



Elburton Primary School

Handwriting KS1 and KS2

	February 2022	Policy Review Date
1	9 th February 2020	Policy Agreed
Version	Date	Description

At Elburton, we believe in the importance of handwriting in preparing children as writers. Here are some quotes from the national curriculum 2014, which support this philosophy.

- Pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised ('Purpose of Study' p13)
- Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. (6.3 Language and literacy - Reading and Writing)
- Writing also depends on fluent, legible and, eventually,

Foundation

Foundation (40-60 months)	Previous Learning: (30-50 months)	Support	Extension
Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.	Holds pencil near point between first two fingers and thumb and uses it with good control. Holds pencil between thumb and two fingers, no longer using whole-hand grasp.	Discrete teaching of correct pencil control. During free flow children will have the opportunity to write and draw on the writing table. During phonics/writing lessons children will practise letter formation and correct pencil grip.	Children will sit correctly at a table without support, holding a pencil comfortably and correctly when writing.
Begins to form recognisable letters.	Draws lines and circles using gross motor movements.	Children will continue to practise the ditties in phonics lessons. Differentiated group activities to ensure children needing support have a less children in the group with increased adult support. During free flow form letters in sand, glitter, using play dough. Opportunities to develop fine and gross motor skills during planned free flow activities.	Consistently form all lower-case letters in the correct direction, starting and finishing in the right place without support.
Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.	Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping.	Opportunities to develop fine and gross motor skills during planned free flow activities and PE lessons.	
Writes own name and other things such as labels, captions. Write simple sentences that can be read by themselves and others.	Can copy some letters, e.g. letters from their name.	During slippage and differentiated phonics/writing lessons children will practise writing their name, labels and captions. Opportunities on the writing table and in the practical area to develop fine/gross motor skills and explore writing independently and with support	Form capital letters accurately and use these when writing simple sentences. Consistently form lower-case letters in the correct direction, starting and finishing in the right place.
Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.	Sometimes gives meaning to marks as they draw and paint.		

Moving and Handling ELG:

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Writing ELG:

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Year 1

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Handwriting Statutory requirements Year 1 Pupils should be taught to:	Previous Learning:	Support	Extension
Sit correctly at a table, holding a pencil comfortably and correctly	Children in Foundation will be taught to sit correctly at a table. Children will develop a comfortable pencil grip for writing. Daily fine motor skill activities will develop children's strength in preparation for writing.	Fine motor skills activities embedded during free flow/slippage sessions to improve children's strength and ability to grip a pencil, hold the correct posture and confidence when writing.	
Begin to form lower-case letters in the correct direction, starting and finishing in the right place	Children will learn the ditties in Foundation and practise recognising/forming the letters and sounds in a daily phonics lesson. Opportunities to form letters correctly will be available in free flow, supported by TAs.	Discrete handwriting lessons, guided writing sessions, slippage with TAs/Teacher, opportunities to form lower case letters in free flow.	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 un joined
Form capital letters	Children will be introduced to the capital letters in Foundation and will match them to their lower case equivalent.	During handwriting/literacy lessons children will be taught to form the capital letters correctly and match these with their lower case equivalent	Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
Form digits 0-9	Children will learn the ditties in Foundation to support number formation. Number formation will be taught discretely and as part of maths lessons. Opportunities to form numbers will be available during free flow.	Continue to teach the number formation ditties. Discrete teaching of number formation. Opportunities for children to form numbers 0-9 in maths lessons.	
Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.	Children will learn the handwriting 'families' in Foundation and will form these letters independently during phonics lessons.	Continue to teach the letter families and allow opportunity for children to form these letters during handwriting, slippage and free flow sessions	
Notes and guidance (non-statutory) Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs. Assessments should be made to determine when the children are ready to be taught to joined writing. These assessments should be conducted by a TA and assess whether the children can form their letters correctly before being taught to join. Once the children are ready, joined handwriting should be taught by introducing letters such as: in, it, to etc... that feature the four different types of joins and to reinforce phonics and spelling work.			

