Handwriting Policy

Drayton Community Infant School and Nightingale Infant School

Pupils in our schools are supported to develop a handwriting style which is clear, joined and legible. Starting from the early years pupils are encouraged to use letters using the letter formation guidance from Little Wandle. As the children move into KS1 formal handwriting skills are taught regularly and systematically through the use of letter families, Little Wandle and NELSON handwriting schemes. There is a clear progressive sequence used across the key stages to ensure that children develop foundational skills in transcription to develop mastery within writing.

<u>Aims:</u>

Our handwriting policy will aim to:

- Have a clear understanding of the importance of regular and explicit teaching of handwriting.
- Have high expectations of standards in handwriting from both adults and children across the school.
- Develop automatic fluent handwriting that supports rather than constrains writing.
- Establish correct physical foundations (Posture, Grip, Letter Formation) from Reception and through KS1.
- Build children's confidence and motivation in writing through systematic skill development.
- Ensure all children, including those with SEND and left handed pupils achieve their potential.
- Implement DFE writing framework expectations through realistic, sustainable approaches.

Our Objectives:

We will track progress through development phases rather than rigid term by term milestones.

Foundation Phase: Establishing grip, posture and basic letter formation.
Consolidation Phase: Consistent formation with developing fluency.
Application Phase: Strategic joining preparation and context appropriate handwriting.

Most children will progress: Reception (Foundation Phase) - Year One (Foundation - Consolidation) - Year 2 (Consolidation - Early Application phase).

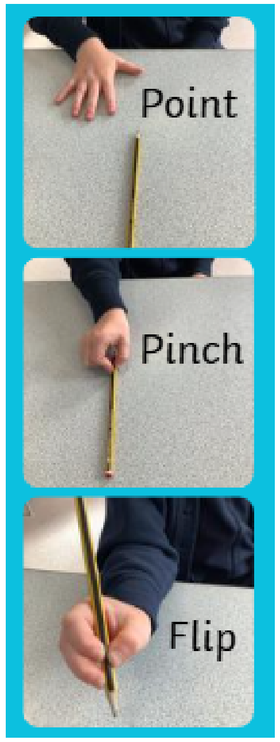
As a whole school approach to inclusivity we use dual coded resources and the same mnemonics to support early writing:

- Point Pinch Flip
- Posture Rhymes
- Little Wandle Formation

'Ready to write' rhyme

Let's sit up straight, feet nice and flat,
Tilt your paper – just like that!
Pinch your pencil, give it a flip,
Check your hold and then your grip.
Now we can begin to write,
But not too hard and not too light.





Early Years Foundation Stage:

Handwriting and Fine Motor Skill development happens everyday in Reception.
Handwriting lessons in Reception are sequenced with a progressive route which will focus on:

- correct pencil grip and posture for writing
- foundational shapes and patterns are formed correctly before letter formation
- correct starting point for each letter for formation and orientation
- families of letters
- capital letters
- reinforcing the link between letters and sounds

Children are exposed to print in a range of forms both printed and handwritten.
The learning environment displays a range of print both printed and handwritten.
Children will be taught to write their names and other simple key words.
Children will have access to a range of mark making materials (as appropriate) during adult led and child initiated learning.
Letter formation is taught in phonic lessons using the Little Wandle formation phrases as children learn the phase 2 graphemes.
Additional practice of letter formation is taught in handwriting lessons outside of phonics lessons.
Children should be sitting at a table to ensure correct pencil grip, letter formation and orientation and correct posture.
Children can be taught to read and write capital letters towards the end of phase 2 once they have learned a sound for each letter of the alphabet.

Key Stage 1:

We begin to look at the letter formations based on their letter families.
The mnemonics we use for letter formation are from Little Wandle in line with our phonics scheme.
Children are exposed to print in a range of forms both printed and handwritten.
The learning environment displays a range of print both printed and handwritten.
All teacher's modelled/shared writing in lessons to reflect school handwriting scheme.
Handwriting will be taught outside of phonics at least three times a week.
When the children are ready we learn joins using NELSON scheme and these should be adapted to meet the needs of all.
Children must be confident in where to start and how to form all of their letters before moving onto joining.

EYFS:

Gross Motor Skills (GMS) and Fine Motor Skill (FMS) activities will take place each day for every child.

1 - Dots and circles

2 - Straight lines - vertical, horizontal, diagonal.

3 - Curved and changing lines

4 - Spirals and wave patterns

Y1:

Focus on families of letters.

1 – c o a d g f s q e

2 – i l t j u y

3 – b h k m n p r

4 – v w x z

Then capital letters

Then numbers

Y2:

First we revise all letter families, capital letters and numbers.

Focus on the joins seen below:

First joins –

Set 1: a c d e h i k l m n s t u

Set 2: a c d e g i j m n o p q r s u v w x y

Set 1 to a letter in Set 2

Second joins -

Set 3: b f h k l t

Set 1 to a letter in Set 3

Third joins -

Set 4: f o r v w

Set 4 to a letter in Set 2

Forth joins -

Set 4 to a letter in Set 3

f o r v w

Break Letters:

b g j p q x y z