

## **1. Introduction**

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When communicating ideas in writing it is important that pupils<sup>1</sup> use a handwriting style which is neat and legible. It is vital that pupils can write quickly, comfortably and legibly as it is a skill needed in all curriculum areas. Pupils' self-esteem is also heightened when they are able to take pride in their handwriting.

## **2. Aims and objectives**

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This policy aims to achieve the following:

1. Have a consistent approach across the whole school to ensure high level of presentation for handwriting.
2. Adopt a common approach towards handwriting by all adults when teaching pupils or writing in pupils' books, on the whiteboard or on displays.
3. Pupils to learn to write in a neat, legible style with fluency and speed through
  - a. having the correct pencil grip
  - b. forming all letter correctly
  - c. knowing the size and orientation of all letters and numbers<sup>2</sup>, and
  - d. using cursive/joined-up handwriting
4. Pupils to write using correct formation to develop fluency and speed whilst writing.
5. Instil in pupils the importance of clear and neat presentation in order to communicate meaning effectively.
6. Present work in a neat and orderly fashion, appropriate to the task.

## **3. Principles**

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In order to achieve the above aims, the following principles are followed at Bigland Green:

- Pupils experience coherence and continuity in learning and teaching across EYFS, Key Stage 1 and Key Stage 2.
- Develop a recognition and appreciation of pattern and line and are given support in finding a correct grip.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Pupils are supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Pupils are shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged to use their skills with confidence and pride in real life situations.
- Teachers take care to use the correct script when writing on the board when marking and when writing for display purposes.

## **4. Provision**

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Handwriting and expected standards of presentation are taught as a whole class activity. Some additional lessons at the beginning of a term may be necessary. Intensive teaching or blocking of a week or two is recommended at the start of each school year to clarify expectations, with further reinforcement in weekly lessons.

## **5. Teaching Time**

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There should be a minimum of one 15 minute handwriting lesson each week as well as time to practise. The lesson structure should be:

- 3 minutes: Brief warm-up exercises led by teacher or the TA (see Appendix A)

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<sup>1</sup> The word 'pupils' is used refer to children attending Bigland Green Primary School.

<sup>2</sup> Wherever letters are referred to it means 'letters and numbers'

- 4 minutes: Staff members model letter formation of letters in isolation, joins or words
- 8 minutes: Staff members circulate and intervene to secure understanding and progress

In addition, teachers should act as a model when writing on the board or marking work, using a fluent joined style where appropriate. A model of the agreed handwriting style should be displayed in all classrooms. In addition, posters around the school environment should also model expectations for handwriting and presentation.

## 6. The Handwriting Scheme

Bigland Green uses the *Nelson Thornes Handwriting Scheme* to help pupils develop their handwriting, based on the clear, upright style of Nelson.

Letter formation as per the scheme is as follows: **Lower case letters**

abcdefghijklmnopqrstuvwxyz

Please note the formation of the letter 'k' is 'k' in EYFS and KS1 and 'k' in KS2 to avoid confusion.

### Capitals

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

### Numbers

1 2 3 4 5 6 7 8 9 0

### The Four Joins

1. diagonal joins to letters without ascenders e.g. in, am, co

① in am co came include

2. diagonal joins to letters with ascenders e.g. ab, ch, il

② ab ch il chill

3. horizontal joins e.g. o a, wo, og, wi

③ oa wo og wi goat log with

4. horizontal joins to letters with ascenders e.g. wh, ob, al

④ wh ob what observe

The fine boxing lizards jumped quickly into the water.

Pupils must be taught how to correctly form individual letters first so that they see them as individual units before learning to join. Teachers should teach this style drawing from the Nelson scheme using objectives for English where possible and addressing issues from assessment and observation.

The knowledge, skills and understanding to be taught to each key phases are included in appendix 2. Appendix 3 contains the expected teaching sequences for each of the Year groups.

## 7. Pen licences

The school has an agreed policy on the age specific writing instruments that pupils will use to develop and practice their handwriting. A 'pen licence' system is operated and details of the system can be found in appendix 4.

