



Handwriting Policy for Emscote Infant School and All Saints' C of E Junior School Federation



Successful confident learners. Responsible compassionate individuals.

Vision Statement

At Emscote Infant School and All Saints' CE Junior School, we believe that proficient handwriting is essential for effective communication and is a critical component of our children's literacy development. Our handwriting policy aims to foster a love for writing and ensure that all children develop the skills necessary for fluent and legible handwriting.

Objectives

1. To ensure children have the fine motor skills to enable clear movements of hands and fingers needed to form letters and control pressure.
2. To teach children the correct formation of letters, numbers and the importance of consistent practice.
3. To encourage the development of a comfortable and effective handwriting posture.
4. To promote fluency and automaticity in handwriting, enabling children to focus on content and composition.
5. To provide support and intervention for children with specific needs in handwriting.

Policy Guidelines











Handwriting Schemes

- Initial print writing in EYFS and KS1 will be taught following the Nelson Handwriting 'Blue' Level scheme.
- Once print handwriting accurately and consistent in formation, children will move on to use the cursive style on teachhandwriting.co.uk scheme – Route D, Letter Choice 3,

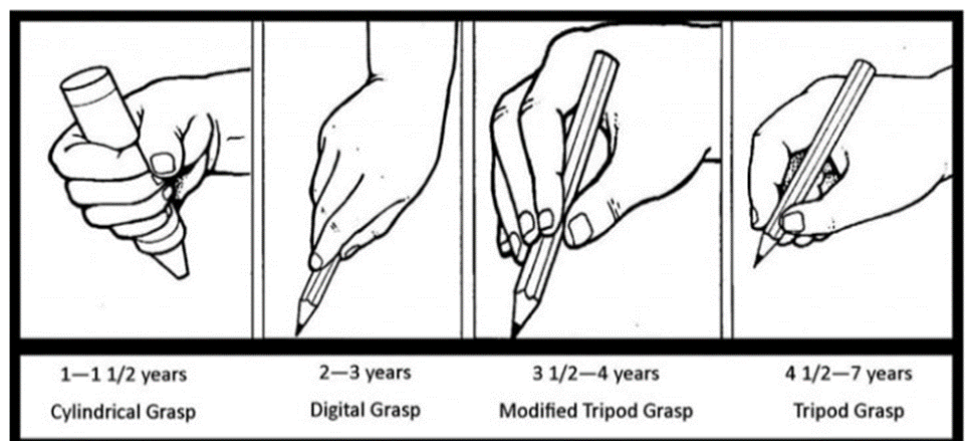
Early Years Foundation Stage (EYFS)

- **Fine Motor Skills Practice:** To provide numerous opportunities to develop hand and finger strength for stability and control through a range of activities e.g. playdoh, lacing, finger painting, drawing, scissors, tweezers, sensory play, drawing or copying different patterns and tracing.
- **Letter and Number Formation:** Children will be introduced to the correct formation of letters (lower case) and numbers (0-9) using a multi-sensory approach including Read Write Inc Rhymes. They will practice writing letters in the air, on textured surfaces, and using various writing tools.
- **Posture and Grip:** Children will be taught to sit correctly at a table with appropriate posture and use a tripod grip for holding a pencil, including providing triangular whiteboard pens and pencils. This will be reinforced through daily activities.

To support handwriting the children use rhymes from Little Wandle Phonics to help letter formation. This is an example of a pronunciation sheet.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.


As children develop their fine motor skills improve to a tripod grip. Children will either use triangular whiteboard pens, pencils or pencil grips to encourage a proper pencil hold during Reception and Key Stage 1.



Letter formation is taught as letter families which have similar patterns.

Letter Families


Ladder Lemur Letters



l i u t y j

l i u t y j


One-Armed Robot Letters



n m h k b p r

n m h k b p r


Curly Caterpillar Letters



c a d e s g f q o

c a d e s g f q o


Zigzag Monster Letters



z v w x

z v w x

0 1 2 3 4 5 6 7 8 9



Accuracy in letter formation of both capital letters and lower case – starting and finishing letters in the right places.

