

# Hurstbourne Tarrant Church of England Primary School

*‘Love of Learning, Love of Life, Love of Christ!’*

## Handwriting Policy



Our School Christian Values = REACH

R=espect    E=ffort    A=im High    C=are and love    H=onesty

Headteacher Signature:	Date: March 2025
Chair of Governors Signature:	Date: March 2025
Date for renewal: March 2028	

### Our School's Christian Vision

*Through ‘Love of Learning, Love of Life, Love of Christ,’ we aim to ensure that our school is a place which enables children to fulfil their journey together in mutual respect within an environment that enables children to have a positive purpose in life being true to themselves and others.*

### Our School Values

**Respect** – valuing each other and celebrating differences.

**Effort** – always trying our best.

**Aim High** – setting ourselves new challenges.

**Care and Love** – selfless service to others, putting others before ourselves.

**Honesty** – living with integrity, saying what we mean and mean what we're saying.

Our Aims:

We aim for our pupils to:

1. Develop a legible style of handwriting.
2. Develop a consistency in the size and shape of letters.
3. Develop fluent and smooth flow and join of letters.
4. Raise their self-motivation and esteem through the establishment of best handwriting practice.
5. Establish and maintain a high profile of handwriting and presentation skills.

### **Introduction**

Pupils are actively encouraged to explore different styles of handwriting and develop their own style whilst learning to form letters and joins accurately. Handwriting starts in EYFS and continues and develops with children throughout the stages into Year 6.

### **Handwriting lessons**

In order to prioritise presentation skills, handwriting is taught for a minimum of 5 minutes every day throughout school. However, good handwriting skills and neat presentation will be continually reinforced in all work across the curriculum. Regular practice is essential. Handwriting in the early stages may be taught in smaller groups with similar levels of readiness and motor control. Individuals within each group may require specific help. Later on, as children come to understand the concept of written language and show evidence of developing control, whole class lessons will be more appropriate.

### **Introducing Joins**

The teaching of joining letters will generally begin in Year 2. From Year 2, as children reinforce their blends, they will be taught to join these letters correctly. This reinforces an understanding of the sound as well as preparing the children for joined handwriting.

### **Letter Formation**

In EYFS, children are provided with a wide range of opportunities to develop the muscle strength and fine motor control needed to handle tools for writing. This includes construction and outdoor play, physical development activities such as PE and discrete teaching of directional and writing vocabulary (using the Read, Write Ink rhymes). They are taught to make gross motor movements before refining these movements to create patterns and finally, letter shapes.

Children should be encouraged to form their letters correctly in the early stages as incorrect formation will hamper fluency when joining. It is important to ensure that:

- All letters start in the correct place.
- In general, movements start at the top and go down.
- Ovals are made with an anticlockwise movement.

### **Left Handed Children**

When joining letters some left handed children may find it more appropriate to leave 'f' and 't' unjoined. During handwriting sessions, it is recommended that right handed children will not be seated on the left hand side of a left handed child. This ensures that their elbows do not collide. Encourage the left hander to tilt their paper to the right. The right hand can be used to steady the paper above the writing line.

### **Role of the Teacher**

Handwriting should be taught in line with the school policy.

Handwriting is a movement skill and demonstration by a competent teacher is essential.

As children practice their handwriting, teachers should observe them carefully and intervene with support and encouragement if necessary.

In the early stages of learning to write, the process is more important than the product. Irregular letter forms starting in the correct place with movement in the correct direction are to be preferred to uniformly regular letters achieved through wrong movements.



























Every effort should be made to prevent significant faults becoming ingrained habits that will be difficult to break.

Common faults include: faulty pencil grip, incorrect letter formation, reversals or inversions, poor posture and paper positioning; these faults **must** be corrected by an adult on every occasion.

Consistent terms to be used by teachers: clockwise, anticlockwise, vertical, horizontal, diagonal, parallel, ascender, descender, consonant, vowel, joined, sloped, tall, small, short letters.

In EYFS and KS1, all teachers should use the following script to aid the correct formation of letters:

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>q</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

## Assessment

All handwriting skills are assessed by the teacher on an ongoing basis. Children experiencing difficulties with handwriting will be supported by the class teacher and may receive extra focused lessons with support staff.

### Skills Progression for Handwriting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><i>Handwriting</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	<p><i>Handwriting</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters</li> </ul>	<p><i>Handwriting</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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]</li> </ul>	<p><i>Handwriting</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• 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]</li> </ul>	<p><i>Handwriting and presentation</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• write legibly, fluently and with increasing speed by:</li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>	<p><i>Handwriting and presentation</i> Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Write in a consistent cursive hand, sustained and at speed.</li> <li>• write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task</li> </ul> </li> </ul>