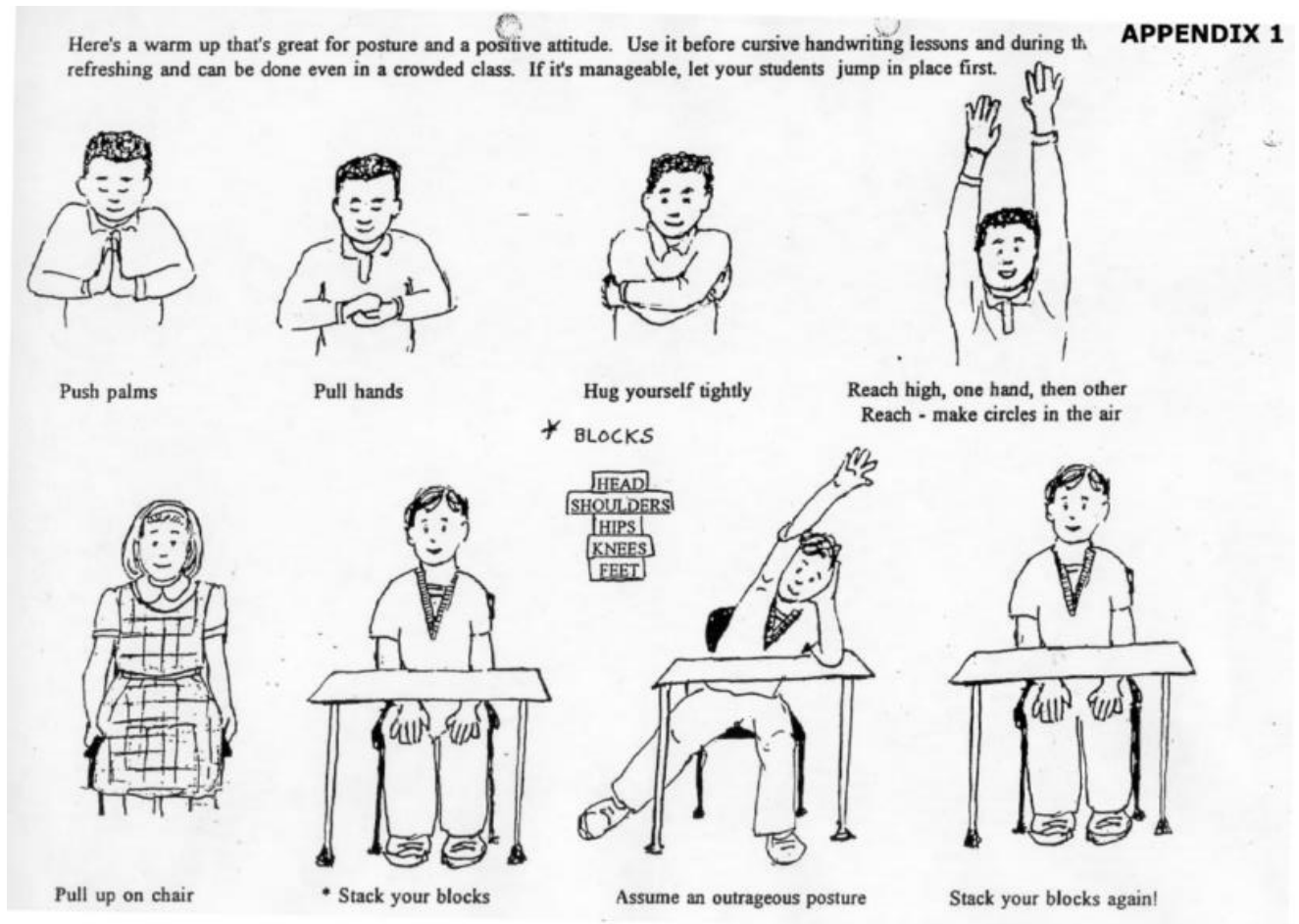
## 8. Assessment and monitoring

All teachers have high expectations of pupils in regards to handwriting and presentation of work in books, and will encourage pupils to take pride in their work. Pupils' writing and presentation in books will be monitored by classteachers and teaching assistants on a daily basis. Pupils will be observed as they write during handwriting lessons and provided with the necessary support and guidance.

