

# Bampton CE Primary School and Nursery

*Learning together with Respect, Friendship and Perseverance*



## ***School Vision Statement***

*We endeavour to enable all individuals in our school community to learn together, grow in respect, tolerance and understanding of the world in which we live and embrace Christian values, to be the best that we can be.*

<b>Title of Policy</b>	<b>Handwriting Policy</b>
<b>Date Adopted by the Governing Body</b>	<b>November 2022</b>
<b>Review Date</b>	<b>November 2024</b>
<b>Signed by the Chair of Governors</b>	

## Intent

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. The development of a fluid style, when mastered, allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

At Bampton CE Primary & Nursery School, our aims in teaching handwriting are:

- To ensure that all children are able to form both lowercase & uppercase letters correctly, with the knowledge that all letters start at the top, with the exception of lowercase d & e, which start in the middle.
- To ensure that children are using an effective pencil grip (usually a tripod grip) and handwriting position.
- To ensure that children are able to join letters in order to be able to develop a fluid writing style, once they have mastered correct letter formation.
- To ensure that approaches to teaching handwriting are sequential & consistent.
- To ensure that there are high expectations for handwriting in all areas of the curriculum.

## Implementation

At Bampton CE Primary and Nursery School we believe skills for handwriting should be taught from an early stage and that high expectations should be maintained throughout the school.

There are regular timetabled slots for handwriting (from Reception to Y6), which are based on the RWI (Read, Write, Inc) Handwriting Programme, to ensure that children build up their handwriting skills every day.

We make the physical process of writing – handwriting – enjoyable from the start, so children see themselves as ‘writers’. We use mnemonics – memory pictures – to help children visualise the letter before they write it down. Children practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.

All children are taught how to use an effective pencil grip (usually a tripod grip) and staff use the phrase ‘pinch it, pick it, flick it’ to encourage the tripod grip.

All children are also taught the ‘perfect handwriting position’.

### **Handwriting Position:**

Children are taught that when you use the silent handwriting signal they should automatically go into the ‘perfect handwriting position’:

Silent handwriting signal: Hold up a pencil – real or imaginary – in a pencil grip with the non-writing hand flat – holding imaginary paper.

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

## Early Years Foundation Stage (EYFS)

Handwriting provision is planned carefully to meet the Educational Programmes set out in the Statutory Framework for Early Years Foundation Stage (published 21<sup>st</sup> March 2021) and is particularly focussed on the Physical Development & Literacy Educational Programmes. We also take guidance from the non-statutory document Development Matters (revised version July 2021) for the same areas.

Children in the EYFS are given lots of opportunities to develop and extend their gross motor control, in particular, activities that develop good posture & balance. They are also given opportunities to develop & extend fine motor control in order to strengthen the hand muscles needed to learn to write. Staff at Bampton Primary & Nursery school recognise the importance of providing children with a range of tools to be able to experiment with mark-making. They give children opportunities to see adults writing for a variety of purposes and they work hard to create an environment where children feel secure enough to 'have a go'.

Staff are aware of typical progression of pencil grip development and encourage children to work towards using a tripod grip.

## Reception

Children are taught how to form letters alongside being taught the letter sounds. The letter formation for each letter is taught using the RWI handwriting patter (see **Appendix 1**). Handwriting is taught on a daily basis, either as part of the RWI phonics lesson or in a discreet handwriting lesson.

If a Nursery child is ready to form letters, they are taught letter formation using the RWI handwriting patter.

Children are also taught the letter families:

'Around' letters – c a o d g q

'Down' letters – l t b p k h i j m n r u y

'Curly' letters – e f s

'Zig-zag' letters – v w x z

For further detail and guidance, see the Read, Write Inc 'Handwriting Stage 1a' document.

In Reception we teach children how to form capital letters (see **Appendix 2**/Ruth Miskin website for RWI capital letter formation guidance).

Children in Reception are also taught how to form the digits 0 – 9 using number formation patter (see **Appendix 3**).

## Key Stage 1 (KS1)

### Year One

Handwriting is planned for carefully in accordance with the statutory requirements set out in the National Curriculum English Programme of Study.

### Year One Programme of Study

Statutory requirements
<b>Handwriting</b> Pupils should be taught to: <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>

In Year One children are taught handwriting in a daily discreet handwriting lesson, under the guidance of a teacher or teaching partner. Children continue to be taught letter formation using the RWI handwriting patter and that they continue to be taught the letter families.

Once children are able to form letters correctly, they are then taught the relative size of letters and where to place letters on the line, using guidance from the Read, Write, Inc 'Handwriting Stage 1b' document. Children are taught to form boat letters, water letters & sun letters.



Boat letters (letters that are the same size as the boat) - a c e i m n o r s u v w x z

Water letters (letters that go below the water line) - g j p q y

Sun letters (letters that are as tall as the sun) - b d h k l (f & t, which are a just a little bit shorter)

In Year One we continue to teach children how to form capital letters (see **Appendix 2**/Ruth Miskin website for RWI capital letter formation guidance).

Children in Year One are also continue to be taught how to form the digits 0 – 9 using number formation patter (see **Appendix 3**).

## Year Two

Handwriting is planned for carefully in accordance with the statutory requirements set out in the National Curriculum English Programme of Study.

### Year Two Programme of Study

#### **Statutory requirements**

##### **Handwriting**

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

#### **Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

In Year Two children are taught handwriting in a daily discreet handwriting lesson, under the guidance of a teacher or teaching partner. They continue to focus on correct letter formation, relative letter size and practise placing letters in the correct place on the line.

