



**Hatherley**  
INFANT SCHOOL

# Handwriting Policy

Agreed: September, 2019

Review: September, 2021

We want to ensure your needs are met. If you would like this document in any other format, please contact us:

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## Introduction

At Hatherley Infant School we recognise that handwriting is an important skill and children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education.

We believe that children should be introduced as early as possible to the making of letters through pattern and then discover letter shapes and movements in these forms. The shapes and movements should then be developed into making letters in connected forms.

## Aims

We want our children to develop a legible style of handwriting that is based on sound letter formation. We want their skills in handwriting to be reflected in the presentation of their work and their joy of writing.

## Objectives

At Hatherley Infant School our objectives in teaching handwriting are that all children will:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Form lower case-letters, capital letters and digits 0-9 in the correct direction, starting and finishing in the right place.
- Understand which letters belong to which handwriting families.
- 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.
- Use spacing between words that reflects the size of the letters.

We use a cursive script, copies of which are displayed in every classroom.

## Provision

### The Early Years Foundation Stage

In the Foundation Stage children need to start with large-scale motor movements. Handwriting is then taught alongside phonics making use of the kinaesthetic learning to help children to internalise the letter shapes that go with the sounds. Sky-writing and other large-scale practise is best to start with, children may begin writing on whiteboards, but should move to pencils and paper as soon as possible.

### KS1

The English National Curriculum suggests a sequence for teaching letter sounds which is supported by the Read Write Inc Phonics programme. Handwriting is therefore co-ordinated with phonic teaching where two or three letters stand for one sound. The digraphs are taught as a joined unit so that visual and kinaesthetic learning reinforces the idea of the digraph.

### Teaching and learning of handwriting will include:

#### Foundation Stage:

- Pre-writing activities to promote pencil control and awareness of letter shapes and orientation e.g. making letters in play dough, plasticine.
- Tactile letter tracing using textured shapes.

- Writing with a stick or finger in sand.
- Use of paints, chalks or large felt tips.
- Use of sky-writing and large-scale practise.
- Ensuring correct posture.
- Tracing over lines and shapes.
- Tracing of letters and simple words.
- Copy writing of name.
- Use of a comfortable and efficient pencil grip.
- Production of a controlled line which supports letter formation.
- Writing of letters using the correct sequence of movements as outlined in the Read Write Inc programme. *Refer to Read Write Inc Phonics Policy.*

### Key Stage 1

- Use of a comfortable sitting position and pencil grip.
- Use of writing books with lines.
- Use of letter families to reinforce correct formation.
- Regular practise.
- Revision of letters within writing books matched to children's needs.
- Interventions when appropriate.

### **Inclusion**

We will ensure correct letter formation for both left and right handed children is taught with an understanding that left handers will form some letters and digits in a different direction to right handers. Left-handed children should be sat on the left side of writing areas so they do not bump elbows with the child next to them. Their book/paper should also be tilted to encourage a comfortable grip.

### **Assessment, marking and feedback**

Assessment of handwriting will be on going. Work completed in each handwriting session will be monitored and where appropriate verbal or written next steps will be given. Handwriting will also be assessed through other forms of written work and similarly next steps will be identified.

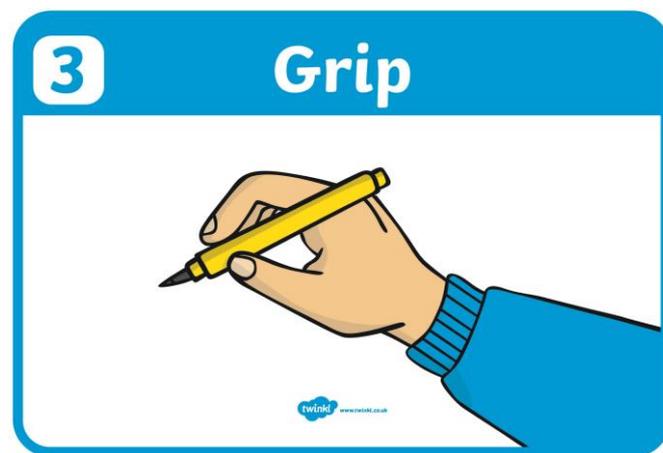
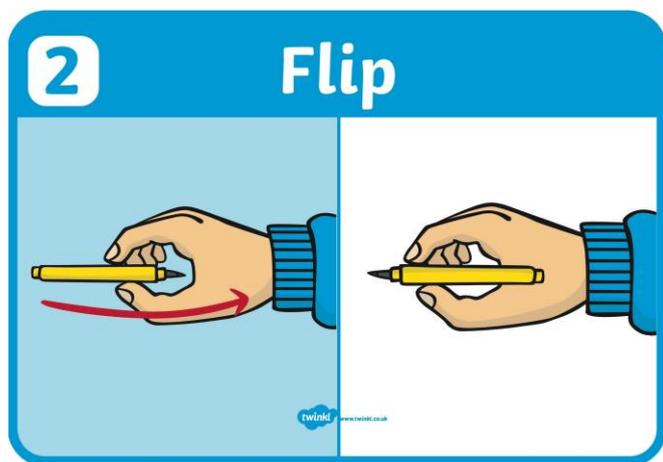
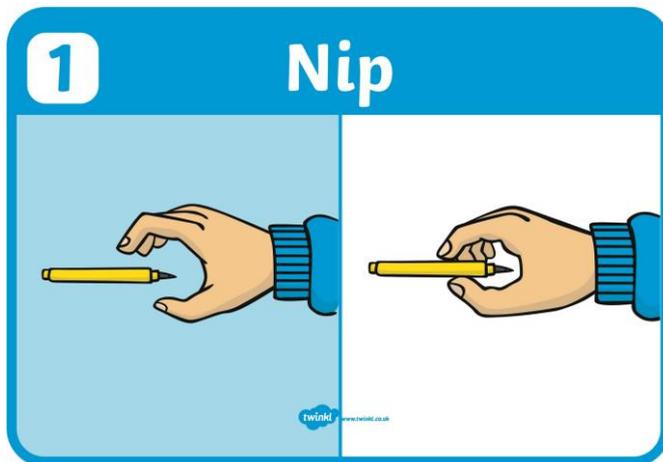
### **Celebration**

Good examples of handwriting will be celebrated as a school, both on display and in special assemblies.

### **Resources**

School is signed up to 'letterjoin', which is a useful resource for both teachers and children. Triangular pencils and pencil grips are also available for those for whom handwriting is an issue.

Children and adults are expected to hold the pencils correctly. Posters are visible throughout school so that any adult can correct and expect.



Curly caterpillar

c a d o q g e s

Ladder letters

l i t j u y

Robot letters

m n r b p h k

Monster letters

v w x z