

Springwood Infant and Junior School Federation

TOGETHER WE LEARN, TOGETHER WE GROW



Handwriting Policy

Non-Statutory Policy

Approved By: Governing Body

Effective Date: September 2024

Review By: September 2025

Stay Safe,
Treat Others How You Wish to be Treated,
Try Your Best and be Proud

At Springwood, we believe children need to be encouraged to develop a neat and efficient handwriting style that enables them to creatively express their ideas when writing for a range of audiences and purposes through different forms. As such, it is our intention for children to progressively learn how to accurately and easily form letters and numbers. Once this is achieved, they should be taught how to join them and should practise their handwriting to increase its fluency, legibility and quality.

How will the school environment and staff help children?

Handwriting should be high profile throughout the federation with the use of visible handwriting displays in every classroom. The high standards of handwriting we are expecting our children to demonstrate must be actively modelled by all teachers and support staff in specific handwriting lessons, English, when writing as part of the wider curriculum and when providing written feedback to learning.

Teachers will use Assessment for Learning (AfL) to identify children who require specific guided handwriting learning in order to close gaps in their writing attainment profile.

How will handwriting be taught?

EYFS –

Gross motor and fine motor skills development underpin the ability to write successfully. The children in EYFS are provided with a variety of opportunities throughout the curriculum to enhance these skills through their play. Some examples are listed below:

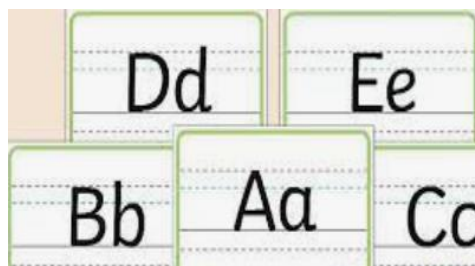
Activities that promote gross motor skill development: climbing, obstacle course, bikes and trikes sweeping, vertical writing, large writing (shoulder pivots) gross motor exercise through ABC Scheme.

Activities that promote fine motor skill development: cutting, drawing, colouring, playdoh, painting, funky finger games (lacing, pegs, threading), puzzles, writing.

In EYFS, children are immersed in a variety of texts; some in books but much is modelled writing from the adults and is shared throughout the environment.

Pencil Grip -

A dynamic pencil grip and good writing stance is modelled to children in EYFS and children are encouraged to start to learn and recognise their name in a non-cursive script form early in the year.



As the children move through the Essential Letters and Sounds (ELS) synthetic phonics programme, the children are explicitly exposed to letter formations of both lower case and upper case formation. Children are taught how to form these letters and have many opportunities to practise these in the environment.

Key stage 1-

Moving into key stage 1, expectations for accurate and neat letter and number formation continues in classes. Once children have completed the ELS synthetic phonic programme and have secured accurate formation, they will use a combination of spelling and handwriting sessions to learn to join letters together. In key stage 1, there is a further expectation that children understand the difference between upper case and lower case letters and use these with more accuracy in their writing. In Year 2, children are required to show greater consistency in their letter sizing and when developmentally ready are introduced to a progressive set of handwriting cards which teachers select to appropriately support children in practising and securing accurate letter formation and the appropriate joins required to transcribe their ideas.

Key stage 2 -

In each key stage 2 class, there is a progressive set of handwriting cards which children should use to practise accurate letter formation and the appropriate joins required to transcribe accurately. Teachers should advise children which colour card they should use to practise their handwriting and this should be informed by 'in session' feedback. Children **must not** randomly select any card and wherever possible, they should not repeat a card unless specifically told to do so by an adult.

Children identified as needing to be in a teacher led 'guided group' will also use these cards but teachers will teach the skills required to accurately form and in turn join letters to form words alongside children so they understand the importance of holding their pencil correctly, sitting appropriately etc.

Once a child has completed the handwriting cards, they can then publish poems during handwriting sessions. Class teachers must still provide feedback on this practise to ensure ascender and descender formation are remaining consistent and parallel. Children should be referred back to practising specific cards if errors are identified by teachers.

Progression in handwriting cards

Stage 1 – Letter formation (Colour – Yellow)

****Down and off in another direction- l, i, j, t, u, y**

****Down and retrace upwards – b, h, k, m, n, p, r**

****Anti-clockwise round – c, a, d, e, g, o, q, f, s**

****Zig zag letters – v, w, x, z**

Stage 2 – Baseline (Colour – pink)

in, un, um, am, ine, ime, an, ar, aw, ir, hu, ti, ki, du, ey, ay, ip, up, it, nt, ent, ant, ill, all, ib, if, ub, th, ck, ch

Stage 3 – Horizontal and diagonal joins (Colour – orange)

op, ou, ow, ov, ri, ru, ve, we, re, fe, fu, fi, ob, ol, wh, rk, rt, ot, of, fl, ft

Stage 4 – Anti-clockwise joins (Colour – light green)

ac, ca, da, ha, ad, ag, ea, ed, va, wa, oa, oo, od, fa, fo

Stage 5 – Words (colour –light blue)

Stage 6 – Sentences (Colour - red)

Stage 7 – Exclamatory sentence (Dark green)

How will progress in handwriting be identifiable?

All children in EYFS and key stage 1 and initially in key stage 2 will write in pencil; however when they are able to join fluently, which should be the aspiration of children in Year 3, they will be awarded their first pen. Once a child is in receipt of their first pen, they should be encouraged to work towards being awarded an ink pen, which should be the aspiration for all children in upper key stage 2.

Once a child has been awarded either pen, this should be used for learning in all curriculum areas except Maths or when diagrams and graphs are required.

Weekly, teachers will identify children across the federation who have made progress in their handwriting and these children will receive a 'stinky sticker'.