



Truro and Penwith
Academy Trust

Handwriting Policy

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Trust**

Perranporth School



Handwriting Policy

At Perranporth Primary School, we recognise the importance of developing strong handwriting skills and have therefore implemented this policy to support improvement in this area. Our approach is based on the Read Write Inc. programme alongside our bespoke handwriting scheme, both of which align with the requirements of the 2014 National Curriculum.

Handwriting is a fundamental skill that impacts the quality of work across all areas of the curriculum. Our aim is to ensure that handwriting becomes an automatic process, allowing pupils to focus fully on their creative and cognitive development.

School Aims

Our aim is to enable every child to write legibly, fluently, and at an appropriate speed. We actively encourage pupils to take pride in the presentation of their work across all areas of the curriculum. To support this, we strive to maintain a consistent and unified approach to handwriting and presentation throughout the school. All staff are expected to model high standards of handwriting in children's books, on whiteboards, classroom displays, and teaching resources.

Method

At Perranporth Primary School, we have chosen to begin our children's handwriting journey with strong links to their phonics learning. To support this, we follow the Read Write Inc. letter formation rhymes. From Reception, children are introduced to writing on lines, and in the summer term, they begin using the 'ground, grass, sky' approach to support their understanding of line placement.

In Key Stage 1, children continue to practise letter formation through the Read Write Inc. programme. As they progress into Key Stage 2, they follow the Perranporth School Handwriting Scheme, which provides a clearly structured programme covering the technical aspects of handwriting. These skills are taught both implicitly and explicitly across the curriculum, particularly in relation to phonics, spelling, punctuation, and vocabulary.

To motivate and reward pupils, we use special silver pencils and pens, which are awarded when letter formation is clear and writing is consistently neat and correctly joined. This initiative aligns with our LEAP curriculum, as we aim to foster pride in writing, encourage engagement with handwriting practice, and inspire children to aspire to earn their pen licence.

A Consistent Approach

Pupils should experience consistency and continuity in the teaching and learning of handwriting throughout all year groups. They should be encouraged to take pride in the presentation of their work across the curriculum. Our aim is to foster a positive attitude toward handwriting, enabling pupils to enjoy the process of developing their skills while gaining a sense of achievement and confidence.

To support this, each classroom displays a handwriting poster that reinforces the '3Ps'—Posture, Pen Hold, and Position—providing a clear visual reminder of the key foundations for effective handwriting.

Handwriting frequency

Handwriting is a cross-curricular skill and is taken into consideration across all subjects. Formal handwriting instruction is delivered regularly and systematically to ensure that pupils are supported in meeting the expected standard.

Children receive daily Read Write Inc. sessions, which include focused teaching of letter formation. In addition, they are exposed to a range of high-quality texts during class reading and writing sessions, as well as through the print-rich classroom environment.

Wherever possible, a consistent font is used that aligns with the school's handwriting style to reinforce learning. Both printed and handwritten materials are used by teachers to model accurate and legible handwriting.

Handwriting Books

In EYFS, children use a range of ways of recording their mark making and the beginnings of handwriting. In more formal sessions, the children are taught the RWI letter formation rhymes and taught where the letters sit on the line. From Year 1, all children will have a handwriting book as well as literacy books that are lined with handwriting lines.

Assessment

During dedicated handwriting lessons, feedback is provided verbally, as immediate, spoken guidance has the greatest impact on pupil progress. In writing activities across the wider curriculum, handwriting will be assessed in line with the school's feedback policy. These broader opportunities for writing are also used to address any misconceptions and to recognise and celebrate pupils' effort, improvement, and progress in presentation.

Expectations

Early Years Foundation Stage (EYFS)

In this stage, our focus is on movement and motor skill development. In EYFS, lessons will be structured following the RWI phonics scheme. Opportunities for children to develop these skills through their learning and play are planned every day in Reception. By the end of EYFS, the expectation is that 'every child uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.' In order to achieve this curriculum objective at Perranporth, we ensure that:

- ✓ Children have access to a range of mark making tools including chubby crayons, big chalk, paint brushes and thick triangular pencils.
- ✓ The environment provides a range of writing opportunities both indoors and outdoors, where children can practise and apply pre-writing skills.
- ✓ Children are taught the letters in their name when they are developmentally ready.
- ✓ In Reception, correct letter formation is taught alongside phonics (RWI).
- ✓ Children use thick triangular pencils to enable them to learn how to hold a pencil correctly.
- ✓ Irregular letter forms starting in the correct place, with movement in the correct direction are encouraged over uniformly regular letters achieved through incorrect movements. This will support children develop their fluency as they progress through our school.
- ✓ Close attention is paid to pencil grip - this is tracked for individual pupils, correct posture and the positioning of the paper to help children develop good handwriting habits for the future.

