



Doxey Primary School

Handwriting Policy

Date of Policy creation	October 2018
Policy lead	Kayleigh Leighton
Date of Policy adoption by Governing body	Summer Term 2022
Frequency of review	Annually
Review due	Summer Term 2023

Our Vision:

Doxey Primary School is an inclusive, positive learning environment that is part of the wider community. It delivers a values based curriculum that is inspirational and creative, providing children with exceptional opportunities to develop a love of learning for life. Ensuring that all our pupils leave with a strong set of values and the belief that they can, and will, achieve.

Learning values, achieving goals.

Our Values:

Respect
Self-belief
Curiosity
Perseverance
Pride

Our vision and values underpin all of our policies and the education we deliver. This policy has been created to keep the children of Doxey Primary School safe, happy and to ignite a love of learning that will last for life



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Statement of intent

Doxey Primary School believes that handwriting, similar to reading and spelling, can affect pupils' progress and achievement across the entire curriculum. When taught effectively, handwriting is mastered by the majority of pupils during the primary phase, allowing them to develop a more effective style of handwriting by the time they begin secondary school.

One of the most successful methods for ensuring consistent teaching and learning across the school is by having a clear policy in place. This policy has been developed in consultation with all the teaching staff in order to ensure clear and consistent methods for teaching handwriting across the school.



1. National curriculum standards

1.1. In September 2014, the DfE published the 'English programmes of study: key stages 1 and 2' document which included a set of handwriting standards that pupils are expected to reach by the end of each year group.

1.2. All members of school staff have regard to the national curriculum standards for handwriting when delivering lessons.

1.3. During Reception and KS1, when pupils are completing the Read Write Inc. phonics programme, they are taught to:

- Associate a sound with the shapes of the alphabet letters and, later, pairs of letters using the same picture mnemonics that have been used to teach them to read.
- Sit in a comfortable handwriting position and hold a pencil in a tripod grip.
- Form lower-case letters in the correct direction, starting and finishing in the right place. (Mnemonic phrases are used to mirror lower case printing.)
- Form lower-case letters of the correct size - relative to one another and to the size of the spaces between the words.
- Develop a style that adds an outgoing stroke to letters.
- Join letters using the two basic joins – diagonal and horizontal – as required by the National Curriculum programmes of study.

1.4. During Year 1, pupils are 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 practice these.

1.5. During Year 2, pupils are 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.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Use spacing between words that reflects the size of the letters.

1.6. During Years 3 and 4, pupils are 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, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

1.7. During Years 5 and 6, pupils are taught to:

- Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether to join specific letters.
 - Choosing the writing implement that is best suited for a task.

1.8. The school has decided to adopt a casual cursive style, also known as cursive rather than continuous cursive in some schemes, or partially cursive.

- Casual cursive is a combination of joins and pen lifts. Children are taught individual letters with correct formation, orientation and the correct size relative to one another *before* learning to join letters
- The National Handwriting Association suggest that a continuous cursive style (where lead-ins are taught from EYFS) may cause confusion for some children. They say that “some schools teach young children to begin each letter from the base line. This means that the starting point is very easy to remember but it may



complicate the visual image of some of the letters and also result in the need for some relearning when the child begins to join letters together. The letters joined form 'o', 'r', 'v' and 'w' do not start from the baseline, which then requires children to relearn an established movement pattern, which is not good practice.”

- Ruth Miskin, creator of RWI Phonics, also believes that a casual cursive scheme is correct for children when learning to write.
- Children learning formal cursive might believe that being a good writer is synonymous with joining letters successfully.
- Formal cursive takes longer to learn than printing: time that should be spent in learning to read and spell.
- Formal cursive makes heavy demands on children's fine motor skills. Boys, in particular, find it harder than printing. (Most have spent less time drawing and colouring than girls.)
- Beginner writers often need to stop to think about each letter-sound correspondence as they write. Children learning formal cursive, however, might think they are expected to write the word in one continuous flow.
- Children find it hard to read what they have written. Words are buried in a spider web of strokes. Many children add the joins once they have written the word making their writing even more illegible.
- Joining letters is a separate skill, quite apart from learning how to form letters well. It can be delayed until later, leaving younger children free to concentrate on composition, spelling and correct letter formation. Some children, however, may well discover joins for themselves, if teaching has focused on correct formation and orientation from the beginning. For example, joining an 'i' to an 'n' with a diagonal join (as in 'in') or an 'o' to an 'n' with a horizontal join (as in 'on') are simple, natural joins that children might well use as a matter of course as they learn to write these common words. This should not be discouraged.

