

Byfleet Primary School

Handwriting Policy



Date of Approval	October 2024
Date of Last Review	September 2026
Date of Next Review	October 2027
Signed	Richard Bowman Headteacher
Signed	Joy Considine Chair of Governors

To teach children to have a handwriting style that is fluent, joint and legible by the end of their primary education.

BPS Aims and Objectives:

At Byfleet Primary School we believe that children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work across the curriculum. We aim for handwriting to become a skill that requires little effort and that this in turn reduces cognitive load, so that creative and physical energy can be focused on the content of written work, rather than upon the act. We will further support any child who experiences difficulty with producing handwriting in line with this policy and will adapt the teaching of handwriting where necessary. At Byfleet Primary School we follow the Nelson Handwriting Scheme (Oxford University Press) alongside the transcription processes outlined in the Systematic Synthetic Phonics Programme Little Wandle for Letters and Sounds. We aim to have a consistent approach to handwriting and presentation throughout the school, including consistent modelling of writing in children's books, on the whiteboard and on hand written resources.

We aim for pupils to:

- Write legibly, fluently and at a reasonable speed.
- Develop their handwriting skills progressively and to be able to write legibly as appropriate for their development.
- Develop an effective and comfortable pencil grip.
- Form letters correctly; knowing the size and orientation of letters.
- Produce legible handwriting in a style that can be joined by the end of KS1
- Know the importance of clear and neat presentation in order to communicate meaning effectively across the curriculum



Policy Statement:

- Handwriting is a focus throughout Byfleet Primary School. Children in all classes use a sharp pencil or a black handwriting pen within their handwriting practice and in all lessons across the whole curriculum. All classes from Year 2 to Year 6 are taught to use cursive script to develop a consistent and fluent handwriting style.
- A 'Pen Licence' will be earned by children (from Summer 2 of Year 3) whose handwriting is joined and legible, and where the child's presentation is good. The pen licence will be removed from the child if their presentation is not to the expected standard. Children will earn their pen licence back.
- All children work towards the use of joined handwriting in their everyday writing tasks. Where progress on this appears to be slow, additional tailored handwriting support is

organised and delivered. Children who are finding the height of letters difficult to control, may be given an English book with handwriting lines to support them (Appendix 1).

- The handwriting of all adults in the school should reflect the high expectations that we have of our children.
- Having unwavering, high expectations re handwriting is key to ensuring that children apply their handwriting practise to their day to day writing. This must be the case for writing in all subjects and not just English.
- Publishing their work is central to the writing process at Byfleet and this gives children the opportunity to really focus on their handwriting and presentation.
- Letter formation is taught from the very beginning in Reception. The style used is from the Little Wandle programme. This matches the Nelson handwriting programme taught in the rest of the school, with the exception of the letter k, which is taught like this k, rather than with the loop (see Appendix 1).

Reception

Key Aim - By the end of their Reception year, all pupils are expected to be able to write recognisable letters, most of which are correctly formed.

In the Early Years Foundation Stage, writing skills are encouraged through physical play and mark making. The development of fine motor skills is planned for within literacy sessions and is evident throughout continuous and enhanced provision creating opportunities for all pupils to produce an effective pencil grip and prepare for early writing. (See Appendix 2: Preparation to write). As Grapheme-Phoneme Correspondences (GPCs) are taught in phonics sessions during the autumn term, the children learn the formation phrases in line with Phase 2 sessions from

Little Wandle for Letters and Sounds using the grapheme and mnemonic, picture cards and formation phrases which match the expected formation set out in the Nelson Handwriting Scheme. (See Appendix 1: Reference Guide: The Language of Letter Formation.)

