



**Dropmore Infant School**  
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**Headteacher:** Mrs Gitta Streete

**Chair of Governors:** Mr Tim Wicks

**Policy No:** 054

**Policy Title:** Handwriting Policy

**Issue No:** 002

**Effective Date:** February 2022

**Next Review Date:** February 2024

**Approved by Chair of Governors:**  .....

**Date:** 11/03/2022 .....

## **1 Aims and objectives:**

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

Despite the increased use of computers for writing, the skill of handwriting remains important in education, employment and in everyday life. Time devoted to the teaching and learning of letter formation in the early years will pay off. Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content. Without fast and legible handwriting, students may miss out on learning opportunities and under-achieve academically.

## **2 Method:**

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and eventually speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We use Letter-join ([www.letterjoin.co.uk](http://www.letterjoin.co.uk)) which covers all the requirements of the 2014 National Curriculum, as the basis of our handwriting scheme.

At Dropmore Infant School we use the Letter-join font with no lead in. Please see Appendix 1 for our Cursive Alphabet letter formation.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home with the log-in details that have been shared.

Our teachers are encouraged to use neat, cursive writing for all handwriting tasks including report writing (when not word-processed), resources, marking and comments.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and are encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## **3 Handwriting Frequency:**

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is carried out regularly and systematically to ensure EYFS and KS1 targets are met.

### **FOUNDATION STAGE:**

In Reception we teach handwriting on a daily basis which will include the following;

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as dough disco, making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

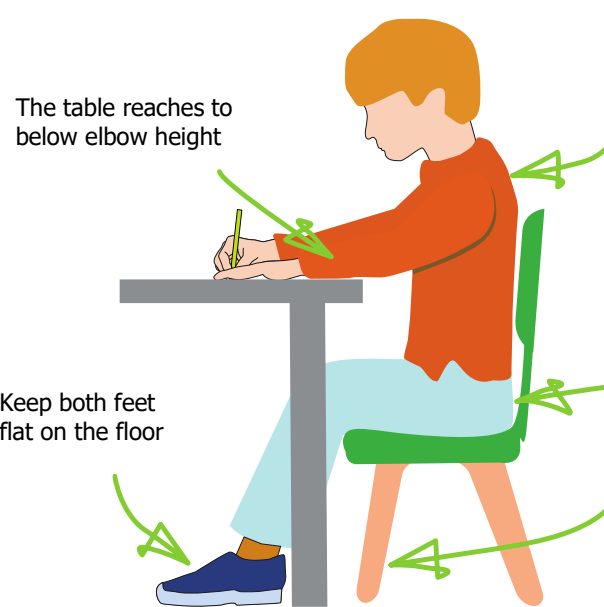
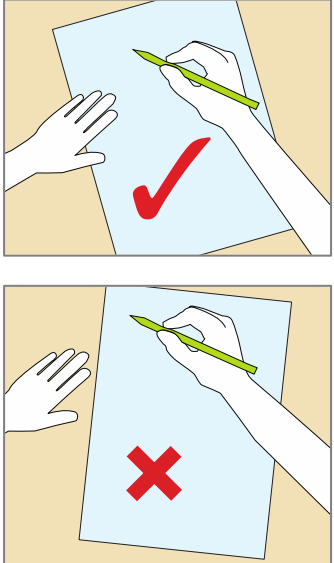
### **KEY STAGE 1 (YEAR 1 AND 2):**

Formal teaching of handwriting continues with weekly lessons covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

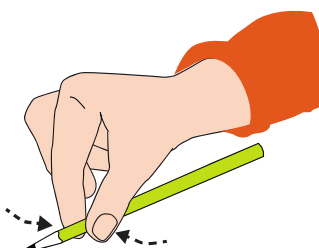
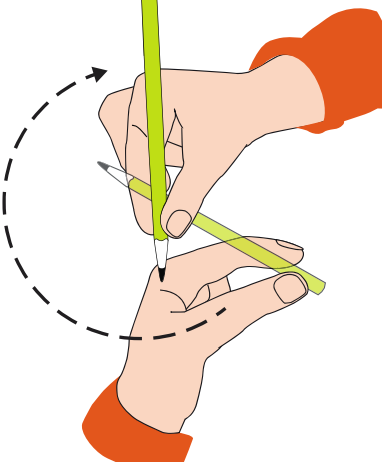
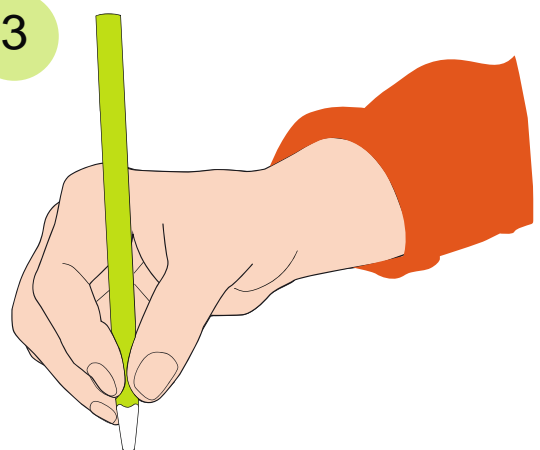
#### 4 Correct sitting position and pencil grip:

Posture and pencil grip are important in developing good handwriting. Pupils will be taught and frequently reminded to sit correctly at a table, holding a pencil comfortably and correctly.