2. Practising handwriting

2.1. Pupils are encouraged to practise their handwriting skills daily, with separate time allocated in the timetable to allow pupils to practise and develop their movement memory.

2.2. It is vital that pupils develop the correct handwriting techniques. With this in mind, teachers and teaching assistants ensure that any errors are immediately corrected, and pupils can practise their corrections.



3. Teaching and learning

- 3.1. Senior Leaders will ensure that there is continuity in teaching methods across year groups and key stages.
- 3.2. Pupils are taught to recognise and appreciate patterns and lines.
- 3.3. Pupils are supported in finding a comfortable and effective grip for holding their writing implement.
- 3.4. Pupils are encouraged to hold their writing implements correctly, away from the point to ensure the line of vision is not interrupted.
- 3.5. The importance of neat and clear presentation is clearly communicated to pupils, successful teaching leads to pupils taking pride in the appearance of their work.
- 3.6. Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair.
- 3.7. Pupils in key stage 2 are encouraged to write quickly, whilst maintaining clear and accurate presentation.
- 3.8. Pupils are taught to write on a range of textures such as whiteboards and different types of paper.
- 3.9. Teachers display examples of correct handwriting in the classroom, along with examples of the highest standard of work by pupils.
- 3.10. New members of staff who will be involved in teaching handwriting will receive a copy of this policy.
- 3.11. When marking in Early Years or KS1, teachers will use printed handwriting. In KS2 teachers will write neatly, legibly, accurately and fluently.

4. Pupils who are left-handed

- 4.1. Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.



- 4.2. Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.
- 4.3. Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.
5. **Assessment and Rewards**
 - 5.1. At Doxey Primary School we believe it is important to praise pupils when they have persevered and succeeded in learning a new skill, such as handwriting.
 - 5.2. We have therefore devised 'The Doxey Writer's Guild'.
 - 5.3. Teachers will regularly monitor the progress of pupils during lessons to see if they have achieved the next step in the Guild. They will consider the following questions:
 - Is the pupil's posture correct?
 - Is the pupil holding the pencil properly?
 - Is the pupil using the correct movement when forming and joining letters?
 - Are the letters reversed or inverted?
 - Does the pupil have a fluent writing style?
 - Is the writing eligible?
 - Is the pupil making the expected progress set out in the national curriculum?



The Doxey Writer's Guild

Apprentice Writer

This is the starting point – each child begins the year as an apprentice writer.

In each classroom a poster will be displayed with the title Doxey Apprentice Writer. All children will have their name placed on this poster at the start of the year.

A child will need to prove to each new teacher they are a Senior or Master writer in their new class. All children will start the year writing in pencil (KS1 and KS2) or Berol handwriting pen (Y5&6 only- if they've achieved senior or master writer in the previous year group)

These are children who **are not**:

- Consistently writing legibly in both joined and printed styles with increasing fluency.
- Speedy writers
- Using the correct pencil grip
- Recognising that letters start from the top, except d and e which start in the middle.
- Forming letters correctly
- Ensuring size and orientation of letters is consistent.

Senior Writer

A senior writer shows a consistently high standard of writing.

They can:

- Write legibly in both joined and printed styles fluently (Year One's just printed style)
- Write at an acceptable pace
- Grip the pencil correctly



- Recognise letters start from the top except d and e
- Ensure all letters are formed correctly
- Ensure the size and orientation of letters is always consistent

A child can become a senior writer after their class teacher sees at least three weeks of evidence in all books!

Key Stage one will receive a silver pencil with the words Doxey Senior Writer on when they achieve this standard.

Years 3 and 4 will receive a Berol Handwriting Pen and Years 5 and 6 will either receive a Berol Handwriting Pen or a gold rollerball pen- depending on their previous achievement.

The child's name will be moved to the Doxey Senior Writer poster.

Master Writer

A Master Writer is one of the best writers in school!

They may have their own style, but this is a style that is easily read and a pleasure to look at.

They meet all the objectives for a senior writer with ease.

Mrs Wynn decides on Master Writers!

They need at least four weeks of evidence in all their books!

Once becoming a master writer, they will be presented with a special pen from Mrs Wynn during assembly.

They may be called upon to model handwriting and support their peers.

Their name will move to the Doxey Master Writer poster in their classroom.



