



Handwriting Policy

Article 28 - Every child has the right to an education

At Poplar Farm, we aim for our children to leave primary school with the ability to write using their own style of fast, fluent, legible, and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in their work.

In developing and implementing our Handwriting Policy, we will ensure:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a full activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation, and spelling in order to practice and contextualise transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent, and legible writing across the curriculum.

Specific Content

The evidence collated after extensive research and analysis suggests homework makes the greatest contribution to learning when:

- First, children experience the foundation of handwriting through multi-sensory activities in EYFS.
- Correct letter formation is taught, practised, applied and consolidated through Read, Write, Inc. Phonics in EYFS and Year 1.
- Joining is introduced from Year 2, only after correct letter formation is used automatically. Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style.

Foundation Stage and Year 1

As part of their Read, Write, Inc. Phonics sessions, there are **daily timetabled slots** for handwriting to ensure that children build up their handwriting skills every day.

We use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Please ensure you allow 5 to 10 minutes for every handwriting session marked on the timetable.

In Read, Write Inc., there are three handwriting stages. It is expected that two of these stages will be covered in EYFS and Year 1, working at the individual child's developmental pace.

Stage 1

These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks.

Stage 1a: Children practise correct letter formation.

These letters are taught in handwriting groups:

- 'Around' letters: c a o d g q
- 'Down' letters: l t b p k h i j m n r u y
- 'Curly' letters: e f s
- 'Zig-zag' letters: v w z x.

Stage 1b: Children learn where to place the letters on the writing line.

Once children can form the letters correctly, they learn how to place the letters on the line.

Picture mnemonics help children to visualise the size and placement.

- Some small letters are called 'boat letters': a c e i m n o r s u v w x z.
- Letters that are written below the line are called 'water letters': g j p q y.
- Tall letters are called 'sun letters': b d h k l t f.
- Some letters are the same size as the boat and are called 'boat letters': a c e i m n o r s u v w x z.
- Some letters go below the water line and are called 'water letters': g j p q y.
- Some letters are as tall as the sun and are called 'sun letters': b d h k l (f and t are just a little bit smaller).

Stage 2

These lessons are taught while children read the Yellow, Blue and Grey Storybooks.

Children learn a mature style of writing that will lead to joined-up writing.

New pictures will help them to visualise the new shapes.

They will be introduced the formation family: six sisters, two uncles and their two pets.

- The six sisters – Annie, Dina, Gabi, Olivia, Carina, and Queenie – all look the same. Their mother tells them that they must all have a different haircut so people can tell them apart!
- The uncles – Uncle Umberto and Uncle Yaseen – look just like the sisters, except they are bald on the top of their heads.
- The family have a dog and a bunny whose faces are very similar too, but they have long ears.

Year 2

Stage 3

The children are taught that there are two basic joins:

- the arm join (diagonal)
- the washing line join (horizontal)

Once children are able to adopt the basic joins, the children have **daily timetabled slots** to follow the Letter Join Modules to develop cursive handwriting using the **Letter-join No-lead** style. This format has no lead-in line but has a lead-out line that joins to the following letter:

the big dog

Key Stage 2

Children continue to adopt the Letter-join No-lead handwriting style. The children have **daily timetabled slots** to follow the Letter Join Modules to develop and maintain cursive handwriting through a range of activities, including:

- warm-up exercises
- dictation exercises
- worksheets
- word animations through technology
- wordsearches

In KS2, children receive a **pen** to write with in all books (aside from Maths books).

