



Handwriting Policy

Introduction

At Little Digmoor we have high expectations of children's handwriting. We teach handwriting using a progressive approach across school. Children are taught to write using a style which is both fluent and legible.

Aims:

- To develop a joined, confident handwriting style that is clear, legible and fluent, which will enable children to write 'speedily' without having to worry about letter formation.
- To foster a positive attitude towards writing.
- To establish and maintain high expectations for presentation of work.

Provision for Handwriting:

At Little Digmoor we teach handwriting in line with our school's Phonics scheme; Little Wandle Letters and Sounds Revised, and using the programme of study listed on the National Curriculum. Handwriting is explicitly taught as part of our school's timetable and is taught from Reception (during Phonics) to Year 6.

We operate a 'pen passport' scheme in order to enhance our high expectations. Once children can write fluently, they will be awarded with a blue or black biro pen which they can use when completing English and topic work.

Teachers and support staff will act as a model when writing on the board or marking work, using a fluent joined style with accurate letter and number formation, as appropriate to the pupils' level of development.

Attention to posture and seating arrangements is important. Pupils who write with their left hand face particular difficulties and teachers need to be aware of this. Left handed pupils should either sit next to other left handed pupils or on the left side of a right handed pupil to avoid bumping arms or smudging work. When modelling letter formation to left handed pupils, teachers should use their left hand also.

Pupils who display specific difficulties with handwriting will have these addressed through such resources as slanted writing boards, rubber pencil grips, using alternative writing media, etc. Teachers and support staff will seek support from our school SENDCo, where necessary.

Incorrect letter/number formation will be addressed through marking and feedback as appropriate to the developmental level of the pupil as well as through regular handwriting practise.

Expectations for handwriting:

Children in Reception are taught to form single letters correctly, in line with our school's phonics scheme; Little Wandle Letters and Sounds Revised (see appendix.)

Children in Year 1 should be taught to:

- Sit correctly at a table and hold a pencil correctly
- Hold a pencil with an effective grip
- Form lower-case letters correctly – starting and finishing in the right place, going the right way round, correctly oriented
- Form digits 0-9 correctly
- Practise forming letters in handwriting families:
 - i, j, l, t, u
 - b, h, m, n p, r
 - c, a, d, e, g, o, q, f, s
 - k, v, w, x, y, z
- Have clear ascenders ('tall letters') and descenders ('tails')
- Form capital letters correctly (see appendix)

Children in Year 2 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

Children in Year 3 should be taught to:

- Form and use the four basic handwriting joins:
 - bottom joins
 - top joins
 - bottom to body joins
 - bottom to top joins.
- Write legibly

Children in Year 4 should be taught to:

- Use a joined style throughout their independent writing
- Write with consistency in size and proportion of letters, 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 do not touch

Children in Year 5 should be taught to:

- Write fluently using cursive writing
- Choose when it is appropriate to print (lower case or upper case) rather than to join writing to match purpose

Children in Year 6 should be taught to:

- Write, using a joined style, with increasing speed and accuracy
- Choose when to print or join writing to match purpose

Pen Passports

To be awarded a pen passport you must always:

- Sit letters on the line with appropriate ascenders and descenders
- Form letters in a consistent size
- Represent and use upper and lower case letters accurately
- Present letters in the correct orientation
- Form letters accurately
- Have a tripod grip
- Include appropriate finger spaces
- Write in a legible style
- Demonstrate a fluent, joined script using letter joins that have been taught

Class teachers should identify pupils who they feel have reached the required standard for a Pen Passport.

Pen Passports will then be awarded to pupils by the class teacher and presented in assembly on a Friday.

Pupils will need to maintain a high standard of presentation to retain their passport.

* Please note that it may be appropriate for a specific child to use a supportive pen although they do not hold a pen passport. This will be agreed by the SENDCo.

Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 u	 umbrella	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll	All the way down the lollipop.

Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 shells	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 thumb	Voiced: Tongue on your teeth, teeth almost closed to make a 'buzzing' th th th Unvoiced: Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

