



HANDWRITING POLICY

Rationale

Handwriting fluency is a significant predictor of positive writing outcomes. We are committed to teaching handwriting regularly, explicitly, precisely and cumulatively from the start of reception.

Policy Aims

It is our aim that handwriting is taught consistently across key stages so that all children develop legible, fluent and efficient handwriting that will ensure high standards of written presentation across the curriculum.

Teaching Approach

1. Daily Practice:
 - Handwriting is taught daily until pupils can write legibly and easily, in small steps with lots of opportunity for practice.
 - Teaching is cumulative, building on what pupils have learned previously, and consolidated before moving on.
2. Explicit Instruction:
 - Teaching begins in term 1 of reception by trained teachers and practitioners using the 'Little Wandle' approach.
 - Following the 'Little Wandle' approach, teachers use the Morrells handwriting model
3. Progression:
 - Reception:
 - The correct formation of lower-case letters is the key priority in Reception handwriting:
 - Correct pencil grip
 - Form letters with correct starting point for each letter
 - Letter formation and orientation
 - Families of letters
 - Capital letters
 - Links between letters and sounds
 - Year 1:
 - Handwriting builds on the foundations laid in Reception and progresses to focus on:
 - Consolidation of letter formation
 - Sizing and spacing of letters

- Formation of punctuation marks and digits 0-9
- Practise linked to phonics
- Year 2:
 - Handwriting builds upon the skills introduced in Year 1, moving on to focus on:
 - Form lower-case letters of the correct size relative to one another
 - 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
 - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
 - Use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes
 - Pupils form letters of correct relative size and begin joining (Joined handwriting is only taught once pupils can form un-joined letters correctly and consistently)
- Key Stage 2
 - Handwriting builds upon the skills introduced in EYFS and KS1:
 - Increase legibility, consistency and quality of handwriting
 - Increase fluency and speed of writing
 - By the end of KS2, pupils should be able to produce joined writing that is legible when written at speed

Physical Foundations

4. 'Ready to Write' Routines (Appendix A):
 - The 'Ready to Write' routine is based upon Little Wandle's checklist: Posture; Pencil Grip; Paper Position; Pressure.
5. Support for All:
 - Left-handed pupils receive specific adjustments, including sitting to the left of right-handed pupils, slanting paper to the right, and using softer pencils if needed.

Standards and Expectations

6. We expect consistently high standards. Teachers' own handwriting provides a model across all subjects. Handwriting practice continues throughout primary school to develop and maintain fluency and legibility.

Appendix A

Ready to Write Routine: *Developed through Little Wandle and Morrell's Handwriting*

- Sitting position
 - ✓ Both feet on the floor
 - ✓ Knees at 90°
 - ✓ Bottom touching back of the chair
 - ✓ Chair pulled towards desk
 - ✓ Both hands on desk
- Pencil grip
 - ✓ Tripod grip
 - ✓ Held at 60°
 - ✓ Held 2-3cm from the end
 - ✓ Thumb and index finger form a circle
 - ✓ Pencil rests on middle finger