



# Handwriting Policy

***At the Oaks CE Learning Federation, we value handwriting as a tool for communication and art form for life.***

Handwriting is a key part of the English curriculum and opportunities to develop fine motor control and letter formation are taken throughout many aspects of the curriculum as well as through regular discrete handwriting sessions.

The Oaks Federation recognise the importance of building strength and stamina, to support children's ongoing handwriting. There are a range of activities which children can undertake to develop 'fine motor skills' to support the ongoing development of handwriting including: Playdough, drawing and colouring, small construction, threading and using a variety of tools such as tweezers, scissors and brushes.

## Terminology

**Cursive:** Joined-up handwriting style

**Capital and lowercase:** The names of capital and lowercase letters (rather than 'big and small').

**Ascenders and Descenders:** Letters that go above the usual letter line and below the base line Letter bodies: The main body of letters, which are neither ascenders or descenders (e.g. the rounded parts of 'b', 'd' and 'a' and the arches of 'm' and 'n')

**Entry and exit strokes:** Entry stroke starts on the line and exit strokes generally end on the line (with the exception of 'o', 'v', 'w', 'r' and 'x')








Key objectives for EYFS	Year One	Year Two
<ul style="list-style-type: none"> <li>•Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.</li> <li>•Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.</li> <li>•Uses simple tools to effect changes to materials.</li> <li>•Handles tools, objects, construction and malleable materials safely and with increasing control.</li> <li>•Shows a preference for a dominant hand.</li> <li>•Begins to use anticlockwise movement and retrace vertical lines.</li> <li>•Begins to form recognisable letters.</li> <li>•Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.</li> </ul> <p>Physical Development Early Learning Goal Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.</p>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul> <p>Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs. Year</p>	<ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 un-joined e.g. x?</li> <li>• write capital letters of the correct size and orientation in relationship to one another, and to lower case letters</li> <li>• Write digits of the correct size and orientation in relationship to one another</li> <li>• use spacing between words that reflects the size of the letters. Notes and guidance (non-statutory)</li> </ul> <p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>













### Organisation:

Handwriting objectives are taken from National Curriculum English Programme of Study and form part of the class teachers’ and children’s continuous work. Handwriting is taught in explicit, regular sessions focussing on letter formation, consistent size and shape of letters, as well as accurate joining. The teaching of handwriting follows the expectations set out in the Programmes of Study and includes cursive handwriting from Reception. Learning is differentiated based on the needs of the child. Handwriting is applied in all writing and modelling, as well as in displays, where appropriate, and is a consistent marking focus.

## Planning and Delivery:

Through explicit teaching, marking and teacher modelling handwriting follows the Little Wandle Phonic Programme and is taught from Reception and throughout Key Stage 1.

						
Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear; down and curl under his chin.
						
Down, up and over the helicopter.	Down the iguana's body, then draw a dot (on the leaf) at the top.	All the way down the jellyfish. Dot on its head.	Down the kite, up and round, down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.	Down the stick, up and over the net.

						
All around the octopus	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end. qu Quick, it's the queen!	From the cloud to the ground, up the arch and over the rainbow.	Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.
						
Down to the bottom of the volcano and back up to the top.	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 yo-yo, then follow the string round.	Zip across, zag down and across the zebra.		

All teachers give specific attention to pencil control, grip, and posture in helping pupils to develop a legible style. Teachers identify all left-handed pupils in their class. **Left-handers should always sit on the right of a right-handed child to avoid collision.**

In Reception and Year 1, children are encouraged to write using a wide variety of media, from chalks and charcoal to crayons.

### **Early Years Foundation Stage (EYFS):**

Children in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development. Both gross and fine motor skills develop in a 'top down' approach. Just as a baby first learns to lift its head, then gains core control, beginning to sit, crawl and then stand, so it is the same for fine motor skills. These emerge from the shoulder joint, then to elbow and lastly to wrist and finger joints.

In the Early Years we support and progress this development in the following ways:

**WriteDance:** A program that follows themes around two children and their adventures. Each story has a song and dance to go with it, which the children explore in P.E. sessions. There is also a 'scribbling' (or mark making!) activity where the children have the opportunity to practise new movements on a range of tactile surfaces, such as shaving foam or bubbles. This promotes gross and fine motor skills, as well as explicit movements.

**Finger Gym:** A station in classrooms where fun challenges are set out to develop various fine motor skills such as eye hand coordination, or pincer grip.

**Fine Motor Skills groups:** This aims to provide children with lower motor skills chances to learn and develop in this area, leading to better balance, coordination and mark making.

**Handwriting sessions:** These are done with the adults in the classroom to support and develop children's letter formation and handwriting skills. These tie into Phonics sessions and letter formation is taught alongside the letter sounds. Opportunities for mark making are planned in both the inside and outside environment. Children are offered a range of materials and experiences for mark making developed across all six areas of learning. When teachers are modelling activities, they demonstrate and encourage correct pencil grip.

In Reception, Children are taught how to form individual letters accurately in line with the agreed letter formation alongside phonic teaching using a variety of strategies. Patterns to support letter shapes are used for children that need them.

### **Key Stage 1:**

In KS1, there are discrete handwriting sessions each week. In addition, handwriting forms part of early morning activities and is a focus in Phonics and spelling lessons. These focus on letter formation and the objectives of the Key Stage One Programmes of Study. Extra intervention is offered to children who need further handwriting support.

**Letter Formation:** Teachers will provide opportunities to demonstrate and reinforce correct letter formation, allowing a natural lead-in to the correct starting point for each letter. Letters are initially taught in a particular order. The reason for this particular order is that the letters are grouped according to the pen's route from the line. When children are confident with the individual letters, they begin to learn the letter combinations. Capital letters are not joined because they do not start from the line.

Individual and Group Support at all stages, teachers are aware of the specific requirements of individuals and will adapt lessons to meet individual needs. Individuals and groups pinpointed as needing further support are given extra time to practise handwriting. Opportunities to continue to develop fine motor skills are planned and provided as appropriate.

### **How to hold your pencil correctly using crocodile fingers**

Open your hand as though it's a crocodile opening his mouth.



Place the pencil on the bottom jaw of the crocodile, and close the crocodile's mouth on the pencil.



As the crocodile eats the pencil, he doesn't like the taste of the pencil, so he puckers his lips. (Show your children what it means to pucker your lips!)

