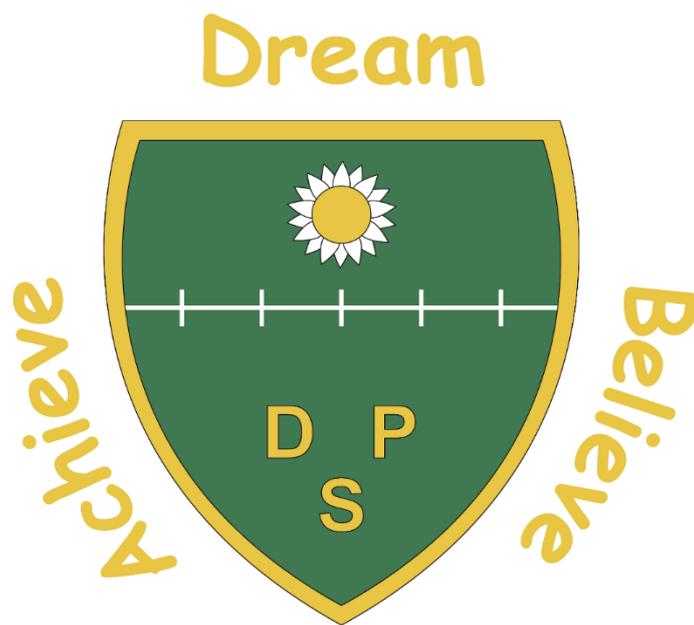


Daisyfield Primary School



Handwriting Policy

2024 - 2025

Intent

At Daisyfield Primary School we believe 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. In EYFS we start with using print and the ELS letter formation patters. As the children move through the academic year in Year 1 they learn how to transition from print to cursive. From Year 2 onwards the children will be using cursive handwriting. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically.

Impact

Children will experience coherence and continuity in learning and teaching across the school. They will develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip. It is important that our pupils understand the importance of clear and neat presentation in order to communicate meaning clearly. They will be encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement. Through a multi-sensory approach to handwriting, there will be a direct link to encoding in phonics session in KS1 and in KS2 spelling quickly in writing activities. This will in turn enable our children to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes. As we prepare our pupils for the wider world, they will be encouraged to use their skills with confidence and pride in real life situations.

Aims

At Daisyfield Primary School our aims in teaching handwriting are that the pupils will:

- achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- develop flow and speed.
- eventually produce the letters automatically and in their independent writing.

Curriculum

- Letter Join starts with Year 1 and continues to Year 6, using print to cursive in Year 1 and then joined cursive letter formation from Year 2 onwards (Letterjoin font – *Letterjoin Plus 6*).
- In EYFS and Year 1 Essential Letters and Sounds (ELS) letter patter is used to help with formation in phonics lessons (EYFS Letterjoin font – *Letterjoin Print*, Year 1 Letterjoin font – *Letter-join No-lead 6*)
- In EYFS the main focus is around fine motor skills and letter formation.
- Dedicated taught handwriting sessions in key stage 1 and 2 follow the scheme of work.

<u>Class</u>	<u>Letterjoin Module</u>
Beech	Module 2 – Year 1
Birch	Module 2 – Year 1
Sycamore	Module 3 – Year 2
Chestnut	Module 4 – Year 3
Rowan	Module 4 – Year 3
Hazel	Module 5 – Year 4
Elder	Module 6 – Year 5
Aspen	Module 7 – Year 6
Willow	Module 7 – Year 6

It is important that teachers model correct pencil grip, how to sit at the table ready to write, correct letter formation, writing on the line and finger spaces between words. Teachers must also address incorrect pencil grip and handwriting misconceptions as they appear throughout the day. To maintain fidelity, you must use the ELS mnemonics and rhymes to support letter formation within your ELS lessons

SEN

It is to be decided between the class teacher and SENCo which type of letter formation children with SEN should adopt, basing it on the individual needs of the child.

Early Years

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. Children should learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters, most of which are correctly formed and to begin to leave spaces between words. They should be given the opportunities to develop their handwriting to their full potential at that age.

For those children still mark making at the beginning of reception, the three initial weeks of ELS activities linked to the lesson are there to support you in identifying those children who may need additional support with their fine and gross motor skills.

These skills include holding a pencil, making meaning of their marks and sitting at a table ready to write.

- Focus on teaching the mnemonic or rhyme to support the letter formation and ensuring that children can use this whilst mark-making.
- Essential Letters and Sounds provides a ‘Strong Start in Reception’ immediately making the link between reading and writing.

EYFS Statutory requirements - Handwriting

Pupils should be taught to:

- ✓ Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- ✓ Write recognisable letters, most of which are correctly formed

Key Stage 1

In Year 1 Handwriting should be discussed within and linked to ELS phonics sessions. The Phonics lessons **are not for the teaching of handwriting**. Handwriting is taught separately in a discrete Handwriting lesson, following Letterjoin program. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. During the Handwriting lesson, teachers are to model the letter/words in a Handwriting Book and with the use of the visualiser. Children should now be leaving spaces between words independently and accurately.

Year 1 Statutory requirements - Handwriting

Pupils should be taught to:

- ✓ sit correctly at a table, holding a pencil comfortably and correctly
- ✓ begin to form lower-case letters in the correct direction, starting and finishing in the right place
- ✓ form capital letters
- ✓ form digits 0-9
- ✓ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Year 2 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.

Key Stage 2

During this stage the children continue to have direct teaching and regular practise of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Year 3 and 4 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].

Year 5 and 6 Statutory requirements - Handwriting

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.

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 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;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. 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 practise starting sentences and writing names using a capital letter and not joining the subsequent letter. This

should be modelled by the teachers across the curriculum in all lessons and specifically taught during **Handwriting, English, Spelling and *Phonics sessions**.

*Capital letters are not part of an SSP. We do, however, use them in sentence writing in ELS. Capital letters are to be taught as part of your English and wider curriculum. They can be identified whilst modelling reading the decodable texts or books and you can general direct children's awareness to them throughout all reading activities.

To begin within ELS, children are taught that capital letters are used at the beginning of names and sentences. When children are writing, we identify and model where and how capital letters need to be used. We also highlight and discuss their use when reading texts.

The Learning Environment

In all classes, pencil pots with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, ELS sound mats, line guides, word lists and dictionaries.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practise this with their children at home. This will be shared on the school website.

Review date: July 2025