Letter formation is taught as part of the daily phonics sessions. Whiteboards are used during these sessions, so that staff can easily see how children are forming these letters. In addition, twice a week, children take part in small group handwriting sessions with an adult. During these sessions, children will use photocopiable sheets from the Little Wandle programme. They will trace over the letters, and be encouraged to verbalise the way the letters are formed, using the phrase used in the Little Wandle programme. This knowledge is applied in a writing context at least once a week using lined writing books, forming words and sentences containing the taught graphemes. Close attention is paid to using the tripod pencil grip, correct posture and the positioning of the paper to help children develop good handwriting habits for the future (See Appendix 2: Preparation to write). Support is available within the classroom

environment in the form of grapheme mats (which include the formation of capital letters) and phonics displays.

Little Wandle letter formation practice sheets are sent home each week, so that families can support with this key skill, at home. These will be given retrospectively, so that the letter formation is already known before they practise at home. In the EYFS Children also have access to a range of writing opportunities and mark making tools including (but not limited to): chubby crayons, big chalk, paint brushes, playdough and thick triangular pencils. Handwriting is modelled by teaching staff and pupils are supported with the positioning and sizing of letters. By the end of the EYFS we aim for all pupils to be able to write legibly using printed letters:

Year One

Key Aims - By the end of Year 1, all children should be able to form letters which sit on the line and have correct ascenders and descenders. They should be able to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. They should also use spacing between words that reflects the size of the letters.

Children should not join their handwriting in Year 1 as incorrect joins can be hard to undo.

- In Year One, our aim is to ensure that all children are able to form letters that have clear ascenders and descenders. Letters that are easily confused - b,d and p and the number 9, will be emphasised and extra lessons will be taught to ensure that these letters are correctly formed. We use the **bed** visual as well as linking the way that **a & d** and **h & b** are formed, to help with this.
- The children take part in short, handwriting sessions twice a week as well as explicit handwriting teaching during daily phonics sessions.
- The two formal teaching sessions, begin with reminders about physical preparation, getting ready to write, seating and posture, and encouragement to sit up straight (see Appendix 2: Preparation to write).
- Teachers model handwriting every time they teach it and consistently in their everyday teaching. Handwriting Repeater is a useful tool for demonstration purposes.<https://edu-tools.github.io/>
- Pupils then have 15 minutes of independent practice using CGP workbooks. They will also write the letters that they are working on, in a handwriting book. These handwriting books have handwriting lines which match those used in the demonstration. The aim is for them to apply their new skills with some independence.
- Those children who are finding letter formation difficult will be given extra practice sessions with a TA. They will use the Little Wandle handwriting practice sheets for

this; applying the same techniques as described in the Reception section of this policy.

- Children will be given weekly homework in the form of photocopiable Little Wandle practise sheets. These will be given retrospectively, the week after that work has been taught, so that the children will understand how to form the letters they are being asked to do at home.
- They will be taught that capital letters and numerals are never joined.
- Pencil grip continues to be key and staff will ensure that children are corrected whenever they are seen holding their pencil incorrectly.
- Clear links will be made between the key letter in each handwriting family and this e that link to it. These letters are r, l, and c and staff must ensure that they are formed correctly.

Year Two

Key aims - By the end of Year Two, all pupils are expected to form letters of the correct size and orientation with clear ascenders and descenders and to join some of their letters, using diagonal and horizontal joins.

- In Year Two the children take part in two discrete, handwriting sessions lasting 15 minutes each. At the start of the lesson, teachers model that day's handwriting using the Nelson handwriting online resources. In addition, Handwriting Repeater is a useful tool for demonstration purposes. <https://edu-tools.github.io/> Pupils then have 10 minutes of independent practice.
 - We use Nelson textbooks, which the children copy from into their handwriting books. In Year 2, these books will match the lines that they are writing in for their English work. This is to enable them to apply their handwriting in the rest of their work.
 - Those children who find handwriting challenging, will be given a workbook in which to work. The benefit of this, is that they will be able to trace over the letters, rather than copying them. These children will need an additional session with the teaching assistant, during which they will repeat the activity, retracing the letters and then copying them into their handwriting exercise book. In this way we aim to ensure that they can apply their new skills with some independence.
- Children will be given weekly homework in the form of photocopiable Nelson practise sheets. These will be given retrospectively, the week after that work has been taught, so that the children will understand how to form or join the letters they are being asked to do at home.
 - Handwriting joins are taught explicitly in Year 2, following the Nelson scheme. Children are encouraged to apply only the handwriting joins that they have been

taught when writing. Other letters should not be joined as they may be joined incorrectly.

