



*Total Education Services - Total Tuition Alternative Provision - Rosewood Independent School  
Subsidiaries of JWA Holdings Limited*

## **Handwriting policy**

### **Aims**

It is our aim to encourage the progression and development of each child's handwriting throughout the schools into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

### **Methodology**

The schools use cursive handwriting as our agreed writing style. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

The Cursive handwriting style has been developed by Wendy Goldup (Dyslexia Institute) to teach children to join with fluency. It enables them to develop a neat style with the added benefit of encouraging accurate spelling. For dyslexic children, it promotes making links to words as whole units, and is known to be beneficial to children with dyspraxic and dyslexic difficulties.

Fully joined cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- The development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

### **Disabilities & Equalities Statement**

All children are given full access to the National Curriculum. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability.

Total Tuition Alternative Provision / Rosewood independent school is committed to promoting equality. When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

### **Organisation**

Handwriting objectives are taken from National Curriculum English Programme of Study (see

Appendix 1) and form part of the class teachers' and children's continuous work.

Handwriting is

taught in explicit, regular sessions focussing on letter formation, consistent size and shape of letters,

as well as accurate joining. The teaching of handwriting follows the expectations set out in the

Programmes of Study and includes cursive handwriting from Reception. Learning is differentiated

based on the needs of the child. Handwriting is applied in all writing and modelling, as well as in displays, where appropriate, and is a consistent marking focus.

### **Planning and Delivery**

Cursive handwriting is taught and modelled in marking and teaching from Reception and throughout Key Stage 1 (KS1) and Key Stage 2 (KS2).

All teachers give specific attention to pencil and pen control, grip and posture in helping pupils to develop a legible cursive style.

Teachers identify all left-handed pupils in their class. Left-handers should always sit on the right of a right-handed child to avoid collision.

In Reception and Year 1, children are encouraged to write using a wide variety of media, from chalks and charcoal to crayons and baby lotion!

Children will be encouraged to get a pen licence and by the end of Year 6 should have achieved this. All subjects will be written in pen excluding maths once a pen licence is achieved.

### **Early Years Foundation Stage (EYFS)**

Children in the Early Years Foundation Stage are involved in a variety of activities to develop their physical development. Both gross and fine motor skills develop in a 'top down' approach. Just as a baby first learns to lift its head, then gains core control, beginning to sit, crawl and then stand, so it is the same for fine motor skills. These emerge from the shoulder joint, then to elbow and lastly to wrist and finger joints. In the Early Years we support and progress this development in the following ways:

- Mark making activity where the children have the opportunity to practise new movements on a range of tactile surfaces, such as shaving foam or bubbles. This promotes gross and fine motor skills, as well as explicit movements.
- Finger Gym: fun challenges are set out to develop various fine motor skills such as eye hand coordination, or pincer grip.
- Fine Motor Skills intervention: This aims to provide children with lower motor skills chances to learn and develop in this area, leading to better balance, coordination and mark making.

- Handwriting sessions: These are done with the adults in the classroom to support and develop children's letter formation and handwriting skills. These tie into Phonics sessions and letter formation is taught alongside the letter sounds.
- Opportunities for mark making are planned in both the inside and outside environment. Children are offered a range of materials and experiences for mark making developed across all six areas of learning. When teachers are modelling activities, they demonstrate and encourage correct pencil grip.

At Reception stage, Children are taught how to form individual letters accurately in line with the agreed letter formation (See Appendix 2) alongside phonic teaching using a variety of strategies. Patterns to support letter shapes are used for children that need them.

Working at Key Stage 1

In KS1, there are two discrete 20-minute handwriting sessions each week. In addition, handwriting forms part of early morning activities and is a focus in Phonics and spelling lessons. These focus on letter formation and the objectives of the Key Stage One and Two Programmes of Study. Extra intervention is offered to children who need further handwriting support. (See below.)

## **Key Stage 2**

Across KS2, children are expected to use the cursive script. Discrete handwriting sessions are supported through independent handwriting activities linked to phonics and spelling.

### **Letter formation**

Teachers will provide opportunities to demonstrate and reinforce correct letter formation, allowing a natural lead-in to the correct starting point for each letter.

Letters are initially taught in the order detailed in Appendix 2. The reason for this particular order is that the letters are grouped according to the pen's route from the line. The letter 'c' is first, since it forms the basis for the letters 'o' and 'a', which follow and the bowls of 'd', 'g', and 'q' with 's' following as a variant.

When children are confident with the individual letters, they begin to learn the letter combinations detailed in Appendix 2.

Capital letters are **not** joined because they do not start from the line.

### **Individual and Group Support**

At all stages, teachers are aware of the specific requirements of individuals and will adapt lessons to meet individual needs. Individuals and groups pinpointed as needing further support are given extra time to practise handwriting. Opportunities to continue to develop fine motor skills are planned and provided as appropriate. Teachers also give further support to children who still have not established correct letter formation and may need to include

this in an IEP. When marking, teachers offer opportunities to practise specific letters that children are struggling with. Pencil grips provided for children where required.

### **Terminology**

- Cursive: Joined-up handwriting style
- Capital and lowercase: The names of capital and lowercase letters (rather than 'big and small').
- Ascenders and Descenders: Letters that go above the usual letter line and below the base line
- Letter bodies: The main body of letters, which are neither ascenders or descenders (e.g. the rounded parts of 'b', 'd' and 'a' and the arches of 'm' and 'n')
- Entry and exit strokes: Entry stroke starts on the line and exit strokes generally end on the line (with the exception of 'o', 'v', 'w', 'r' and 'x')
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### **Assessment of writing**

Writing is assessed as part of the English Curriculum. In KS2, quick, one-sentence writing assessments are carried out at the beginning and end of the year to show progress. These include an evaluation of letter formation and joining, letter shape, letter size, slant/slope, alignment, spacing and orientation. Teachers also observe posture, pen grip, paper position, pressure and fluency and speed.