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

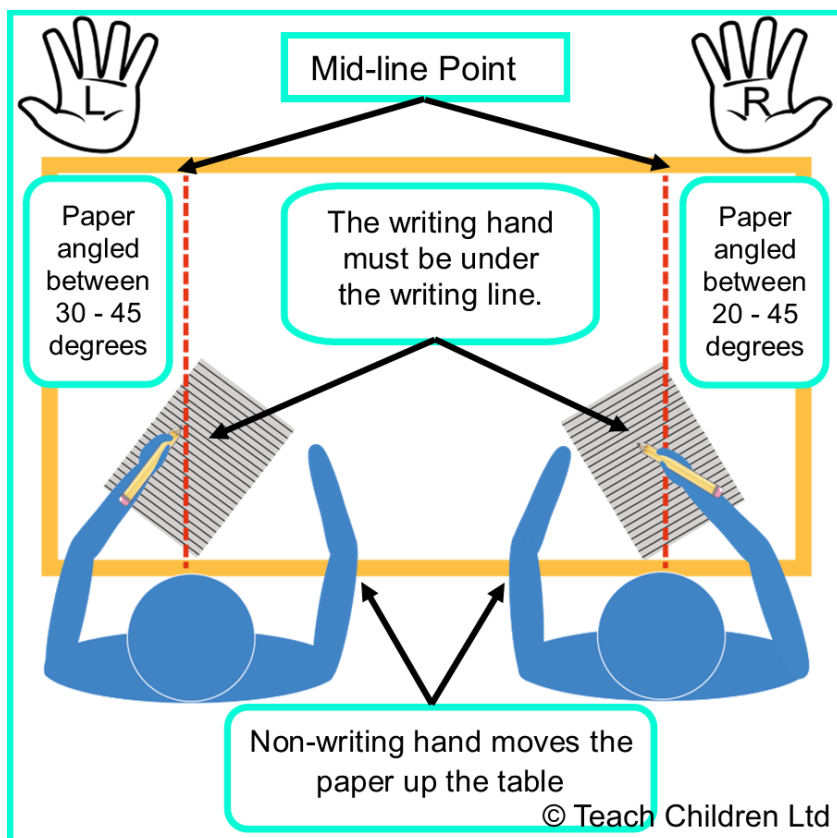
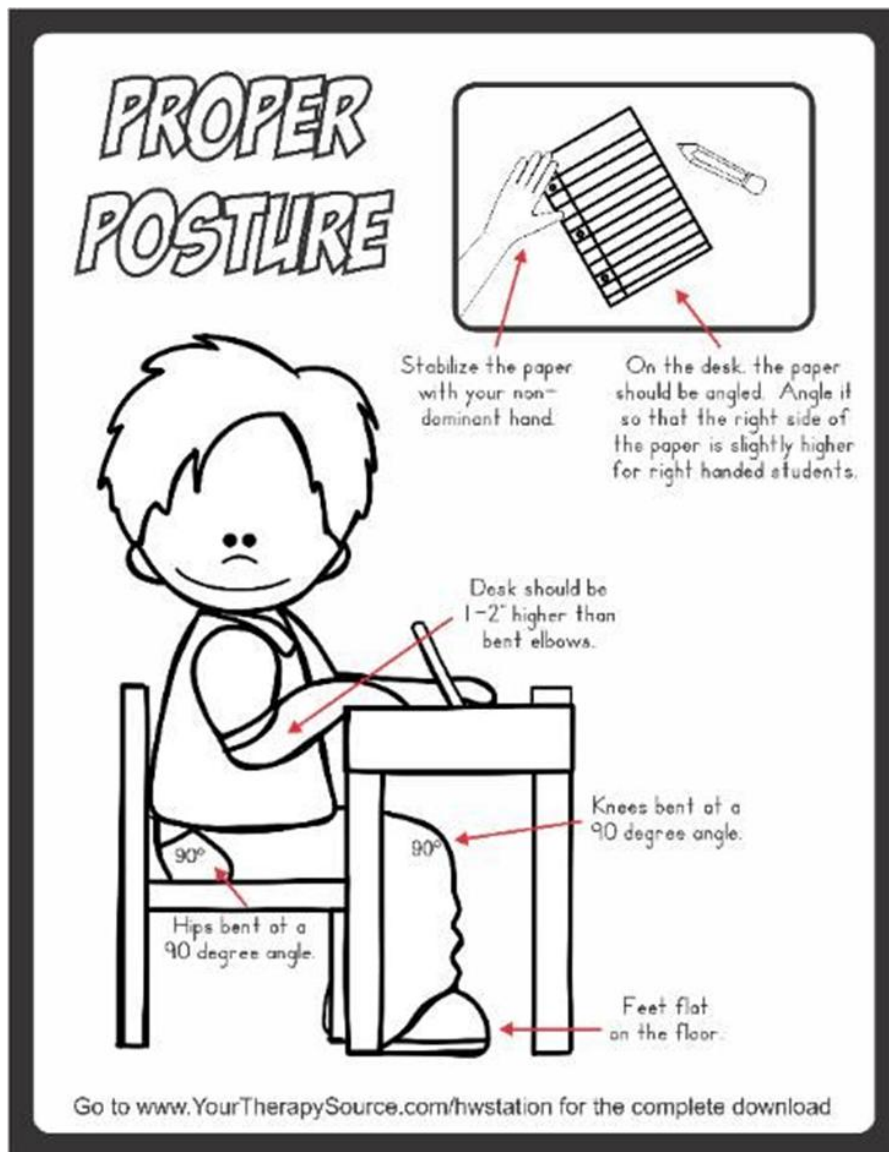
Mm Nn Oo Pp Qq Rr