Key Stage One (KS1)

The National Curriculum expectations for handwriting at KS1 are:

Year 1

- Sit correctly at the table, holding a pencil comfortably and correctly.
- Begin to form lower case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form the digits 0 to 9.
- Understand which letters belong to which handwriting 'family' (a group of letters that are formed in the same way).

Year 2

- 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 are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another.
- Use spacing between words that is appropriate for the size of the letters.

In KS1, lessons will usually be structured as set out below:

All children in Year 1 are supported practising their handwriting on a regular basis and as part of daily phonics teaching and learning. Letter formation is a focus, along with writing neatly on the line and practising spelling. Children learn how to form all of the letters in line with the RWI handwriting approach.

When children begin Year 2, the expectation is that they can form all letters correctly. They therefore move onto learning the handwriting joins. All Year 2 children have a discrete handwriting session each week, plus additional opportunities to practise their joining skills through independent writing and spelling activities. By the end of Year 2, all handwriting joins will have been taught and the expectation is that all children will be attempting to join their handwriting across the curriculum. This joined handwriting should increase the speed, rhythm and ease of their writing without reducing the legibility.

In KS1, children will:

- ✓ Use thin pencils and be provided with a pencil grip if their grip is not yet developed
- ✓ Use wide lined paper in exercise books in Year 1 and move onto narrow lines in Year 2 ✓
- Use their dominant hand to hold their writing tool and the other hand to steady the paper – leaning on the non-writing hand is discouraged
- ✓ Be encouraged to keep their writing hand below the line on their page so they can see what they are writing and maintain a comfortable pencil grip
- ✓ Have regular opportunities to watch classroom adults model correct letter formation ✓
- Learn letter formation in a multi-sensory way. E.g. draw letters in the air, trace tactile letters, make letters with string on a felt board, use whiteboards and pegboards, trace letters on a partner's back

The National Curriculum expectations for handwriting at KS2 are:

Year 3 and Year 4

- Continue to develop their joined-up handwriting
- Increase the legibility, consistency and quality of their handwriting – for example, ensuring that downstrokes of letters are straight and parallel, not sloping.

Year 5 and Year 6

- Write with increasing legibility, fluency and speed.
- Choose which shape of a letter to use, and decide whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.

Throughout KS2, children have regular handwriting sessions in addition to regular, informal opportunities to develop their joined handwriting. As a school, we recognise the benefits of linking spelling and handwriting as both skills can be improved through muscle memory. All children in KS2 practise handwriting and handwriting following the agreed style should be present in all books across the curriculum. We appreciate that ‘best handwriting’ is not always appropriate, for example, when children are drafting work or making notes, however, handwriting needs to be legible at all times. ‘Best handwriting’ can be saved for when there is a clear purpose for aesthetically pleasing work as this requires children to slow the pace of their writing, but children are always encouraged to maintain high standards of presentation. Children write in pencil until the class teacher assesses that their writing has met the agreed Pen Licence criteria. Once the Pen Licence is gained, children will be expected to complete the majority of their work in pen, except for Mathematics and for creating diagrams and drawing.

In KS2, children will:

- ✓ Use thin pencils until they have achieved their Pen Licence
- ✓ Use exercise books with narrow lines and a margin
- ✓ Use their dominant hand to hold their writing tool and the other hand to steady the paper – leaning on the non-writing hand is discouraged
- ✓ Be encouraged to keep their writing hand below the line on their page so they can see what they are writing and maintain a comfortable pencil grip
- ✓ Have regular opportunities to watch classroom adults model correct letter formation and joins
- ✓ Be expected to correct any mistakes in letter formation and joins, in line with the school marking policy
- ✓ Be encouraged to develop their own variations on the school font as they reach upper KS2 to give their writing character, provided the writing is legible

Warm up activities:



























- Children are reminded of the 3 Ps – posture, pen hold and paper position

- The teachers will introduce the key objective for the lesson and model this. Children will then practise in different ways such as in the air, in sand etc.
- Children will practise the key objective using the printed resource or in their books and a pencil which will be of an appropriate length and sharpness.
- Staff will observe children carefully and offer support and encouragement throughout the lesson, intervening when necessary.