Appendix 1: The six development stages

Stage 1

Warm-Up Activities

Developed to build hand and wrist strength, upper body strength and improve co-ordination.

Stage 2

Let's get ready to write.

Aimed at developing gross and fine motor skills to build strength and stability, and visual perception skills to discriminate between different letter shapes.

Stage 3

Forming letter families

Created to teach children sets of 'letter families' with the aim of securing the correct letter formation.

Stage 4

Positioning and Pre-cursive



Targeted in the beginning of joining with a focus on forming letters of the correct relative size, positioning and spacing.

Stage 5

Joining letters

Designed to develop pupils understanding of different types of letter joins (and the letters best left unjoined) in an aim to increase legibility, quality and consistency.







Stage 6

Increasing fluency, speed and style










Intended to further practice fluency and speed as well as pupils' own individual personalised style.

Appendix 2: Letter formations












Sound	Sound with picture	Air-Write phrase
m		Down Maisie, mountain, mountain
a		Round the apple, down the leaf
s		Slither down the snake
d		Round his back, up his tall neck and down to his feet
t		Down the tower, across the tower
i		Down the body, dot for the head








n		Down Nobby and over his net
p		Down the plait and over the pirate's face
g		Round her face, down her hair and give her a curl
o		All around the orange
c		Curl around the caterpillar
k		Down the kangaroo's body, tail and leg
u		Down and under the umbrella, up to the top and down to the puddle.
b		Down the laces to the heel, round the toe
f		Down the stem and across the leaves



e		Lift off the top and scoop out the egg
l		Down the long leg
h		Down the head to the hooves and over his back
sh		Slither down the snake, down the horse's head to the hooves and over his back
r		Down his body, then up and curl over his arm
j		Down his body, curl and dot
v		Down a wing, up a wing
y		Down a horn, up a horn and under his head
w		Down, up, down, up



th		Down the tower, across the tower, then down the horse's head to the hooves and over his back
z		Zig-zag-zig
ch		Curl round the caterpillar, then go down the horse's head to the hooves and over his back
qu		Round her head, up past her earrings and down her hair
x		Down the arm and leg and repeat the other side



Appendix 3: The Capital Letter Families

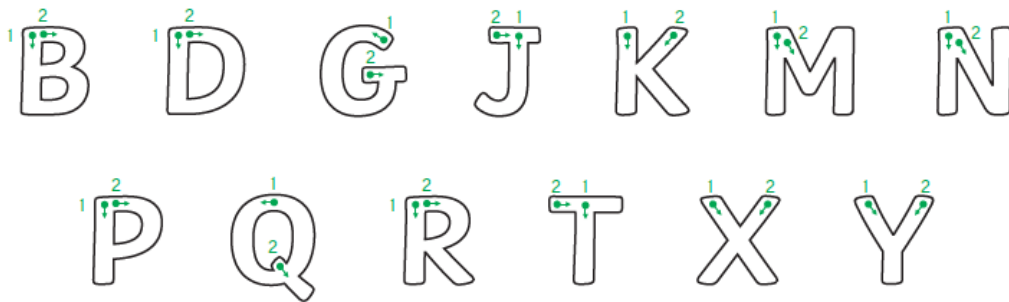
Capital Letter Families

Capital letters are all formed at the same height and they are not joined to other letters. The order of the strokes is not as important as when lower case letters are formed but below are some formation suggestions. Note, left-handed children will probably form the capital letters E,F,H,I,J and T differently.

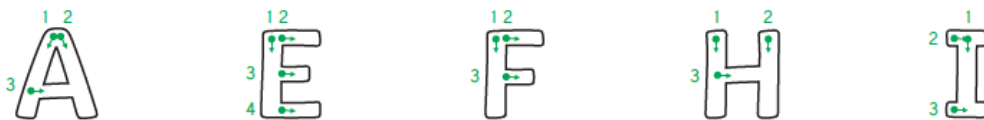
Capitals without lifting (C, L, O, S, U, V, W, Z)



Capitals with one lift (B, D, G, J, K, M, N, P, Q, R, T, X, Y)



Capitals with two or more lifts (A, E, F, H, I)