Ss Tt Uu Vv Ww Xx

Yy Zz

We teach how to sit correctly at a table and how the paper should be positioned in the correct way.

When sitting children together on a table, it is important that children are positioned avoiding writing hands being next to other person. Ideally, positioning children so their writing hand / elbow is at the edge of a table.



Paper Positioning
 The positioning of the paper or exercise books on the table should be considered for both left and right writers as shown in the diagram.

Key Stage 1 (Years 1 and 2)

- **Continued Development:** Children will continue to practice letter formation, focusing on upper and lower case letters as well as number formation. Handwriting sessions will include short, focused practice times.
- **Practice:** Handwriting practice will be taught as stand-alone lessons at least 4 times a week, Handwriting formation also forms part of daily phonics teaching with a focus on dictation and writing sentences to reinforce spelling and punctuation.
- **Monitoring Progress:** Teachers and support staff will monitor handwriting closely, providing feedback and guidance to ensure correct letter formation and posture.
- **Introduction to Joined Handwriting:** Children will begin learning a cursive script when they are confident in letter formation during the second part of Year 2 (in preparation for KS2). This will ensure they understand the importance of joining letters for fluency.

Cursive Handwriting formation – all lower case letters lead in and start on the line. Letters are taught in letter families to develop the skills for joining to the next letter.