Key Stage 2

Until children have developed a confident, fluent style, handwriting must still be taught, using the Nelson resources and staff should model the handwriting being delivered. The handwriting focus for the week must be modelled and any practice sessions should be monitored closely, so as to ensure errors in formation and joins are identified.

Once children are accurate and fluent in their handwriting, practice sessions may be delivered as an independent activity, for example, as early morning work.

Children will continue to be given weekly homework in the form of photocopiable Nelson practise sheets. These will be given retrospectively, the week after that work has been taught, so that the children will understand how to form or join the letters they are being asked to do at home.

<u>Years 3 & 4</u> <u>Key Aims</u> By the end of Year 4 children should be able to write with a clear, fluent joined style. • use the diagonal and horizontal strokes that are needed to join letters • understand which letters, when adjacent to one another, are best left unjoined (break letters) • increase the legibility, consistency and quality of their handwriting	<u>Years 5 & 6</u> <u>Key Aims</u> By the end of Year 6, pupils should be taught to: write legibly, fluently and with increasing speed • write legibly, fluently and with increasing speed • choose which letter shape to use when given the option • decide whether to join some letters • choose the writing implement that best suits a task • to develop their own handwriting style
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Supporting the process of Handwriting

Right and Left handed support (see Appendix 4: Supporting the process of handwriting)

- For right handed children, the left hand should steady the paper with the paper placed to the right tilted to the left.
- For left handed children, the paper should be tilted to the right, with the right hand used to steady the paper.
- Left handed children may need to use a pen designed for them, to avoid smudging on the page.
- Left handed pupils should sit to the left of their neighbour where possible.

Scheme of Work

Children will begin by using the Little Wandle letter formation resources and then move to the CGP books in Year 1. From Year 2 - Year 6, the Nelson handwriting scheme is used. These have been chosen as the formation of the letters are almost identical and so will allow for a seamless transfer through Reception and Year 1 into the rest of the school.

Assessment and Adaptations

As with all other subjects, regular assessment is key to providing effective teaching of handwriting. In general, handwriting should be assessed through the children's day to day writing. Teachers should ask the following:

- Is the writing legible?
- Are letters correctly shaped and proportioned and are capital letters taller than lower case letters?
- Are joins made correctly?
- Are spaces between letters, words and lines and sizing of letters appropriate?

The most effective feedback happens 'live' within the session. It is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs. As part of the feedback process, children may be asked to practise particular letters at the bottom of their work. These must be checked for accuracy of formation.

Where there are concerns, the Nelson handwriting assessment resources should be used. Where children are not yet at the expected standard for their year group, teachers should use the previous year groups assessment resources in order to work out the child's next steps. Resources from previous years should be used to plug any gaps. This should be done during handwriting lessons, ideally delivered by a TA, but extra sessions must be built into the timetable, so that children have the opportunity to catch up with their peers.

Support Strategies

- Where a pupil struggles to physically grip their pencil or form the required movements, support will be given and resources should be adapted. It may be more effective for a pupil to consolidate on their use of print until clear and legible as the introduction of joins may be unnecessary.
- The usual school pencils should be replaced with triangular pencils to enable pupils who require extra support with their pencil grip to hold a pencil correctly. The Nip, Grip, Flip resource at Appendix 5, is used to support children who are not using the tripod grip

independently. The poster should be displayed in the classroom and referred to regularly. Hair bands are an effective way of supporting children who find the tripod grip difficult. (see the video below) <https://www.instagram.com/kinderkish/reel/C4iQJDTOMea/?hl=en-gb>

- Pencil grips should be selected appropriately for pupils with significant difficulty mastering an effective pencil grip.
- Lined paper should be chosen in relation to the current ability of the pupil to form letters of the appropriate size and in accordance with the pupil's speed of writing.
- Pupils may be given additional resources and handwriting packs to practise at home.
- Teaching staff should discuss significant needs with the inclusion team and act upon any advice given by outside agencies for pupils with an EHCP.