<p><b>SITTING POSITION</b></p>  <p>The table reaches to below elbow height</p> <p>Sit with a straight back, not leaning over the page</p> <p>Keep both feet flat on the floor</p> <p>Sit right back in the seat</p> <p>Pull the chair close in to the table</p>	 <p>Paper position for right-handed children</p>
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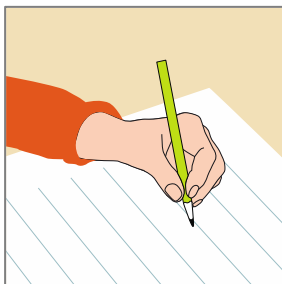
#### TRIPOD PENCIL GRIP

Both right and left handed children are encouraged to use the tripod grip which allows the pencil to be held securely whilst allowing controlled movements of the pencil nib.

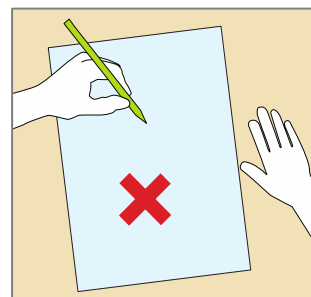
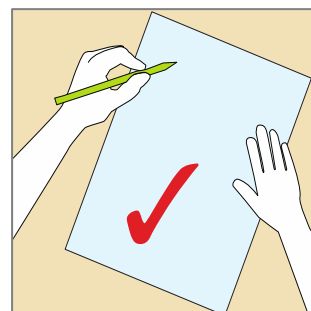
<p>1</p> 	<p>1) Grip the pencil with your index finger and thumb with the nib pointing away.</p> <p>2) With your free hand, spin the pencil from underneath.</p> <p>3) Use your middle finger to support the underside of the pencil.</p>
<p>2</p> 	<p>3</p> 

**LEFT HANDED CHILDREN**

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa) and may need demonstrations on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children

**5 Teaching of Handwriting:****EARLY YEARS FOUNDATION STAGE**

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib and be encouraged to correct any errors in grip or stature.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns using a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language needed to describe pencil movements in preparation for letter formation.
- Understand that letters are written on a base line.
- Have an understanding of writing their own name.
- Understanding different shaped letter families, knowing where these letters start and that all letters 'end with a hook'.

**KEY STAGE 1**

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

**LETTER FAMILIES**

The children will be introduced to letter families in this order:

1. STRAIGHT LETTERS: i j l t u y
2. STICK FIRST LETTERS: b h k m n p r
3. TWO O'CLOCK LETTERS: c a d g o q s
4. SQUARE LETTERS: v w x z
5. OTHER LETTERS: e f

**JOINS**

The children will be introduced to joins in this order:

**1. DIAGONAL JOIN**

- Joining straight letters: ai cj my
- Joining stick first letters (remember the stick!): em sp ur
- Joining 2 o'clock letters (go round to 2 o'clock, then back around): ia eg po kq
- Joining tall letters: ab if lh ph ek dl st

**2. HORIZONTAL JOIN – letters that end at the top: o r v w**

- Joining straight letters: oi rj vy
- Joining stick first letters (remember the stick!): om rn vd
- Joining 2 o'clock letters (go round to 2 o'clock, then back around) oa rc wg
- Joining tall letters: ob rf vh wk ol rl

**6 Monitoring and review:**

The English co-ordinator monitors the standards of children's work and the quality of teaching handwriting through observations and book scrutinies. The English co-ordinator is also responsible for supporting colleagues in the teaching of handwriting.

**7 Equality Impact Assessment:**

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given additional support to help achieve their optimum handwriting level. We also use rhymes to help remember letter formation (see Appendix 2). Every reasonable effort will be made to ensure our children achieve their optimum handwriting level, irrespective of special educational or medical needs or protected characteristics.

**APPENDIX 1**  
**DROPMORE INFANT SCHOOL CURSIVE ALPHABET**

Cursive Lower Case Letters



## Capital Letters

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

## **APPENDIX 2**

### **DROPMORE INFANT SCHOOL LETTER FORMATION RHYMES**

- a - around the apple and down the leaf, flick
- b - down the laces to the heel, up and back around the toe then flick
- c - curl around the caterpillar
- d - around the dinosaur's bottom, up his tall neck and down to his toes, flick
- e - around the fried egg, curl and flick
- f - down the stem and loop around to draw the leaves
- g - around the girl's face, down her hair and give her a curl
- h - down the head, to his hooves, over his back and flick
- i - down the body and flick. Don't forget to dot the head!
- j - down the body and curl. Don't forget to dot the head!
- k - down the kangaroo's body, back up to circle his arm, draw a leg and flick
- l - down a leg and flick
- m - Masie, mountain, mountain, flick
- n - down nick, over his net and flick
- o - all around the orange, flick
- p - down the pirate's plait, around his face and flick
- q - round her head, up past her earring, down her hair and flick
- r - down the robots back and curl over his arm
- s - slither down the snake, flick
- t - down the tower and across the tower
- u - down and under the umbrella, back up, down and flick
- v - down a wing, up a wing, flick
- w - down, up, down, up, flick
- x - down the arm and leg, repeat on the other side
- y - down a horn, up a horn, down and curl under his chin
- z - zig, zag, zig, flick