Subject leaders will monitor pupils' writing across the school at least once every term. Team leaders will monitor pupils' writing in their team on an on-going basis. When monitoring pupils' writing the following will be taken into consideration:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with their age group.

Date	Signature	Review
May 2018		As required



## Appendix 2

### Appendix A: Knowledge, Skills and Understanding

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#### 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 correctly using their index finger in sand or using paint following the spoken instructions in appendix 5 and repeating as they write. Children learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters with the focus on forming letters correctly, with a final flick to ensure ease of transition to a joined style later on. They are given the opportunities to develop their handwriting to their full potential at that age.

Children are introduced to the language of handwriting, for example, ascenders, descenders and orientation. Handwriting is linked to the phonics sessions as appropriate. Children are helped to identify and effectively use their dominant hand.

#### Key Stage 1

Pupils continue to develop fine and gross motor-skills with a range of multi-sensory activities. As letter blends are taught, they are done so in joined script. Teachers and support staff continue to insist that pupils form letters correctly, using the correct pencil grip. Pupils are taught to leave spaces between words accurately. By the end of Key Stage 1 pupils are able to write legibly, using upper and lower-case letters appropriately and using correct spacing between words. Pupils are taught handwriting in short bursts each day linked to Letters and Sounds as part of phonics teaching.

#### Key Stage 2

During this stage pupils continue to have direct teaching and regular practice of handwriting as required. They are able to adapt their handwriting for different purposes, for example, finished work; note taking, labelling or doing diagrams. In upper KS2, pupils understand the language of handwriting, for example, descenders, ascenders, and orientation.

#### Provision for left-handed and other pupils

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 and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- left-handed pupils should sit to the left of a right-handed pupil so that they are not competing for space;
- extra practice with left-to-right exercises before pupils write left-to right automatically, and;
- pupils are encouraged to have the correct sitting posture for good handwriting.

Pupils who display specific difficulties with handwriting will have these addressed through such interventions as slanted writing boards, rubber pencil grips, and using alternative writing media. Individual cases may be referred to the SENCo where necessary.

## Appendix 3

### Teaching sequence and whole school expectations

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#### Nursery

##### Experiences

- Opportunities to watch adults writing and for children to write for themselves both inside and outside.
- Attempt writing for various purposes using features of different forms such as lists, stories and instructions. When supported by an adult attention could be drawn to forming correctly.

##### Teaching

- Use a pencil, or other writing tool, and hold it correctly.
- Pattern making.
- Children to be taught to write their own names by forming the letters correctly using the spoken instructions, as an adult focus activity, i.e. 'Start at the parrot and go down the pigtail... This will be supported by making the letters in the air, in sand, with paint etc.
- Staff must insist on this and, as soon as a child appears to be starting at the incorrect position they should be reminded about where to start by saying 'Start at the parrot...'
- Once children are able to form all the letters in their name correctly they will then be taught how to form the other letters in the alphabet beginning with all the lower case letters.

#### Reception

- All pupils to demonstrate that they are able to form all the letters of the alphabet (upper and lower case) correctly by the end of the autumn term.
- All pupils to demonstrate that they are able to form all numbers correctly.

Parents and carers are introduced to the school's handwriting style through a leaflet (Appendix 3). The leaflet provides information to ensure that they can encourage and support their children's writing at home from an early stage. The EYFS staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children.

#### Year 1

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> <li>▪ To form all lower case and capital letters correctly.</li> <li>▪ To practise handwriting in conjunction with spelling and independent writing.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To practise handwriting in conjunction with spelling and independent writing.</li> <li>▪ Ensuring correct letter proportion so upper and lower case letters are not mixed up.</li> </ul>	<ul style="list-style-type: none"> <li>▪ To practise handwriting in conjunction with spelling and independent writing.</li> <li>▪ Ensuring correct letter proportion so upper and lower case letters are not mixed up.</li> </ul>