Monitoring and Review

The coordination & planning of handwriting are the responsibility of the subject leader, who also:

- supports colleagues in their teaching, by providing a strategic lead and direction for this subject
- uses specially allocated, regular management time to review evidence of the children's learning, and to monitor the progress made by children
- monitors effectiveness and challenge of handwriting provision across the school in order to ensure consistency in teaching and learning and to enhance creativity and enthusiasm for the subject for all teaching staff.

Appendix 1: Letter Formation

<u>Little Wandle Letter Formation</u>	<u>Nelson Letter Formation</u>
<u>The Language of Lower Case Letter Formation</u>	The letter forms The lower-case alphabet for Starter Level: a b c d e f g h i j k l m n o p q r s t u v w x y z The lower-case alphabet for Books 1 to 6: a b c d e f g h i j k l m n o p q r s t u v w x y z The capital letters and numerals: A B C D E F G H I J K L M N O P Q R S T U V W 1 2 3 4 5 6 7 8 9 0

Appendix 1: Reference Guide: The Language of Letter Formation.

Ss	Aa	Tt	Pp	li	Nn	Mm
Under the snake's chin, slide down and round its tail.	Around the astronaut's helmet and down into space.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down the penguin's back, up and around its head.	Down the giraffe's body, then draw a dot for the leaf at the top.	Down the stick, up and over the cat.	Down, up and over the mouse's ears, then add a flick on the nose.
Dd	Gg	Oo	Cc	Kk	Ee	Uu
Round the duck's body, up to its head and down to its feet.	Round the goat's face, up to his eye, down and curl under his chin.	All around the octopus.	Curl around the cat.	Down the kite, up and round, down to the corner.	Around the elephant's eye and down its trunk.	Down and around the umbrella, stop at the top and down to the bottom and flick.
Rr	Hh	Bb	Ff	Ll	Jj	Vv
From the cloud to the ground, up the arch and over the rainbow.	Down, up and over the helicopter.	Down bear's back, up and round his big belly.	Down the fairy's wand, all the way to its feet then across its wings.	All the way down the ladder.	All the way down the jockey. Sit on its head.	Down to the bottom of the volcano and back up to the top.
Ww	Xx	Yy	Zz	Qq		
From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the globe, then follow the string round.	Zip across, top down and across the abate.	Round the queen's face, up to her crown, down her side with a flick at the end. Back, it's the queen!		

