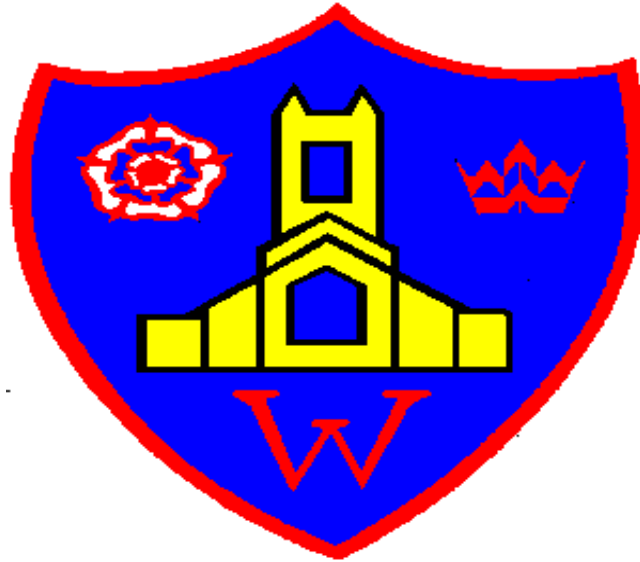


# WALMSLEY C.E. SCHOOL

BLACKBURN ROAD, EGERTON, BOLTON BL7 9SA  
TELEPHONE: 01204 332650



## English Handwriting Statement

|                                                       |                                                                                                                                                                                                   |
|-------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Title of the Policy                                   | English Handwriting Statement                                                                                                                                                                     |
| Summary/Reason for bringing to the Board for Approval |                                                                                                                                                                                                   |
| Statutory Requirement                                 | No                                                                                                                                                                                                |
| Decisions to be made / recommendation on options      |                                                                                                                                                                                                   |
| Name of the author                                    | R Cahill                                                                                                                                                                                          |
| Date written                                          | September 2023                                                                                                                                                                                    |
| Date for Review                                       | September 2025                                                                                                                                                                                    |
| Policy/procedure to be published on the website       | Yes                                                                                                                                                                                               |
| Amendments/Updates                                    | Letter formation rhymes<br>Use of blue pen<br>Agreed print/cursive style<br>KS1 & KS2 Expectations<br>Providing a footstool for pupils feet who do not touch the floor, to ensure correct posture |

As a school we pledge to:

...be a happy school where pupils are encouraged and challenged to reach their full academic and social potential in a creative, friendly and safe Christian environment

...work as a partnership with pupils, their families, staff and the wider community to provide an environment of honesty, responsibility and integrity

...give ownership of the opportunities presented to the school family thus enabling them to reflect on their time at Walmsley with pride

### **Statement of Intent**

At Walmsley C of E we believe that it is important that children take pride in their work. We understand that handwriting, as with many other skills, develops at different rates for different children. It is therefore important that there is a consistent style of handwriting throughout the school so that all staff are teachers of handwriting, with a clear understanding of the progression of skills, and of how to support progress. Handwriting needs to be taught and practised with early intervention essential at every stage, to prevent the acquisition of bad habits which are difficult to correct.

We will aim for all children to learn a cursive style of handwriting from Year 2 that will be easy to join when ready. Cursive writing ensures that letters are produced in a flowing movement, which encourages the development of physical memories for how each letter is written. Cursive letters all start in the same place and flow from left to right, which reduces the likelihood of reversal mix-ups such as b/d and p/q. The smooth flow of cursive writing soon becomes quicker and easier.

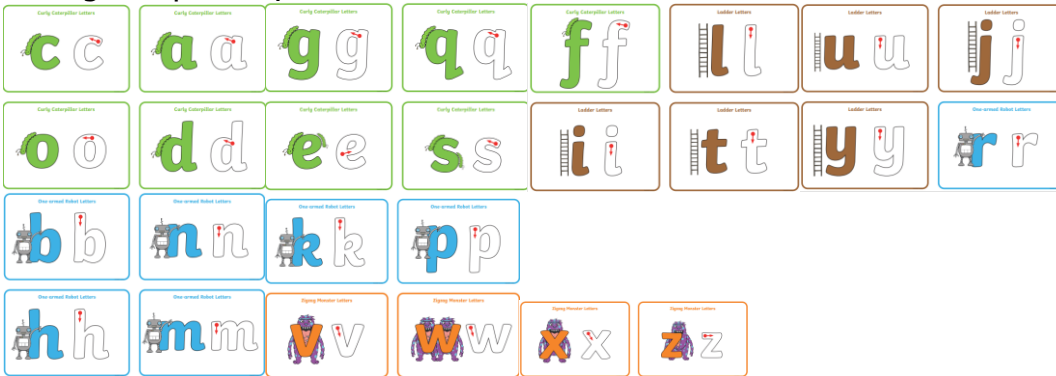
Children in Reception and Year 1 will learn to print letters ready to form them in a cursive style from Year 2.