#### Year 2

Term 1	Term 2	Term 3
To practise handwriting patterns from Year 1.		
To begin using and practising the four basic handwriting joins: <ul style="list-style-type: none"> <li>▪ diagonal joins to letters without ascenders, e.g. ai, ar, un</li> <li>▪ horizontal joins to letters without ascenders, e.g. ou,</li> </ul>	To practise handwriting in conjunction with the phonic and spelling patterns. To use and practise the four basic handwriting joins: <ul style="list-style-type: none"> <li>▪ diagonal joins to letters without ascenders, e.g. ai, ar, un</li> <li>▪ horizontal joins to letters without</li> </ul>	To use the four basic handwriting joins with confidence and use these in independent writing: <ul style="list-style-type: none"> <li>▪ diagonal joins to letters without ascenders, e.g. ai, ar, un</li> <li>▪ horizontal joins to letters without ascenders, e.g. ou, vi,</li> </ul>

<ul style="list-style-type: none"> <li>vi, wi</li> <li>▪ diagonal joins to letters with ascenders, e.g. ab, ul, it</li> <li>▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot</li> </ul>	<ul style="list-style-type: none"> <li>ascenders, e.g. ou, vi, wi</li> <li>▪ diagonal joins to letters with ascenders, e.g. ab, ul, it</li> <li>▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot</li> </ul>	<ul style="list-style-type: none"> <li>wi</li> <li>▪ diagonal joins to letters with ascenders, e.g. ab, ul, it</li> <li>▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot</li> </ul>
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### Year 3

▪ Term 1	▪ Term 2	▪ Term 3
<p>To practise correct formation of basic joins from Year 2:</p> <ul style="list-style-type: none"> <li>▪ diagonal joins to letters without ascenders, e.g. ai, ar, un</li> <li>▪ horizontal joins to letters without ascenders, e.g. ou, vi, wi</li> <li>▪ diagonal joins to letters with ascenders, e.g. ab, ul, it</li> <li>▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot</li> </ul> <p>To ensure consistency in size and proportions of letters and the spacing between letters and words.</p>	<p>To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:</p> <ul style="list-style-type: none"> <li>▪ diagonal joins to letters without ascenders, e.g. ai, ar, un</li> <li>▪ horizontal joins to letters without ascenders, e.g. ou, vi, wi</li> <li>▪ diagonal joins to letters with ascenders, e.g. ab, ul, it</li> <li>▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot</li> </ul> <p>To ensure consistency in size and proportions of letters and the spacing between letters and words.</p> <p>To build up handwriting speed, fluency and legibility through practice.</p>	<p>To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:</p> <ul style="list-style-type: none"> <li>▪ diagonal joins to letters without ascenders, e.g. ai, ar, un</li> <li>▪ horizontal joins to letters without ascenders, e.g. ou, vi, wi</li> <li>▪ diagonal joins to letters with ascenders, e.g. ab, ul, it</li> <li>▪ horizontal joins to letters with ascenders, e.g. ol, wh, ot</li> </ul> <p>To ensure consistency in size and proportions of letters and the spacing between letters and words.</p> <p>To build up handwriting speed, fluency and legibility through practice.</p>

### Year 4

Term 1	Term 2	Term 3
<p>To use joined handwriting for all writing except where other special forms are required.</p> <p>To know when to use:</p> <ul style="list-style-type: none"> <li>▪ a clear neat hand for finished, presented work;</li> <li>▪ informal writing for rough drafting etc.</li> </ul> <p>To ensure consistency in size and proportions of letters and spacing between letters and words.</p>	<p>To use joined handwriting for all writing except where other special forms are required.</p> <p>To build up speed, particularly for notes, drafts, lists etc.</p> <p>To know when to use:</p> <ul style="list-style-type: none"> <li>▪ a clear neat hand for finished, presented work;</li> <li>▪ informal writing for rough drafting etc.</li> </ul> <p>To ensure consistency in size and proportions of letters and spacing between letters and words.</p>	<p>To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.</p> <p>To use a range of presentational skills, e.g.</p> <ul style="list-style-type: none"> <li>▪ print script for captions, sub-headings and labels;</li> <li>▪ capital letters for posters, title plates, headings;</li> <li>▪ a range of computer-generated fonts and point sizes.</li> </ul>