Once they have mastered letter formation, they will then be taught how to join letters using either a diagonal join (arm join) or a horizontal join (washing line join) - see RWI Handwriting Stage 3 document for guidance.

Where children are not yet forming lowercase letters, upper case letters or digits 0 – 9 correctly, interventions will be planned to meet the needs of individual children.

To ensure children are focussing on good handwriting presentation in all areas of the curriculum, children are encouraged to write the title in their best handwriting at the beginning of the lesson, then after the teaching input, children are asked to use the same standard of handwriting/presentation that they used in their title for the whole piece of work. This strategy will be used once children have moved from the RWI synthetic phonics programme to the Jane Considine programme of study.

## Key Stage Two (KS2)

### Lower KS2

Handwriting is planned for carefully in accordance with the statutory requirements set out in the National Curriculum English Programme of Study.

### Lower KS2 Programme of Study

#### Statutory requirements

##### Handwriting

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

In Lower KS2 children will continue to be taught how to join letters using either a diagonal join (arm join) or a horizontal join (washing line join) - see RWI Handwriting Stage 3 document for guidance. Focus will be given to increasing the fluency with which pupils are able to write. Handwriting will continue to be taught in daily discreet lessons.

Where children are not yet forming lowercase letters, upper case letters or digits 0 – 9 correctly, interventions will be planned to meet the needs of individual children.

To ensure children are focussing on good handwriting presentation in all areas of the curriculum, children are encouraged to write the title in their best handwriting at the beginning of the lesson, then after the teaching input, children are asked to use the same standard of handwriting/presentation that they used in their title for the whole piece of work.

## Upper KS2

Handwriting is planned for carefully in accordance with the statutory requirements set out in the National Curriculum English Programme of Study.

### Upper KS2 Programme of Study

#### **Statutory requirements**

##### **Handwriting and presentation**

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

#### **Notes and guidance (non-statutory)**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

In Upper KS2 children will be given opportunities to practise handwriting to improve quality, speed and stamina.

Where children are unable to join letters correctly, interventions will be planned to meet the needs of individual pupils.

To ensure children are focussing on good handwriting presentation in all areas of the curriculum, children are encouraged to write the title in their best handwriting at the beginning of the lesson, then after the teaching input, children are asked to use the same standard of handwriting/presentation that they used in their title for the whole piece of work.

### **SEND & Inclusion**

Teachers of children whose handwriting is limited by problems such as fine motor skills, should liaise with the SENDCo to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources, or use of specialist pens/pencils/pencil grips. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

## Handwriting Equipment

Children will use line sizes appropriate to their stage in writing.

In the EYFS, children will use a sharpened jumbo triangular pencil to write with, as well as being provided with a variety of high-quality writing implements, such as chalk, felt-tip pens etc... to experiment with mark-making & pattern work.

In KS1 & 2, children will be provided with HB pencils for writing. A pen can be introduced to children at the discretion of the teacher.

### Impact

- The majority of children in Reception will meet the Early Learning Goals for Fine Motor Control (Physical Development) & Writing (Literacy).
- Children develop automaticity in their handwriting.
- All written work will be presented to the best of the child's ability.
- Children will make strong progress in developing their handwriting.
- By Year 6, the majority of children will have developed a handwriting style which is legible and fluent. They will be able to write at speed and will demonstrate stamina in writing activities.

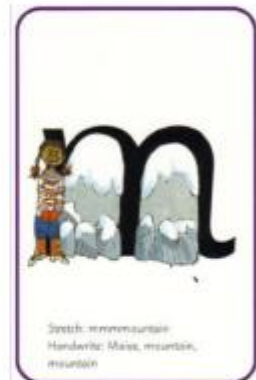


## Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain  
a round the apple, down the leaf  
s slither down the snake  
d round his bottom, up his tall neck and down to his feet  
t down the tower, across the tower  
i down the body, dot for the head  
n down Nobby, over his net  
p down the plait and over the pirate's face  
g round her face, down her hair and give her a curl  
o all around the orange  
c curl around the caterpillar  
k down the kangaroo's body, tail and leg  
u down and under, up to the top and draw the puddle  
b down the laces to the heel, round the toe  
f down the stem and draw the leaves  
e lift off the top and scoop out the egg  
l down the long leg  
h down the head to the hooves and over his back  
r down his back and then curl over his arm  
j down his body, curl and dot  
v down a wing, up a wing  
y down a horn, up a horn and under his head  
w down, up, down, up  
z zig-zag-zig  
q round her head, up past her earrings and down her hair  
x down the arm and leg and repeat the other side



## Appendix 2

Read Write Inc.  
Phonics

aA bB cC dD eE fF gG

hH iI jJ kK lL mM

nN oO pP qQ rR sS tT

uU vV wW xX yY zZ

Read Write Inc. Phonics © Oxford University Press 2021. No sharing, copying or adaptation of materials except by subscribers to Oxford Owl.

### Appendix 3

#### Number Formation Patter

All numbers start at the top.

0	Back, all the way round
1	Down
2	Over the top, down the hill, along the road
3	Over the top and round, round again
4	Down the hill, along the road and cross
5	Down and round, put a hat on
6	Down the hill and round
7	Along the road and down the hill
8	Slither down the snake and join to the top
9	Back, all the way round and down