#### **We aim to ensure that all pupils:**

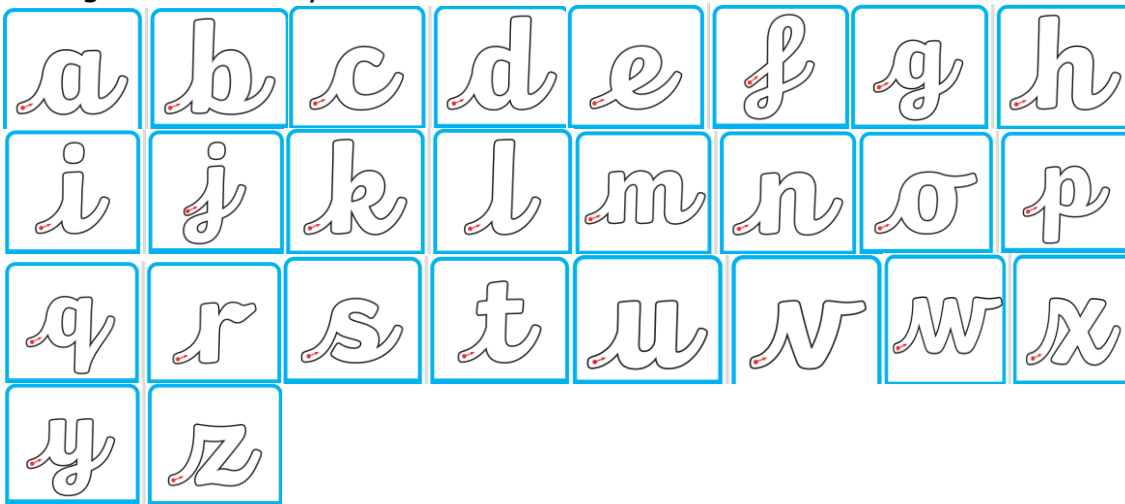
- Have a consistent cursive handwriting approach from Year Two to ensure high levels of presentation;
- Have a common cursive handwriting approach by all adults when writing in children's books, on whiteboards, displays or resources;
- Achieve a neat, legible style with correctly formed letters using a cursive handwriting style; and
- Develop fluency, speed and confidence whilst writing.