Classroom and School Environment

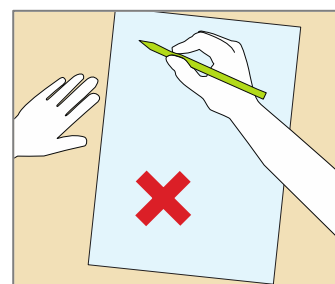
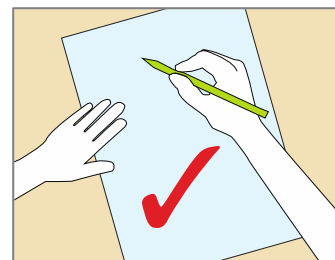
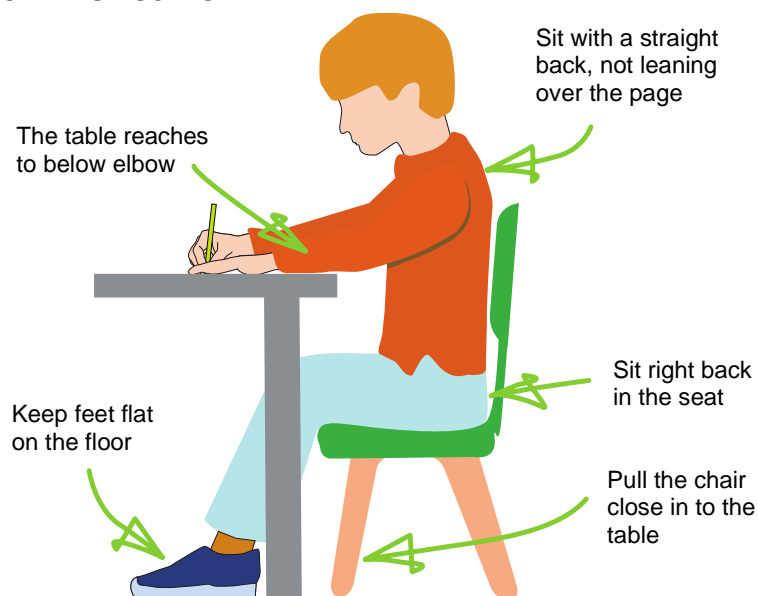
To model and maintain a high-quality of handwriting and presentation across the school, we ensure that handwriting is part of every aspect of school life by:

- Ensuring lower- and upper-case letters are displayed in every classroom.
- All members of staff modelling the handwriting style in their own writing and teaching.
- Displaying handwriting as a celebration across the school.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Paper position for right-handed children.

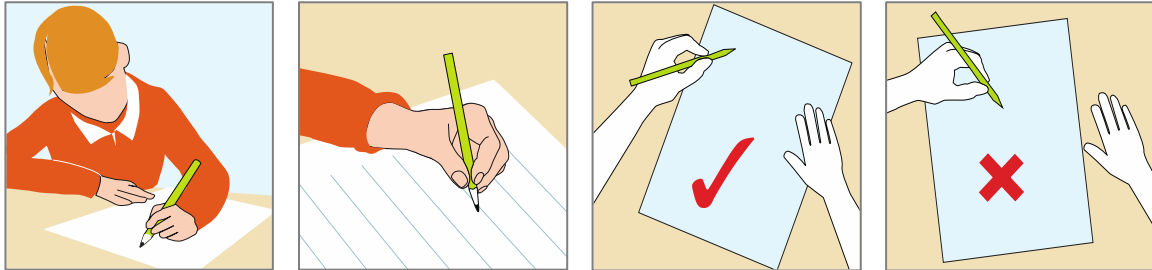
LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers 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.

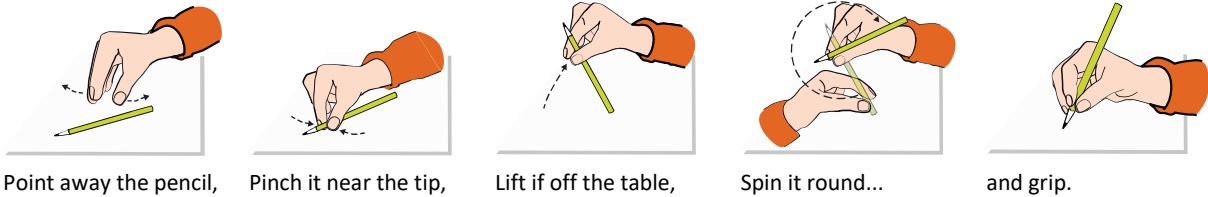


Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,

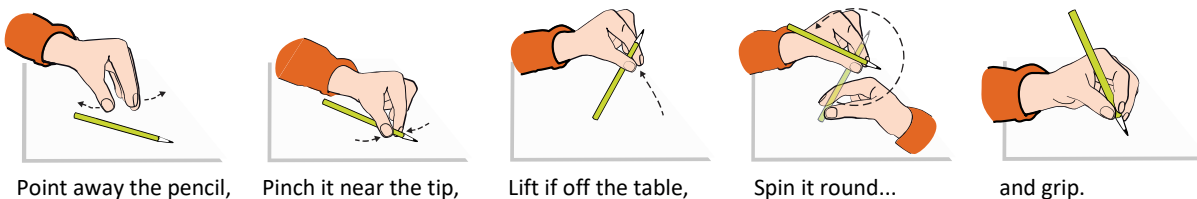
Pinch it near the tip,

Lift it off the table,

Spin it round...

and grip.

Left-handed pencil grip



Point away the pencil,

Pinch it near the tip,

Lift it off the table,

Spin it round...

and grip.

This policy was adopted:	March 2024
Review Cycle:	Every 3 years
This policy was subsequently reviewed:	