Year 2

Children should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

Writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

Handwriting Statutory requirements Year 2 Pupils should be taught to:	Previous Learning:	Support	Extension
Form lower-case letters of the correct size relative to one another	In Y1 children will build on previous learning and form lower-case letters in the correct direction, starting and finishing in the right place.	Discrete handwriting sessions, slippage activities and through planned guided writing lessons. Teachers/TAs to model correct and accurate handwriting skills. Expectation of handwriting to remain high throughout all subjects. Children who require additional fine motor skill support may use resources and activities that F/Y1 use in order to develop these skills.	
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 un joined	Children in Y1 who form lower-case letters in the correct direction, starting and finishing in the right place will start to join using diagonal and horizontal strokes in preparation for Y2		Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant)
Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	During handwriting/literacy lessons in Y1 children will be taught to form the capital letters correctly and match these with their lower case equivalent.		
Use spacing between words that reflects the size of the letters.			Increase the legibility, consistency and quality of their handwriting (for example, by ensuring 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 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.			

At the end of Key Stage 1 these are the expected outcomes for handwriting at Elburton Primary School:

Transcription: handwriting - Expected Level (90% of our children) will be able to:

- Hold a pencil comfortably and correctly.
- Handwriting is legible with almost all lower case letters capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another.
- Words are almost always appropriately and consistently spaced in relations to the size of the letters.
- Some horizontal and diagonal strokes are used to join letters.

Transcription: handwriting - Mastery Level (50% of our children) will be able to:

- All aspects of handwriting transcriptions: handwriting are at the national standard.
- Holds a pencil comfortably and correctly.
- Handwriting is legible and consistent in size with appropriate spacing between words.
- Diagonal and horizontal strokes are used consistently to join letters with an understanding that some adjacent letters may be best left un-joined.



Year 3 and 4

Handwriting Statutory requirements Year 3 and 4. Pupils should be taught to:	Previous Learning:	Support	Extension
<p>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.</p>	<p>All year 2 children will have: Been to taught to form lower-case letters of the correct size relative to one another and will be able to do this consistently in their independent work.</p> <p>Children will have been to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>New learning - children to be taught to join using a continuous cursive script as modelled using the letter join scheme. Children to be taught both the exit and entry strokes for continuous cursive letter formation.</p>	<p>Discrete handwriting sessions, slippage activities and through planned guided writing lessons.</p> <p>Teachers/TAs to model correct and accurate handwriting skills. Use of handwriting association resources to support pencil grip and readiness for handwriting.</p> <p>Expectation of handwriting to remain high throughout all subjects.</p> <p>Children who require additional fine motor skill support may use resources and activities that F/Y1 use in order to develop these skills.</p> <p>Appropriate pencil grips and writing implements to be given to children experiencing difficulties – these to be reviewed regularly and changed where necessary.</p> <p>Parents to be involved in the process</p> <p>Intensive support to be given to children not joining and letter join worksheets to be used to get the children forming letters correctly and joining HFW words.</p> <p>Children to use interactive whiteboard to practise letter and word formation using the letter join program.</p>	<p>Pen License to be awarded to children who are able to join consistently. These licences are to be celebrated by staff members.</p> <p>Pen licenses to be reallocated each year.</p> <p>Some children should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> o choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters o choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