# Curriculum Implementation for Handwriting

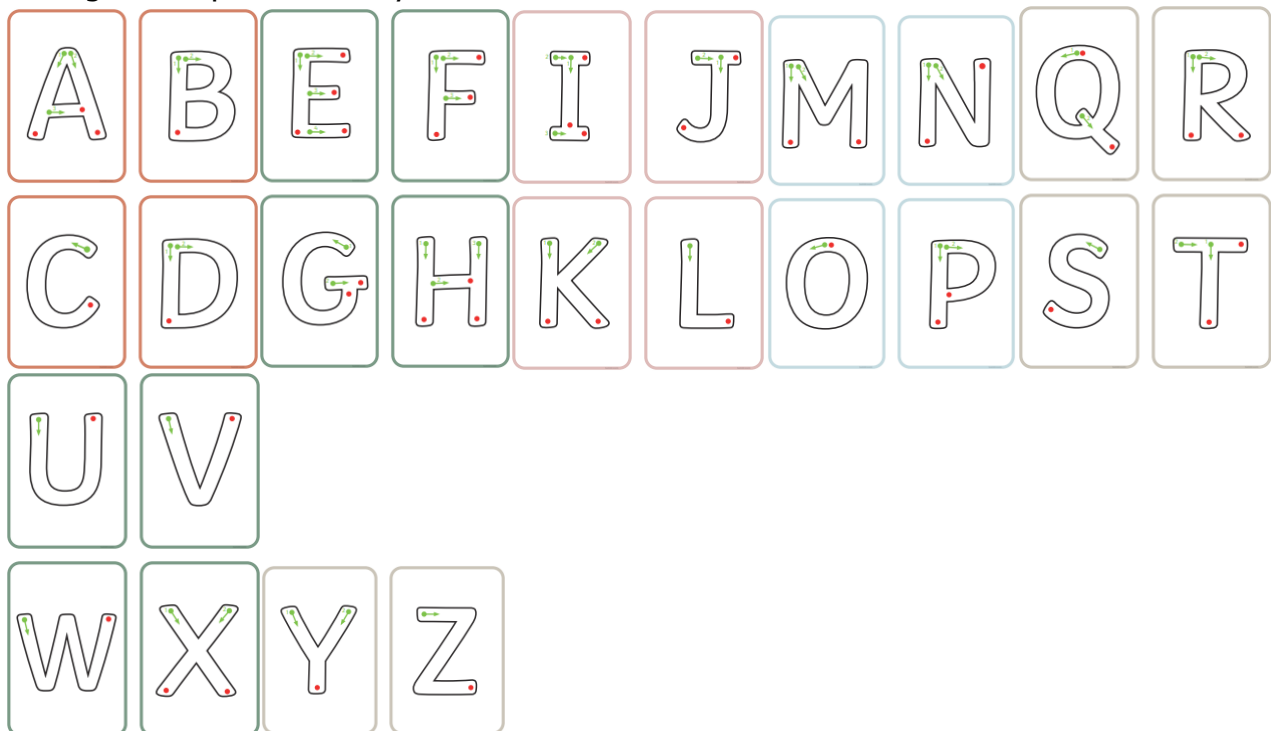
## Our agreed print style for lower case letters












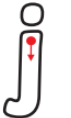
















## Our agreed cursive style





























## Our Agreed Capital letter Style



## Our agreed print letter formation rhymes (Reception and Year 1)

|                                                                                                                        |                                                                                                                             |                                                                                                               |                                                                                                    |                                                                                                        |                                                                                                                         |                                                                                                                         |                                                                                                                       |                                                                                                             |
|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
|                                       |                                            |                              |                   |                       |                                        |                                      |                                    |                          |
| Start with a c and then go upwards all the way. Go straight back down again and hooray - you made an a!                | Go straight down and halfway up again neatly. Then all the way around and join to the bottom to make a b!                   | Start drawing a circle and curl around slowly. Stop before you finish and it makes it a c!                    | Start with a c then climb a tree. Come back down and you have a d!                                 | Start in the middle and go across carefully. Then curl like a snail, and you have an e!                | Curl the top, go straight down and swing to the left. Go back up and cross the belly of your f!                         | To begin writing a g you need a c. Then go up and back down to make a tail for a monkey.                                | Start at the top, go straight down and back halfway. Then over a hump and down to the line to make an h!              | Go straight down, then take your pencil off to fly...Right up to the top, draw a dot and you have an i!     |
|                                       |                                            |                              |                   |                       |                                        |                                      |                                    |                          |
| Go straight down, under the line and then which way? A tiny curl to the left, then fly to the top and dot your j!      | Start at the top and whoosh straight down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick! | Start up high and then go down - you're doing well. Then the tiniest curl to the right and you have an l!     | Start at the top, down, up, over and down again. Up and over and down once more to finish your m!  | Start at the top, go down, then up and then... Go over and down to the bottom and there you have an n! | Start at the top and go anti-clockwise, carefully and slow. When your circle comes back to the top you have an o!       | Start at the top, go down under the line and then back neatly. Then draw a curve that joins onto your line to make a p! | Start with a c, go up, then down, then what do you do? Go under the line then flick to the right to make a q!         | Start at the top, go down and up but not too far. Then draw a small curl at the top to make your perfect r! |
|                                       |                                            |                              |                   |                       |                                       |                                      |                                    |                                                                                                             |
| S is curly, more or less. Start at the top and curl to the left. Bend down and right, then down and left to make an s. | T isn't small or tall, it's in between. Start at the top, go down and curl right, then cross your t! to make an t.          | Start at the top, go down, bend to the right and go up - woo! Go back down and then you've made the letter u! | V is made of lines, no curls or bends or humps to see. Diagonal down and then back up to make a v! | Just like a v, there's only diagonal lines to do. Down, up, down, up is how you write w!               | Start at the top and draw a diagonal line from the left. Jump back to the top, go from right to left and you have an x! | Go down, bend to the right then head up to the sky. Go down, under the line and swing left to make a y.                 | Start on the left and go straight across the letter's head. Then diagonally down then from left to right to make a z! |                                                                                                             |