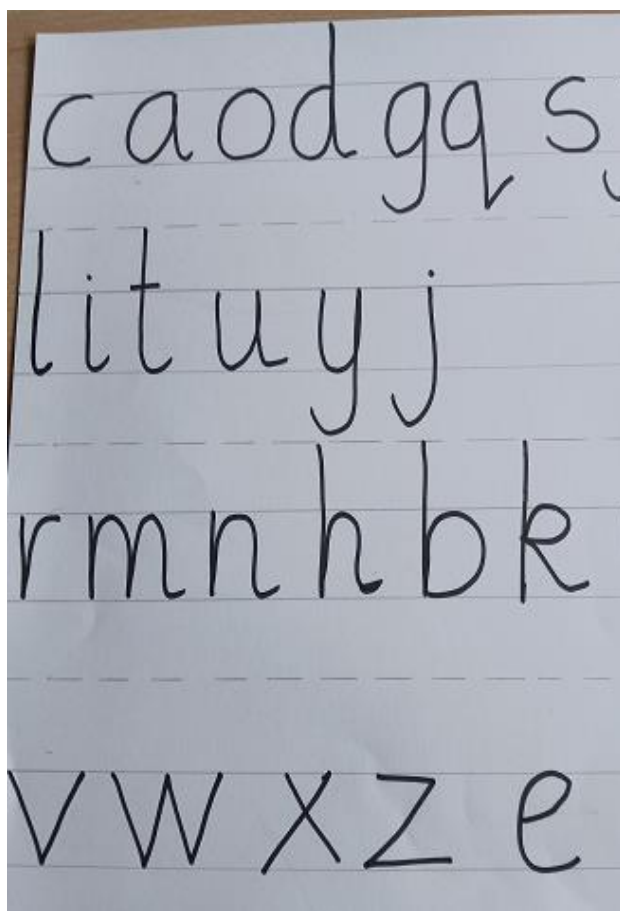
Formation of Capital Letters

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form co

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right 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 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 the middle.
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 bottom.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down.
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 bottom.
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 bottom, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally down 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.