### Year 5 and 6

<p>To use fluent joined up handwriting for all writing except where other special forms are required.</p>
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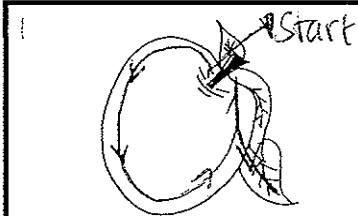
### Pen licence

Children in Nursery make marks using different tools which include pencils, crayons, felt tip pens and chalk. They are taught correct letter formation. In Reception, children continue this and are taught writing during phonic sessions. By the end of Reception they are able to write and form letters correctly using a pencil.

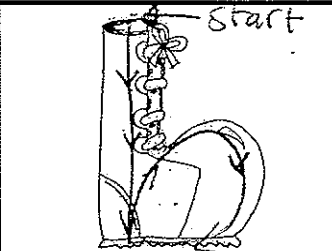
<b>1. Pencil stage</b>	<b>2. Handwriting Pen</b>	<b>3. Secondary Ready</b>
Pupils start off with a pencil in Reception / Year 1.  Pupils who have a physical disability are provided with specially designed pencils.	When pupils write forming the letters correctly and join most of the letters they are eligible for the Handwriting Pen.  They must be consistent with neat presentation to retain the pen licence.	Pupils in Year 5 and 6 are given 'BiC' biro pens to prepare them for the secondary school.

### What happens when pupils are not maintaining their pen licence?

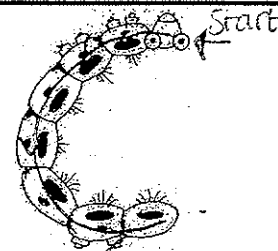
If at any transition stage the child is not able to maintain using their new pen, they have three chances to improve then go back to the previous stage. When pupils are moving onto a **next** stage, the teacher must be sure to avoid pupils having to move back and forth.



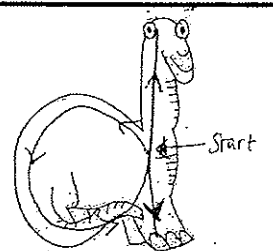
Start at the stalk, and then follow the ants around the apple (away from the sun) then back down to the leaf.



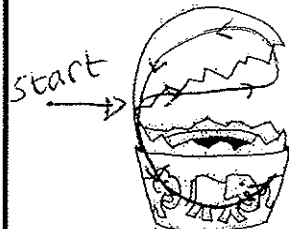
Down the laces to the heel and around the toe (towards the sun).



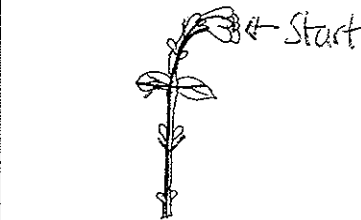
Start at the head and curl around the caterpillar to its tail.



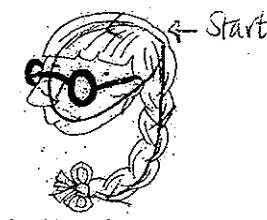
Round the back and up to its neck then down to his feet.



Lift up the top of the egg and around the elephant egg-cup.



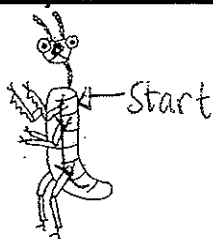
Start at the flower and go over and down the stem (away from the sun) (pencil off). Then draw across the leaves.



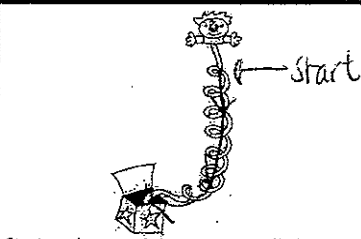
Round her head (away from the sun), straight back up, then down her hair and around to the bow.



Start at the ears, go down the head to the hooves, back up and over his back and down the tail.



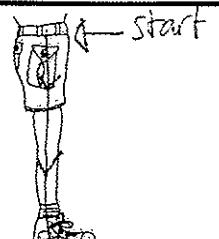
Down the body to the tail (pencil off). Dot for the head.