## Our agreed cursive style letter formation rhymes (Year 2 upwards)

|                                                                                             |                                                                                                                                  |                                                                                                     |                                                                                                                  |                                                                                     |                                                                                                                                            |                                                                                                                                   |                                                                                       |                                                                                       |
|---------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|
|          |                                               |                  |                               |  |                                                         |                                               |  |  |
| Whoosh in and round you go, Up, down and kick out a's toe.                                  | Whoosh in and up tall and back down, then halfway up and all the way around. Add a lead at the end, so b can join onto a friend. | Whoosh in and curl the c. C joins other letters easily.                                             | Whoosh up halfway and go around, then all the way up and back down. Kick out d's toe, and she's ready to go.     | Whoosh in and curl like a snail and leave an easy joining tail.                     | Whoosh in to the top and go round, and then zoom under the ground. Under the line, loop the last part, and finish your f near its start.   | Whoosh in, go round to the top. Go down under the line, loop and stop.                                                            | Whoosh in and up tall, and then down. Halfway up, bend over and flick off the ground. | Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.               |
|          |                                               |                  |                               |  |                                                         |                                              |  |  |
| Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time. | Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick, your k is ready to kick.                   | Whoosh in and up tall. Down to the ground and make your flick small.                                | Whoosh in and then down. Up, over and back to the ground. Up, over and down again, add a flick to finish your m. | Whoosh in and then down. Up, over the hump and flick off the ground.                | Whoosh in round you go. Lead out from the top for your o.                                                                                  | Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so o can join onto a friend.             | Whoosh in and round you go. Then zoom under the line and kick out q's big toe.        | Whoosh to the top to start. Go down and curve the top for your r.                     |
|          |                                               |                  |                               |  |                                                         |                                              |  |                                                                                       |
| Whoosh in and curl left. curl right then lead out of your s.                                | Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t, with a straight line on his tummy. | Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go. | Whoosh up then down into the valley. Zoom back up and across the top to finish your v.                           | Whoosh in, then down and back up. Down again, up and across at the top.             | Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x. | Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and then it's fine. | Whoosh up then to the right. Zig zag down and back to the right.                      |                                                                                       |