This letter formation document should be displayed in each classroom



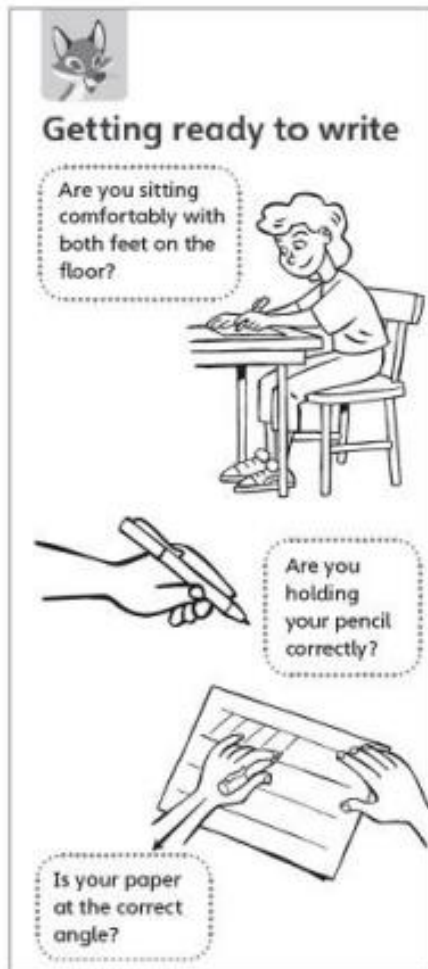
Appendix 2: Preparation to Write

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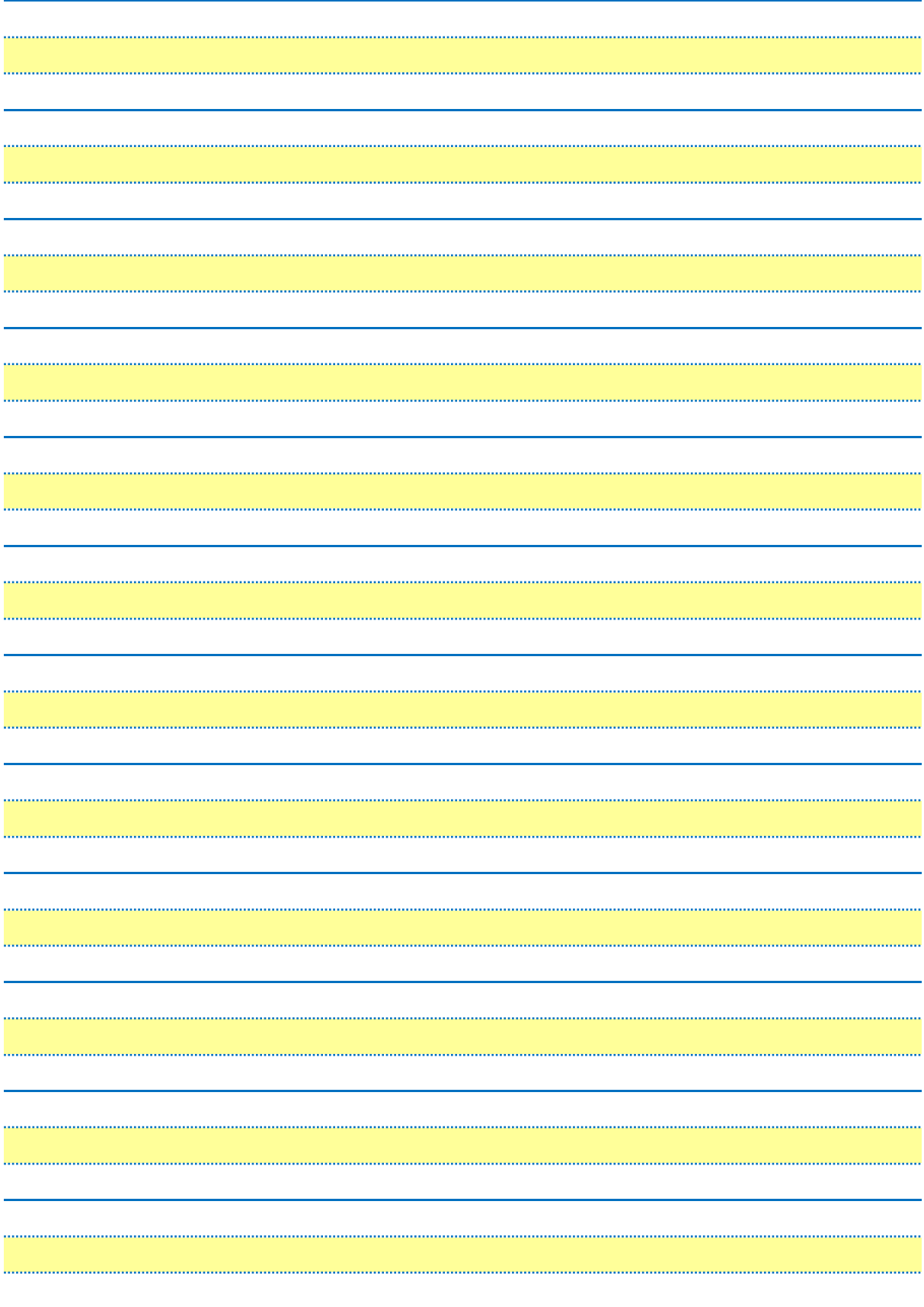
Appendix 2: Preparation to write

Tripod grip for left handers

Tripod grip for right handers



Appendix 3: Handwriting lines



The page contains ten sets of handwriting practice lines. Each set consists of three horizontal lines: a solid blue top line, a dashed blue middle line, and a solid blue bottom line. The area between the middle dashed line and the bottom solid line is highlighted in yellow to guide letter height.

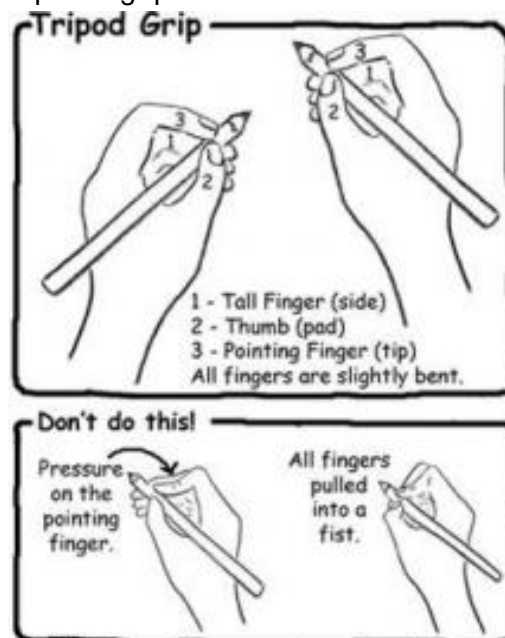
Appendix 4: Supporting the Process of Handwriting

Seating and posture:

- Children must sit up straight, with both feet firmly on the floor.
- Chair and table should be at a comfortable height.
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor.
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor.
- Rooms should be well lit.
- Left handed pupils should sit on the left of their partners.