Start at the top of the spring, go all the way down and curl (away from the sun) to the box (pencil off). Dot for the head.



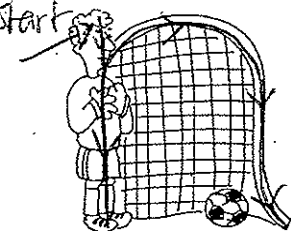
Start at the head and go down the body (pencil off). Tail in, and then leg out (to kick)



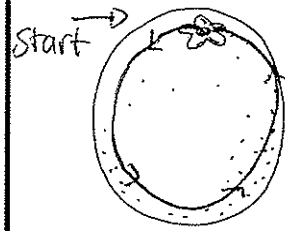
Start at the top and go down the leg round to the toe.



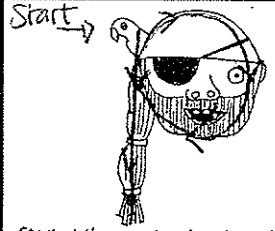
Start at Maisie's head and go down her body and back up over the first mountain and then back up and over the second mountain.



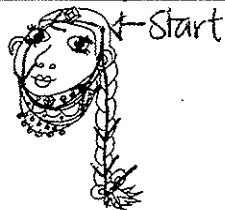
Start at Naeem's head, go down his body to his feet then back up and over the net.



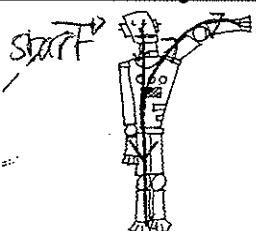
Start here (point to the top of the orange) and go all the way round (away from the sun) and close.



Start at the parrot and go down the plait (plait), straight back up and all the way round his face back to the plait.



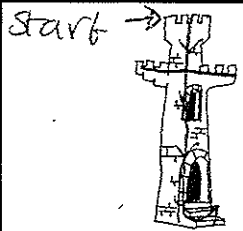
Round her head (away from sun) back up to the top (like a g), then all the way down her plait and flick at the bow. (Then see 'u')



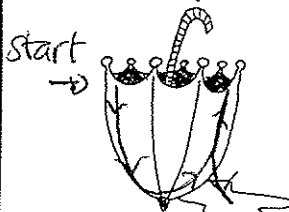
Start at the robot's head, down to the feet, straight back up the body and over the arm.



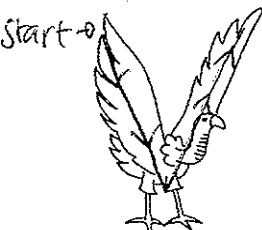
Start at the head and slide around the body and back to the tail.



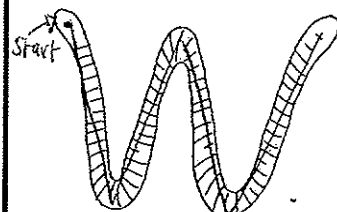
Start at the top of the tower and go all the way down round to the steps (pencil off). Go across the turrets.



Start at the top, down and under the umbrella, up to the top and back down to the puddle.



Down the first wing to the body and back up the second wing towards the sun.



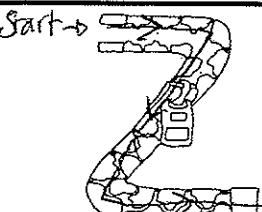
Start at the head, down, up, down, up to the tail.



Left hand to right foot (pencil off). Right hand to left foot (pencil off).



Down the left horn and back up the right horn, back down and under the head.



Start at the top of the zip (away from the sun), zip towards the sun, away down from the sun and then back along to the sun.







## List of letter sounds and their rhymes to help pupils with the **writing letters** at home and at school

First an adult must teach the child how to hold the pencil correctly. The child must be taught by an adult to form the letters correctly using the spoken instructions given below for each of the letters. At the early stage, a child must not be left on their own as they will not learn how to correctly form the letters. They must be taught how to write their name and then all the lower case letters.