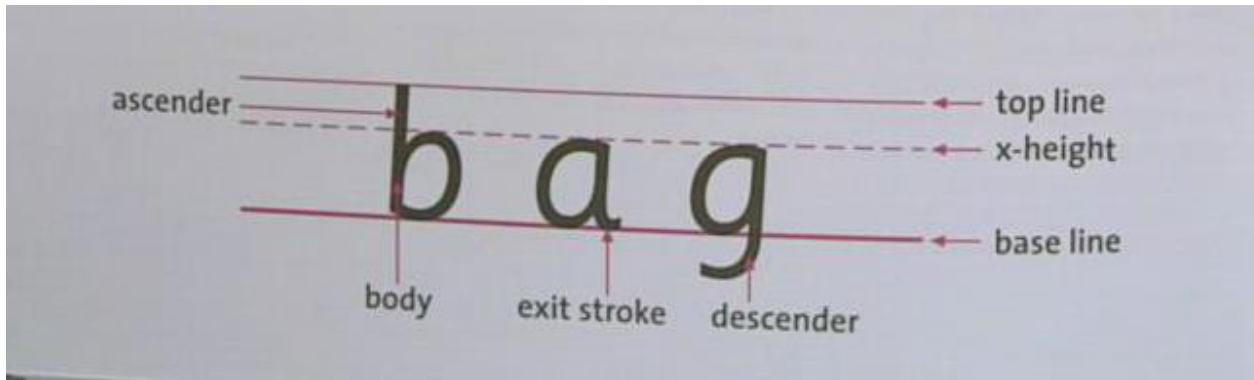
<p>Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters.</p>	<p>Some year 2 pupils will have increased the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant)</p> <p>Some children will have been taught to increase the legibility, consistency and quality of their handwriting (for example, by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)</p>		
<p>Notes and guidance (non-statutory)</p> <p>Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p> <p>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.</p>			

Year 5 and 6

Handwriting Statutory requirements Year 5 and 5 Pupils should be taught to:	Previous Learning:	Support	Extension
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> write legibly, fluently and with increasing speed by: o choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters o choosing the writing implement that is best suited for a task (e.g. quick notes, letters). 	<p>Been to taught to form lower-case letters of the correct size relative to one another and will be able to do this consistently in their independent work.</p> <p>Children will have been to use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un joined.</p> <p>During year 3 and 4 the legibility, consistency and quality of their handwriting, e.g. 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.</p> <p>Pen License will have been awarded to children who are able to join consistently. These licences are to be celebrated by staff members.</p> <p>Some children should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> o choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters o choosing the writing implement that is best suited for a task (e.g. quick notes, letters). 	<p>Discrete handwriting sessions, slippage activities and through planned guided writing lessons.</p> <p>Teachers/TAs to model correct and accurate handwriting skills. Use of handwriting association resources to support pencil grip and readiness for handwriting.</p> <p>Expectation of handwriting to remain high throughout all subjects.</p> <p>Children who require additional fine motor skill support may use resources and activities that F/Y1 use in order to develop these skills.</p> <p>Appropriate pencil grips and writing implements to be given to children experiencing difficulties – these to be reviewed regularly and changed where necessary.</p> <p>Parents to be involved in the process</p> <p>Intensive support to be given to children not joining and letter join worksheets to be used to get the children forming letters correctly and joining HFW words.</p> <p>Children to use interactive whiteboard to practise letter and word formation using the letter join program.</p>	<p>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.</p> <p>They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>

The Language of handwriting:

All staff should be using the correct language of handwriting as discussed by the staff at the INSET on Monday 19th January:



The following terms are to be used when teaching handwriting:

- Size of letters
- Capital Letters – use of this term will reinforce the understanding of the usage of a Capital Letter. These letters should be taller than the body of letters.
- Lower-case letters (e.g. a, c, e and n)
- Ascenders to describe letters that reach the top line (h, l, t, b and d).
- Descenders to describe letters that go below the base line (e.g. g, y, and p). These letters are to be taught with a loop where applicable.

- Letter body
- Finger space – to help ensure letters are correctly spaced.
- When the children are ready the terms diagonal and horizontal strokes are to be used when describing how letters are joined.

Types of letter formations

These letter formations have been set as the preferred letter formations on the 'Letter-join' handwriting programme, which is Elburton's agreed programme for teaching handwriting in 2014/ 2015. This shows the fully cursive style which the children will use when they are ready to join.

