

Hassocks Infant School  
Handwriting Policy

### **Aims**

To ensure all children are given the opportunity to develop good handwriting and presentation. We aim for all children to be taught to use the correct formation of letters to produce the best possible results.

### **Handwriting and statutory Requirements**

Pupils should be taught to:

- Sit correctly at the table, holding a pencil comfortably and correctly
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting families ( i.e. letters that are formed in similar ways )and to practise these.

### **In the Foundation Stage.**

'Give children plenty of practice in writing letters, for example labelling their work, making cards and writing notices'- Guidance from the Foundation stage.

The Programmes of study for English in the National Curriculum states that;

- Handwriting requires frequent and discrete direct teaching.
- Pupils should be able to form letters correctly and confidently.
- Pupils should be able to hold a writing implement correctly and easily so that bad habits are avoided.
- Left handed pupils should receive specific teaching to meet their needs

### **Letter formation**

When a child is taught to join writing, the ligatures (small exit strokes used to join letters together) lead to the correct starting point for the next letter. As all letters start at the top, except 'd' and 'e' a cursive script aids correct letter formation right from the start.

### **Letter spacing**

When children are taught to join letters they also learn how to space letters. In cursive writing the joining strokes make a natural space between letters and between words.

### **The role of the teacher**

- Handwriting needs to be taught following the school policy. The role of the teacher is to teach the correct letter formation, through modelling and support.
- Handwriting is a movement skill and needs to be demonstrated using the interactive whiteboard or flip chart. This should start with the drawing of four lines by the teacher in front of the children on the board.

- The teacher should also use every opportunity to demonstrate handwriting across the curriculum. Opportunities such as writing labels for displays, in view of the children to demonstrate correct formation of letters should be capitalised.
- The teacher needs to observe children's progress and intervene with support.
- In the early stages the process is more important than the product.
- Praise and encouragement should be given for use of the correct direction and movement.

### **Whole class and group teaching**

At the early stages small group teaching is preferable however during whole class shared writing sessions correct formation can also be taught alongside the main learning objective. Later on during Year 1 and 2 whole class sessions should be taught.

Handwriting lessons should have a clear focus which will be discussed and demonstrated by the teacher. The children should then practice the skill they are learning in a meaningful context.

### **Handwriting across the curriculum**

There should be many opportunities for practicing handwriting skills across the curriculum alongside the main learning objective.

### **Progression and order of teaching skills.**

There are four types of join, all letters should join. (See appendix 1) The joins will be taught in progression order (see appendix 2)

**Reception.** All letters will be taught through the teaching of phonics giving emphasis to the exit strokes and the correct formation (all letters start at the top except 'd' and 'e') The children should be encouraged to verbalise what they are doing from time to time.

**Year 1.** In the Autumn term the teaching will continue as above. During the year the teaching will start to focus on learning the joins as appropriate to the children's development. By the summer term the joins will be taught to all children.

**Year 2.** The teaching will concentrate on reinforcing the teaching of joined up handwriting.

### **Teaching the Joins**

- Initially write the letters separately on the board using the four lines drawn.
- Demonstrate joining the two letters using one continuous movement.
- Allow the children to practice tracing the letters in the air, using individual whiteboards, or on the back of the person in front.
- The children should then draw the pattern in their books or on paper using the teachers model.
- When appropriate the children should copy a sentence or poem using the words in context.
- Extension activities –can be linked to poems, ask the children to think of words with letter blends taught etc.

## **Resources**

**Reception** children will mainly use unlined paper as the emphasis will be on the correct movement and formation of the letters and many will need large paper to experiment with hand control. Towards the end of the summer term some children will be ready for lined handwriting books which can then be continued in Year 1.

**Year 1** the teachers will use their judgment as to when it is appropriate for individual children to use a handwriting book, it is preferable that the majority will be doing so by the summer term.

**Year 2** the majority of the children will be using a lined handwriting book.

In all Year groups it is expected that the children will have experience of using pencils and handwriting pens.

## **Assessment**

Handwriting will be monitored across the school as part of the ongoing monitoring process to ensure there is continuity and progression. Class teachers are responsible for assessing individual pupils' progress and differentiating learning accordingly.

Individual assessment will be done as ongoing observation of the children at work. The following points will be observed:

- Does the child hold the pen/pencil correctly?
- Does the child use the correct movements when forming or joining letters?
- Does the child reverse or invert any letters?
- Is the child using the four joins correctly?
- Is the writing consistent in size and shape?

## **Helping children who are left handed**

- Encourage the child to angle the paper 20-30 degrees to the left.
- Encourage correct pencil grip.
- Encourage the child to keep their hand below the line of their writing.

## **Appendix**

See Appendix 1 which contains the following

- Model used for lower and upper case letters.
- The four joining sets.

See Appendix 2

- Order of teaching joins and possible words

Hassocks Infant School  
Handwriting Appendix 2

**Learning objectives and progression of teaching the joins from Year 1**

Order of teaching joins 1 and 2 Learning objectives	Possible words to teach in context
To learn/practice the first join. un, um	bun, gun, sun,
To learn/practice the first join. lg, id	lid, dig, big, pig,
To learn/practice the first join. ed, eg	bed, leg, ted, led
To learn/practice the first join. an, ar	nan, car, star,
To learn/practice the first join. lng, ung	ding, sing, ping, king
To learn/practice the second join. ch, sh	chip, chew, child, ship, shed, shell
To learn/practice the second join. th, tl	them, then, this, that tl as a pattern
To learn/practice the second join. ll, ill	ill, hill, mill, bill, till
To learn/practice the second join. sli, slu	Slid, slug, slip, slipper
To learn/practice the second join. ck, ack	sack, back, pack, peck, kick
To learn/practice the second join. st sti	still, stilts, stick, sticky, sticker, sting, stitch
Order of teaching joins 3 and 4	Possible words to teach in context
To learn/practice the third join. od, og	dog, frog, log,
To learn/practice the third join re, ve	are, there, read, reel, real
To learn/practice the third join. oon, oom	moon, room, soon, broom
To learn/practice the fourth join. wl, vl	growl, bowl, crawl, trawl, slowly
To learn/practice the fourth join. of, ff	of, off, huff, puff, stuff
To learn/practice the fourth join. fl flo	Floor, flood, flower, float
To learn/practice letters b, p, g, q, y, j, z	Use poems etc
To learn/practice the capital letters A-Z	Practice in context