## Agreed Capital Letter Formation Rhymes (Reception – Year 6)

|                                                                                                                                                                                                                          |                                                                                                                                                                                                                            |                                                                                                                                                                                                                     |                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                           |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                       |                                                                                                                                                                                                            |                                                                                                                                                                                                                                                   |
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|                                                                                                                                         |                                                                                                                                           |                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                          |                                                                                                                           |                                                                                                                                                                    |                                                                                                                         |                                                                                                                                                                |
| Start at the top and move to the left and down. Take your pen off the page, don't mess around. Back to the start and then slide down the other way. Finish with a short line across the middle, you've made a capital A! | From top to bottom, make a line that's straight. Go back to the top and wait. Make a round bump that bends back to the middle and a second bump underneath, it's a bit of a fiddle.                                        | Capital C is easy, didn't you know? The same as a lower case one, just make it grow! A curved line from the start to the end. Move your pencil slowly round the bend.                                               | Draw a straight line like a fireman's pole. Join the top to the bottom with a big loop, that's your goal.                                                                                                                                | Make a straight line going down first, then three lines more. Stretching to the right to make the sky, the middle and the floor! The middle line is shorter than the other two lines. You've made a capital E and you're doing just fine! | A bit like a capital E, but with three lines not four. There isn't a line along the floor. There's a flat line at the top from the left to the right. And a shorter one underneath, that looks just right. | Start at the top and make a curve like a 'c'. But add a little shelf on the end, you see?                                                                                                                                                             | Draw two straight lines like a ladder up to heaven. And one across to join them up, like a ladder up to heaven.                                                                                            | Capital I is easier than most other letters to write. A line from the top to the bottom looks just right. Sometimes an I has 2 more lines on its feet and its head. And sometimes it stays as just one line instead.                              |
|                                                                                                                                         |                                                                                                                                           |                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                          |                                                                                                                           |                                                                                                                                                                    |                                                                                                                         |                                                                                                                                                                |
| Start at the top and head down to the end. But at the bottom turn left and make a bend. A bit like an umbrella handle, hold on tight. Pen off, add a line across the top, yes that's right.                              | Kicking and flicking, it all starts with a line. From the top to the bottom, this takes a bit of time. Now put your pencil in the middle and make a karate kick up. Then from the middle make a karate kick down and DUCK! | Two lines are all we need to make this letter. Keep them straight and neat and it will look much better. One going down to the bottom and then have a rest. Then move your pen to the right, L is looking its best. | A straight line down to start with again. Then from the top draw a V with your pen. From the point where your v ends just take a mo. Move your pen straight down to the bottom nice and slow.                                            | A vertical line going down on the left is the start of this ride. Back to the top and make a diagonal line to the right, like a slide. Turn your pen round and head up to the top of another vertical line.                               | An o is one curved line going round in a loop. It starts and ends at the same place, like a hula hoop.                                                                                                     | P and Q can be a bit of trouble. Like looking in the mirror, am I seeing double? Take care with the next part after the straight line down. Back at the top and do a loop to right not the left, or it will make you frown.                           | Like a tadpole with a big round body and a short tail for swimming. Draw a capital O with a small diagonal line at the bottom and you'll be winning.                                                       | Draw a straight line going down like many letters before. Add a loop from the top to middle like the start of a B, but there's more. A bit like a capital K, this letter has a kick. But only one to the bottom not to the top, that's the trick. |
|                                                                                                                                         |                                                                                                                                           |                                                                                                                                    |                                                                                                                                                         |                                                                                                                                                          |                                                                                                                          |                                                                                                                                                                    |                                                                                                                         |                                                                                                                                                                                                                                                   |
| Start with a c at the top before you turn around. Then curl back the other way slithering along the ground.                                                                                                              | Just like a capital I, this letter is straight and tall. With just one line going down and another across top, flat like a wall.                                                                                           | Upper case 'u' is like the lower case one. Start at the top, loop down and up, this is fun.                                                                                                                         | Capital v is like a valley or a point, it's like a crocodile mouth or an elbow joint. A straight diagonal line going down and to the right is how to start. Then another diagonal line up and out to the right, your V is a work of Art! | A capital w is easy to do. Draw a capital v and times it by two! You've made a capital N and it looks just fine!                                                                                                                          | Use a capital x to send love with a card. Two diagonal lines that cross in the middle isn't so hard. Remember to start at the top on each go. Draw your lines carefully, just go slow.                     | To write a capital Y you need 2 lines: one short, one long. Unlike a little y, she stands up tall and strong. Start with a diagonal line from the left, that's only small. Then back to the top and draw a long line from the right to make her tall. | Draw a line from left to right across the top. Zoom left diagonally down the slope and then stop. Turn the pen and draw another line along the ground from left to right again and then put your pen down! |                                                                                                                                                                                                                                                   |

Staff will teach children the skills required for forming/joining letters using a print/cursive script relevant to their stage in learning:





- Encourage children to take pride in their handwriting and remind children regularly of expected standards;
- Ensure that children treat their materials with respect;
- Use the guidance sensitively for children with SEN;
- Acknowledge and reward children's effort;
- Model high standards of cursive handwriting when writing in children's books, on whiteboards, displays or resources, (some displays/resources may use alternative fonts to demonstrate the range available and so it is dyslexia friendly);
- Provide a broad range of purposeful writing opportunities.

### Posture

- Children will be taught and consistently reminded of an appropriate sitting posture for good handwriting. Chairs and desks within classrooms will be matched to children's age. Children will be encouraged to sit upright with the bottom of the back in the back of the chair. Feet should be resting on the floor and the body positioned at a sensible distance from the table. Children should steady the paper with their free hand. If pupils feet do not touch the floor, they can be provided with a foot rest.