6.12

Appendix 4: Progression in handwriting

Reception (2-6)	Year 1(7-12)	Year2 (13-18)	Year3(19-21)	Year4(22-24)	Year5 (25-27)	Year6 (28-30)
<p>To write some identifiable letters.</p> <p>I can write my name – with appropriate upper/ lower case letters.</p> <p>I can use clearly identifiable letters, mostly correctly formed.</p> <p>I can begin to form digits 0-9</p> <p>I can form most letters clearly. Size and shape may be irregular. (Shows control over letter size, shape and orientation)</p>	<p>Can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Can Form capital letters</p> <p>Can form digits 0-9</p> <p>Understand which letters belong to which handwriting families.</p> <p>Can show some control over letter size, shape and orientation in writing.</p> <p>Can usually give letters a clear and regular size, shape and orientation (ascenders and descenders / use of upper and lower case are usually accurate).</p>	<p>Can use accurate and consistent handwriting, (in print at minimum, can show consistent use of upper/lower case, ascenders/descenders, size and form).</p> <p>Begins to show evidence of joining handwriting, using some of the diagonal and horizontal strokes.</p> <p>Begins to understand that some letters are left un-joined.</p> <p>Once letters are formed with the correct orientation they should be taught to write in a joined style. (Greater depth cannot be achieved without evidence of joins.)</p> <p><u>Joins Y2 (going into Y3)</u></p> <p>Introduction of the four handwriting joins</p>	<p>Can usually join their handwriting,</p> <p>Can write neatly, legibly and accurately, mainly in a joined style.</p> <p>Joins Y3 (Going into Y4)</p> <ul style="list-style-type: none"> •Practise the break letters b p g q y j z • Practise capital letters <p>Further practise of the four handwriting joins</p> <ul style="list-style-type: none"> • in ine • ut ute • ve vi • ok oh • sh as es (practising two ways of joining the letter s) • ri ru ry (practising 	<p>Can write neatly, increasing the legibility and accurately, usually maintaining a joined style.</p> <p>(Curriculum- non-statutory Pupils should be using joined handwriting throughout their independent writing.)</p> <ul style="list-style-type: none"> • ning ping ting • oc od oo • ake ome are • fla flo fle • who wha whe •ie in il •inly ky ny •ap ar an •ick uck ack • practise writing with a slope •he •we •re 	<p>Can write neatly, legibly and accurately in a flowing, joined style.</p> <p>Can adapt handwriting for a range of tasks and purposes, including for effect (e.g. print, italics, capitalization)</p> <p>Years 5 and 6</p> <ul style="list-style-type: none"> •Practise consistency and size of letters •Practising using a diagonal joining line •Practising leaving an equal space between letters •Practising joining to the letter y •Practising using a horizontal joining line •Practising the size and height of letters •Practising joining from the letter i 	<p>Can write neatly, legibly, accurately and fluently, in a joined style with increasing speed.</p> <p>(Curriculum- non-statutory They should be taught to use an unjoined style for purpose e.g. labelling a diagram.)</p>



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		<ul style="list-style-type: none"> • First join; ig i d u n u m ed eg a n o r ing ung • Second join; ch s h t h t l l l ill sli slu ck ack st sti ink unk • Third joins; o d pg r e ve oon oom • Fourth join; w l v l of ff fl flo • Practise the break letters b p g q y j z • Practise capital letters 	<p>joining from the letter r)</p> <ul style="list-style-type: none"> • oa ad as (practising joining to and from the letter a) • ee ea ed (practising joining from the letter) • ow ov ox (practising joining from the letter o) • ky hy ly (practising joining to the letter y) • ha ta fa (practising joining to the letter a) • od oo og (practising joining from the letter o) • er ir ur (practising joining to the letter r) • ai al ay • o you oi • re oe fe 	<ul style="list-style-type: none"> • fte fir fin • wra wri kni (silent letters) • ii ll tt rr nn mm cc oo dd ss ff ee • ew ev ex (spacing) • th ht fl (proportions) • ac ag af • Capital letters • Decorated capital letters • Practising with punctuation! ? – “ “ , ‘ 	<ul style="list-style-type: none"> • Practising joining to and from the letter v • Practising consistency in forming and joining letters • Practise speedwriting • Practising crossing double tt on completing the work • Practising joining to and from the letter e • Practising joining to and from the letter w • Practising printing • Practising drafting and editing • Practising joining to the letter t 	
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			<p>(practising the horizontal join to the letter e)</p> <ul style="list-style-type: none">• fu wu vu <p>(practising the horizontal join to the letter u)</p> <ul style="list-style-type: none">•ot ol ok (practising joining to ascenders) <ul style="list-style-type: none">• ai al ow ol <p>(practising all the joins)</p>			
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