Pencil Grip

A tripod grip is the most efficient way of holding a pencil. Different styles of pencils and pencil grips are available for those who would



benefit from them.

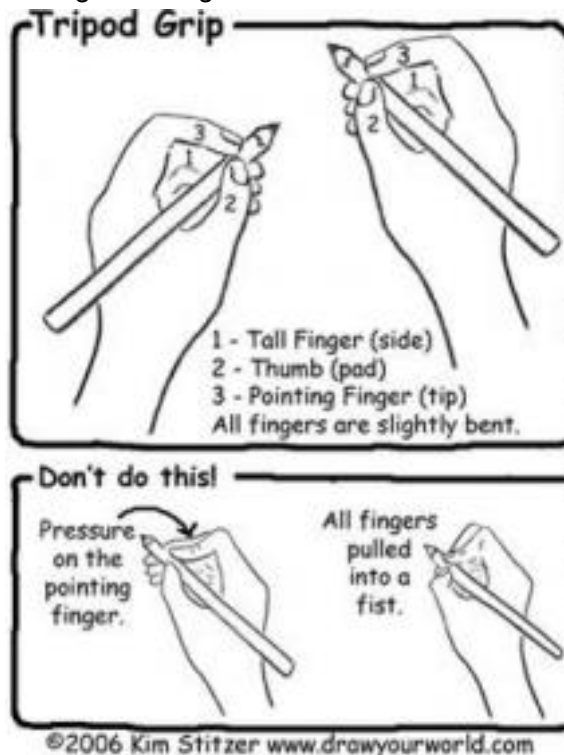
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For right handed children:

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handed children:

- Hold lightly between thumb and forefinger resting on the

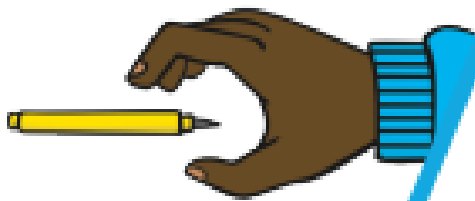


first knuckle of the middle finger

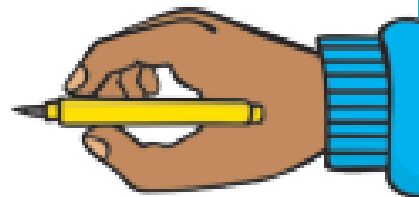
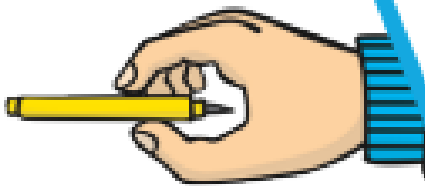
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

Appendix 5

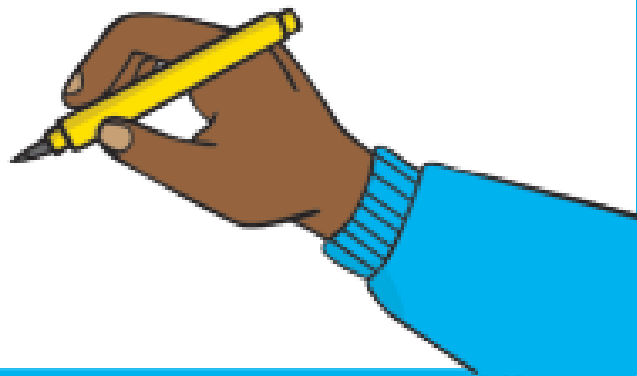
1 Nip



2 Flip



3 Grip



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