### Pen Grip

- Children will be taught to hold a pencil using the Three finger Tripod grasp. Developmentally the majority of pupils should be using this by the end of March in their Reception year.
- Triangular section pencils and shaped pencil holders will be made available for children who find them helpful.

| 16-26 months                                                                                                                                                                                                                                                                                     | 22-36 months                                                                                                                                                                                                                                                                                                                               | 30-50 months                                                                                                                                                                                                                                                                                                                                                                       | 40-60 months                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Fisted Grasp and Fist grip.</b><br/>Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.</p> | <p><b>Palmer Grasp and Four-finger grip.</b><br/>As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small items.</p> | <p><b>Five finger Grasp and Pincer grip.</b><br/>Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.</p> | <p><b>Tripod Grasp (Three finger)</b><br/>Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.</p> |

## Equipment

- Children will use a well sharpened standard HB pencil. Children should use a tripod grip, and be given constant reminders until this is established. Triangular section pencils and shaped pencil holders will be made available for children who find them helpful.
- Children in Year 5 and Year 6 will all be given a blue pen to write with. There are a range of blue pens for pupils to try until they find the one that they are most comfortable with.
- In other year groups, usually Years 3 and 4 when children are consistently and accurately joining their handwriting by applying the joins they have been taught, the head teacher will present them with a blue pen to write with. Pupils must maintain this high standard of presentation to continue using a pen.
- There are a range of different types of blue pens for pupils to trail before finding the one they are most comfortable with e.g. biro, erasable ink pens and handwriting pens.
- Children who need dyslexia friendly writing equipment may write on coloured paper if this helps.

## Paper/ Position of paper

Early writers will write on unlined and wide lined paper so that they are able to write at a size appropriate to their needs. As children begin to control the size of their writing, lined paper and exercise books will be introduced to encourage the correct placing of letters on the line. As a general rule, lines in books are 15mm for Reception, 12mm or 8mm for KS1, and 8mm for KS2. Where work is redrafted and presented for display, children may use plain paper and guidelines, with the same line spacing.

Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when writing in pen. Right handed children should be encouraged to tilt paper slightly to the left. Children need to be taught to steady the paper with their free hand.

## Correct letter formation

Children will be taught to form letters correctly starting each letter from the line. Particular attention should be made to the correct direction of pencil movement, the shape and orientation of the letter, and the relative height of each letter including any ascender or descender. Teaching will be multi-sensory and appropriate to the needs of the children with activities to develop gross and fine motor skills being essential to the development of early handwriting.

## **Teaching and Learning**

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to guided reading, English texts or curriculum learning.

## **Early Years Foundation Stage**

- Children will be taught to write in print
- Implements such as chunky triangular pencils, large chalks and chunky pens etc. will be used by pupils to rehearse writing skills; and
- Within Reception, children will have regular handwriting practice.

## **Key Stage 1 & Key Stage 2 Expectations**

- Within KS1 and KS2, children will have 3 modelled handwriting sessions a week to allow teachers to teach the correct letter formation and cursive script. Print in Year 1, cursive in Year 2 and joins from Year 3 upwards (some children in Year 2 may progress to start to learn their joins);
- Individual/small group handwriting sessions will be provided for children who experience difficulties;
- In handwriting sessions, accurate letter formation and joins will be modelled;
- Misconceptions regarding pencil grip and incorrect letter joins addressed; and
- Spellings, relevant key vocabulary, sentences or paragraphs related to curriculum learning will be used to practise handwriting.
- Handwriting will be marked to address misconceptions
- Pupils are expected to apply letter formations taught across all curriculum writing e.g. if they have been taught to join, they are expected to join their handwriting.

## **SEND**

All children will have the opportunity and encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Handwriting intervention will be made available for children who experience significant difficulties.

## **Provision for left-handed children**

All teachers are aware of the specific needs of left-handed children and will make appropriate provision.

- Paper should be positioned to the right for left handed pupils and slanted to suit the individual;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Left-handed pupils should sit to the left of a right-handed child so that there is sufficient arm space; and
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

## **Curriculum Impact for Handwriting**

The impact of this is measured in the following ways:

- Monitoring through learning walks, lesson observations, book scrutiny and pupil discussions to measure outcomes. Strengths will be celebrated and areas for development will be acted upon.

- The quality of adult handwriting in books and on display.

Our school aims to support all families and the wider community. Any queries or concerns regarding individual policies will be considered on an individual basis.