### **Resources for Handwriting**

Handwriting for Windows is used where appropriate for such things as displays, titles, presentations and modelling. (See Appendix 2 for HFW configuration.)

Twinkl has a wealth of cursive handwriting resources that follow our handwriting style.

And should be clearly displayed in learning stations

(See Appendix 4.)

## **Appendix 1**

Development Matters and National Curriculum Handwriting Programme of Study

### **EYFS**

Physical Development 40-60 months

- Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles.
- Shows increasing control over an object in pushing, patting, throwing, catching or kicking it.
- Uses simple tools to effect changes to materials.
- Handles tools, objects, construction and malleable materials safely and with increasing control.
- Shows a preference for a dominant hand.
- Begins to use anticlockwise movement and retrace vertical lines. ●Begins to form recognisable letters.
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

### **Physical Development Early Learning Goal**

Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

### **Year 1**

Pupils should be taught to:

- sit correctly at a 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 digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

### **Notes and guidance (non-statutory)**

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

### **Year 2**

Pupils should be taught to:

- 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 e.g. x
- write capital letters of the correct size and orientation in relationship to one another, and to lower case letters
- Write digits of the correct size and orientation in relationship to one another use spacing between words that reflects the size of the letters.

### **Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

### **Year 3 & 4**

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

## Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

### Year 5 & 6

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters choosing the writing implement that is best suited for a task.

## Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.

They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

### Appendix 2 – Teaching order of letters and letter combinations

#### Single letters

*c, o, a, d, g, q, s*  
*e, f*  
*n, m, l, h, b, p, r*  
*i, j, k, t*  
*u, y, v, w*  
*x, z*

#### Letter combinations

(Practise letters and then appropriate words containing combinations of the letters)

#### Top joining letters

*o, r, v, w, x*

#### The letter E

*e*

#### Ascender-joining letters

*e, h, t, k, l*

#### Descender-joining letters

*f, j, p, q, y*

#### Wave letters

*a, c, g, o, d*

#### Arcades:

*h, m, n*

#### Extras:

*l, s, z*

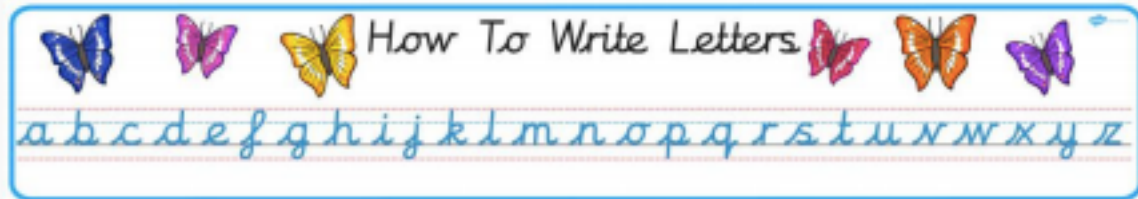
### Appendix 3

Download cursive Twinkl font here <https://www.twinkl.co.uk/twinkl-handwriting-font>

Twinkl font user guide



























<https://www.twinkl.co.uk/resource/t-tf-001-twinkl-font-user-guide-powerpoint>

### Appendix 4 – Twinkl Classroom Resources



<http://www.twinkl.co.uk/resource/t-l-700-cursive-alphabet-display-banner-butterfly>

#### Letter Formation Handwriting Sheet with Rhymes

								
Whisk in and round get up the stem and flick and it's in.	Whisk in and up and back down. Then twirling up and all the way round. Add a tail at the end for a dot join into a flick.	Whisk in and curl the 'c'. It joins after when writing.	Whisk up twirling and get round. Then all the way up and back down. Flick and it's in. And it's ready to go.	Whisk in and curl like a wheel and down away getting flat.	Whisk in to the top and get round and then down under the ground. Under the line, only the tail part and flick your flick the start!	Whisk in, get round to the top. Go down under the line, long and deep.	Whisk in and up and then down. Twirling up and away and flick off the ground.	Whisk up and down. Then back and it's in. Add a dot and it's ready to go.
								
Whisk up then down under the line. Loop the line then and get out at the right line.	Whisk up tall and back down. Get twirling up and behind. Go down and out with a flick. Now it's ready to go!	Whisk in and up to the top. Go to the ground and make your flick and it's in.	Whisk in and then down. Up, over and back to the ground. Up, over and down again. Add a flick to finish your m.	Whisk in and over the hump and flick off the ground.	Whisk in round get up. Loop and join the top for your o.	Whisk in and then get down low. Flick up to the top and round get up. Loop and at the end so that it can join into a flick.	Whisk in and round get up. Then down under the line and back and it's in.	Whisk to the top to start. Go down and curve the line for your r.
								
Whisk in and out left. Loop then back and it's in.	Whisk to the top and back down. Then add a flick off the ground. Go back to cross the 't'. With a straight line on the bottom.	Whisk up then down. Then round get up and down to the ground. Flick and it's in and it's ready to go.	Whisk up then down join the writing. Loop back up and across the top to finish your v.	Whisk in, then down and back up. Down again, up and across at the top.	Climb up to the top and then slide down. There is red. Jump back to the top, go from right to left and you have an x!	Whisk up then down and back round. Go up then down underground. Loop the line under the line. Loop the 'y' and add it's writing line.	Whisk up then to the right. Zip away down and back to the right.	

<http://www.twinkl.co.uk/resource/t-l-5279-cursive-letter-formation-handwriting-sheet-with-rhymes>

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