<b>a</b>	Start at the stalk, and then follow the ants around the apple (away from the sun) then back down to the leaf. (apple)
<b>b</b>	Down the laces to the heel and around the toe (towards the sun). (boots)
<b>c</b>	Start at the head and curl around the caterpillar to its tail. (caterpillar)
<b>d</b>	Round the back and up to its neck then down to his feet. (dinosaur)
<b>e</b>	Lift up the top of the egg and around the elephant egg-cup. (egg-cup)
<b>f</b>	Start at the flower and go over and down the stem (away from the sun) (pencil off). Then draw across the leaves. (flower)
<b>g</b>	Round her head (away from the sun), straight back up, then down her hair and around to the bow. (girl)
<b>h</b>	Start at the ears, go down the head to the hooves, back up and over his back and down the tail. (horse)
<b>i</b>	Down the body to the tail (pencil off). Dot for the head. (insect)
<b>j</b>	Start at the top of the spring, go all the way down and curl (away from the sun) to the box (pencil off). Dot for the head. (jack-in-the-box)
<b>k</b>	Start at the head and go down the body (pencil off). Tail in, and then leg out (to kick). (kangaroo)
<b>l</b>	Start at the top and go down the leg round to the toe. (leg)
<b>m</b>	Start at Maisie's head and go down her body and back up over the first mountain and then back up and over the second mountain. (mountains)
<b>n</b>	Start at Naeem's head, go down his body to his feet then back up and over the net. (net)
<b>o</b>	Start here (point to the top of the orange) and go all the way round (away from the sun) and close. (orange)
<b>p</b>	Start at the parrot and go down the pigtail (plait), straight back up and all the way round his face back to the pigtail. (pirate)
<b>q</b>	Round her head (away from sun) back up to the top, then all the way down her plait and flick at the bow. (queen)
<b>r</b>	Start at the robot's head, down to the feet, straight back up the body and over the arm. (robot)
<b>s</b>	Start at the head and slide around the body and back to the tail. (snake)
<b>t</b>	Start at the top of the tower and go all the way down round to the steps (pencil off). Go across the turrets. (tower)
<b>u</b>	Start at the top, down and under the umbrella, up to the top and back down to the puddle. (umbrella)
<b>v</b>	Down the first wing to the body and back up the second wing towards the sun. (vulture)
<b>w</b>	Start at the head, down, up, down, up to the tail. (worm)
<b>x</b>	Left hand to the right foot (pencil off). Right hand to left foot (pencil off). (boy)
<b>y</b>	Down the left horn and back up the right horn, back down and under the head. (yak)
<b>z</b>	Start at the top of the zip (away from the sun), zip towards the sun, away down from the sun and then back along to the sun. (zip)

# Numbers with rhymes

<p>Around and round and round we go, When we get home we have a zero.</p> 	<p>Start at the top and down we run, That's the way to make a one.</p> 	<p>Around and back on a railway track, Two, two, two!</p> 
<p>Around the tree and around the tree, That's the way we make a three.</p> 	<p>Down and over, down some more, That's the way we make a four.</p> 	<p>Down and around then a flag on high, That's the way to make a five.</p> 
<p>Down we go and make a loop, Number six makes a hoop.</p> 	<p>Across the sky and down from heaven, That's the way we make a seven.</p> 	<p>Make an 's' and do not wait! When it's joined up you have an eight.</p> 
	<p>Make a loop and then a line, That's the way to make a nine.</p> 	

As with the teaching the letters of the alphabet, a child must be taught by an adult how to correctly form the numbers.

The rhyme for each of the number must be repeated as the child learns to write.

<b>0</b>	Around and round and round we go When we get home we have a zero
<b>1</b>	Start at the top and down we run That's the way to make a one
<b>2</b>	Around and back on a railway track Two, two, two
<b>3</b>	Around the tree and around the tree That's the way we make a tree
<b>4</b>	Down and over, down some more That's the way we make a four
<b>5</b>	Down and around then a flag on high That's the way to make a five
<b>6</b>	Down we go and make a loop Number six makes a hoop
<b>7</b>	Across the sky and down from heaven That's the way we make a seven
<b>8</b>	Make an 's' and do not wait When it's joined up you have an eight
<b>9</b>	Make a loop and then a line That's the way to make a nine