Straight Lines



Curves to start



Top Exit



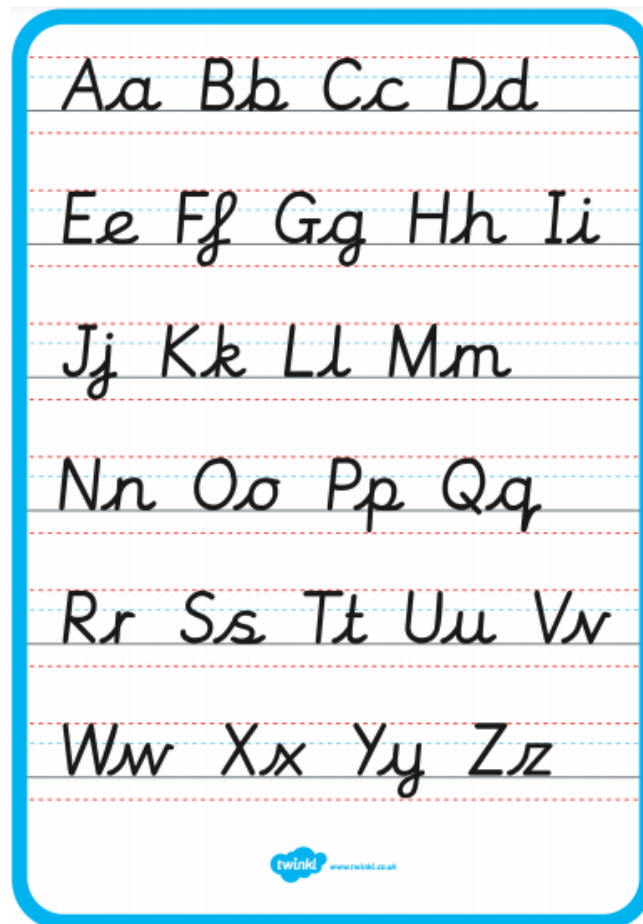
Tunnels



Hooks and Loops



These are the formation of both capital and lower case letters for cursive handwriting. Capital letters stand alone and do not join on to the rest of the word.



Key Stage 2 (Years 3 to 6)

- **Joined Handwriting:** All children will follow the cursive style of handwriting using the scheme teachhandwriting.co.uk Route D LetterChoice3. This will ensure that a consistent approach to joined letter formation takes place throughout Key Stage 2
- **Fluency and Composition:** Children will be encouraged to write fluently and at speed, allowing them to focus on the content of their writing. Regular dictation sessions will be included to reinforce spelling and punctuation.
- **Refinement of Handwriting Skills:** Teachers will provide targeted support for children who struggle with handwriting, using structured interventions as needed.
- **Assessment and Feedback:** Handwriting will be assessed regularly, with feedback provided to encourage improvement. Children will be taught to self-monitor their handwriting and make corrections as needed.
- **Integration with Other Subjects:** Handwriting will be integrated into all subjects, ensuring that children apply their skills across the curriculum.

Additional Support for Children with SEND (across the Federation)

- **Individualised Strategies:** For children with specific needs, reasonable adjustments will be made to support their handwriting development. This may include the use of assistive technology or additional practice sessions.
- **Targeted Interventions:** Structured interventions will be implemented for children who require extra support, focusing on their specific handwriting challenges as well as fine motor control activities. We use the structured OT programme for developing fine motor skills <https://www.swft.nhs.uk/our-services/occupational-therapy-children>

Provision for Left-Handed Children

At least 10% of the population are left-handed with there are generally more males.

- All teachers are aware of the left-handed pupils in their class and make appropriate provision.
- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case (see previous image).
- Pencils should not be held too close to the tip as this can interrupt pupils' line of vision when writing (having a grip roughly 1.5cm from the tip is the guide).
- Left-handed pupils should be positioned at desks where they have space to move their paper and won't bump arms with other pupils.
- It is important that right-handed teachers are aware of how difficult it is for left-handed pupils to follow right-handed movements. There needs to be good modelling of handwriting formation using air writing, writing on the board or on handwriting practice sheets to support both right and left-handed writers.

Monitoring and Review

This policy will be reviewed annually to ensure it remains effective and aligned with best practices. Feedback from staff, children, and parents will be considered in the review process.

Conclusion

At Emscote Infant School and All Saints' CE Junior School, we are committed to providing a high-quality handwriting education that supports all children in becoming confident and competent writers. Through consistent practice, support, and a focus on the development of fine motor skills, we aim to foster a love for writing that lasts a lifetime.

This policy can be adapted to fit the specific needs of your school and should be communicated to all staff, parents, and children to ensure a consistent approach to handwriting across all year groups.