



Paston Ridings Primary School

Handwriting Policy

Status	
Date approved	February 2022
Date of next Review	February 2023

Paston Ridings Primary School Handwriting Policy 2022

Intent:

Handwriting is a skill, which like reading and spelling, affects the written communication across the curriculum. Children must be able to write with ease, speed and legibility in order to communicate effectively and confidently. As a result, children are taught from Early Years upwards in such a way that will allow them to easily progress to a joined script when they are ready in Year 1 and 2. A consistent whole school approach is adopted to ensure that children progress as they move through the school. Handwriting skills should be taught regularly and systematically.

Aims:

- Achieve neat, legible style with correctly formed letters.
- Develop flow and speed with writing.
- To write in a joined font in KS2.

Implementation:

Key elements to our handwriting approach:

- All pupils are taught the same style of handwriting throughout school. We have high expectations of what they can achieve.
- Pupils should use their best handwriting in every piece of work, and use guidelines where appropriate.
- Regular handwriting practice sessions should be undertaken, particularly in the first term, to ensure expectations are upheld from the previous year.
- Handwriting practice should be recorded in the handwriting books for KS1 and on plain paper with a suitable line guide attached, these are kept in individual plastic wallets for each child.
- The correct grip (tripod) is expected of all pupils.
- Guidelines are to be printed on yellow card, as they show up better under white paper.
- Letters are taught with very strong diagonal flicks from Year 2.
- Writing with such definite flicks means that children will begin to join naturally by the end of Year 2.
- Children are taught how to write uppercase as well as lowercase.
- All teachers shared/ guided writing is modelled using lines.
- Children are taught the words 'ascenders' and 'descenders'.

KS1

A minimum of one handwriting session (10-15 minutes) a day should be taught in the first half-term, and then a minimum of three sessions a week thereafter.

Early Years

- Children take part in activities to develop their fine and gross motor skills and recognition of patterns.

- Following the progression of Little Wandle Letters and Sounds Revised, children will learn to form phase 2 graphemes in Autumn 1 and 2, followed by phase 3 graphemes in Spring 1.

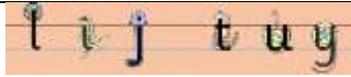
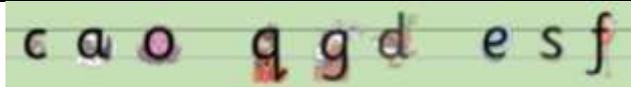
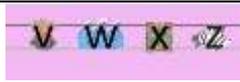
Year 1 and 2

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. This should be modelled by the teacher during literacy and phonics sessions. (appendix A).

Letter families

In Year 1 children are expected to know letter families, and will continue to practice and apply these in their writing consistently by the end of Year 2.

Long ladders	l i j t u y	
Curly caterpillars	c a o q g d e s f	
Wall jumpers	r m n h b k p	
Zig zag letters	v w x z	

KS2

A minimum of three handwriting sessions a week (10-15 minutes) should be taught in the first half-term, and then at least two per week thereafter.

- Children are expected to write in a clear, joined script in all areas of the curriculum.
- Poor handwriting must be addressed by adults, and all adults must model high standards of handwriting.

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
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

Diagonal Lines

uv ur ur umv ur inv imv evv er us um

Joining to an ascender

ut ub ut uk uh ut it if ik ob oh et

Horizontal joins

ou or ov wo wa ww vr vv

Joining to a descender

up uy uj ug up ip ig

Do not join on

b f g j p q s y

Provision for left-handed children

- All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:
- Paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Pupils should be positioned so that paper can be placed to their appropriate side.
- Left-handed pupils should sit to the left of a right-handed pupil, so they are not competing for space.

Resources and the learning environment:

- In all classes, pencils and suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guided, word lists and dictionaries.
- Pupils should be equipped with sharp pencils to produce their best writing at all times.
- Our handwriting styles should be displayed in every classroom and available on tables for children to refer to.
- Where possible, resources created using technology should be made using the font 'Jarman', which models clear joining and letter formation, starting at the top of the letter.
- Guidelines are displayed on the interactive whiteboard for modelling during handwriting practice.

The role of Parents/ Carers:

- Parents/ Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.
- Guidelines can be found on our website and are sent home to every child to enable consistent practice.

Impact:

- Children will leave our school being able to write in a clear, joined font at the end of KS2.
- Children are awarded with a pen license and handwriting pen, when they are consistently demonstrating a clear, joined script in all areas of the curriculum.
- Writing will be legible and work will be presented neatly, allowing for successes to be shared and children to take pride in their work.

Appendix A

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.