speedy handwriting for notetaking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Children with an established style of handwriting

If a child has an established style of handwriting learnt elsewhere (e.g. children coming from a different school) that differs slightly from the agreed style used in the school, they should be free to continue to write in this style if it allows them to write clearly and neatly.

Suggested use of pens and pencils

EYFS – Children should be given an opportunity to use a range of writing implements

KS1 – Pencils should be used for handwriting practice. Pencil grips should be available to encourage correct grip when required.

KS2 – Handwriting pens are used by almost all children. Children who might be struggling with handwriting should be given an opportunity to use a range of writing implements e.g. pen/pencil grips and writing slopes.

St Nicholas Rules For good Handwriting

Capital letters are not joined on to the next letter.

Capital letters are the same height as the ascenders.

All tall letters are the same height.

Capital Vs and Ws are pointed; lower case are rounded.

These 'break' letters are never joined to a following letter: b g j p q s x y

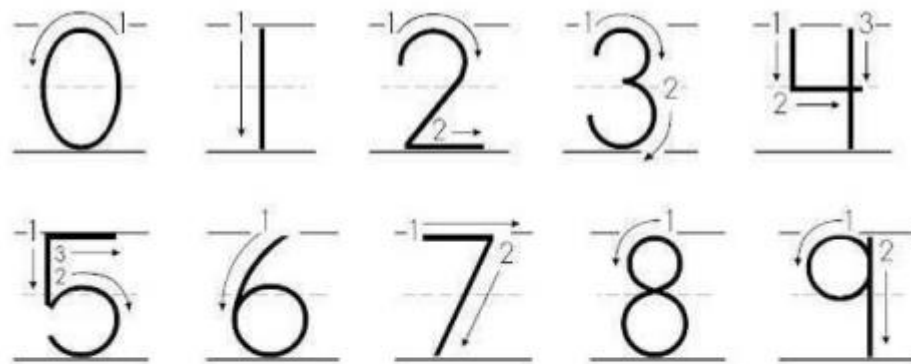
Lower case 'f' joins from the cross bar.

Appendices

1. Letter and Number formation guide
2. Little Wandle Mnemonics to aid formation

Appendix 1

Letter and Number formation guide



Little Wandle Formation Guide

Appendix 2

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff ffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll llll	All the way down the lollipop.