Support: Specific support for left-handed pupils. Teaching and Learning

As handwriting is fundamentally a motor skill, consistent and accurate adult modelling—using the appropriate patterns and rhymes—is essential and expected at all times, in line with this policy. Where necessary, specific techniques to support left-handed pupils will be explicitly taught to ensure they develop effective and comfortable handwriting habits.

Read Write Inc. provides a set of rhymes to support the teaching of letter formation. These rhymes are an essential part of handwriting instruction in the Early Years and serve as a reference point for reinforcing correct letter formation in Key Stage 1. In Year 1, pupils are introduced to the lower-case *k* with a loop and the *f* as a descender. From this point onward, these letter forms are consistently used and reinforced across all handwriting activities.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Left handers







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 or book to their left side and slanted.

Pencils should not be held too close to the point as this can interrupt the pupil's line of vision.

Extra practice with left to right exercises may be necessary before pupils write left to right automatically.

Pencil Grip: Pencil grip is observed explicitly throughout the year and intervened with when necessary. Pencil choice is intentional and progressive.

Progression of pencils			
			
<ul style="list-style-type: none"> - Large tripod pencils are used in EYFS. - When children are able to form letters correctly, they will move on to a smaller tripod pencil. - When children are able to fluently form letters and correctly join some letters, they will receive a silver pencil. - When all letters are being joined correctly, they will write with a pen. - SEND needs will always be taken in to account (pencil grips, handwriting pens etc) 			

Stages of Pencil Grip

Fisted grasp or Palmar Supinate Grasp



- Pencil is held in the palm.
- All fingers and thumb are used.
- Movement is from the shoulder; the arm and the hand move as a unit.
- Light scribbles are produced with this pencil grip.

Digital Pronate Grasp



- All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.
- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

Four-Finger Grasp



- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.

Static Tripod Grasp or Static Quadropod Grasp



- A three-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and squares can be copied with this grip.

Dynamic Tripod Grasp



- Pencil is held in a stable position between the thumb, index and middle finger.
- The ring and little fingers are bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- Movement comes from the fingertips.
- This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.

Are you ready to write?

Left Handers



Right Handers



Arm position

Bottom
to the
back

Pinchy
fingers
(tripod
grip)

Tummy
to table

4 chair
legs on
the floor

Feet to
floor



Perranporth School Handwriting Progression Document

		<u>RWI Letter Formation</u>	<u>Perranporth School Handwriting Curriculum</u>	
	<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3, 4, 5 and 6</u>
<u>Aut 1</u>	<ul style="list-style-type: none"> gross motor skills fine motor skills mark making RWI letter formation Ground, grass, sky approach Engagement with parents 	RWI letter formation Fine motor skills – funky fingers	Individual letter joins and review horizontal joins	KS2 follow a carefully constructed handwriting scheme three times a week. On day 1, children will focus on the phoneme, day 2 will focus on a word containing the set phonemes and day 3 they will write a sentence containing the words. Each day handwriting repeater will be visible on the board so that children can repeatedly see the letters being formed.
<u>Aut 2</u>		Letter formation families Capitals, numbers, height of letters	Individual letter joins and review horizontal joins	
<u>Spr 1</u>		Letter formation families Leading lines	Individual letter joins and review horizontal joins	
<u>Spr 2</u>		Diagonal joins	Diagonal joins	KS2 children will also have a specific handwriting lesson every Monday morning. The handwriting will be linked to the spellings (LiteracyShed+)
<u>Sum 1</u>		Horizontal joins	Review the four joins	
<u>Sum 2</u>		Review diagonal and horizontal joins	Review the four joins	

<u>Lines Progression</u>			
<u>Year R</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Years 3, 4, 5 and 6</u>
