



# Eastfield Infant and Nursery School

## Handwriting Policy



Here at Eastfield we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.

## School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 2, pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



## Method

Our teachers are encouraged to use neat, writing for all handwriting tasks including marking and comments. They will model the style that the child should be using – print, pre-cursive or cursive depending on the child's age and stage.

## Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

### FOUNDATION STAGE:

For our youngest pupils we aim for weekly sessions that will include the following:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

### YEARS 1 AND 2:

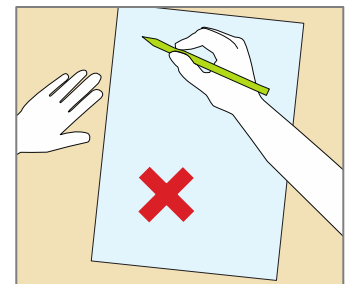
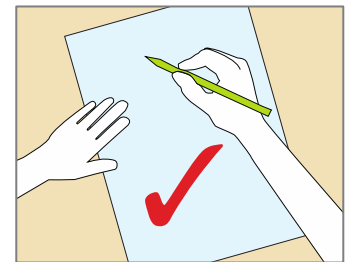
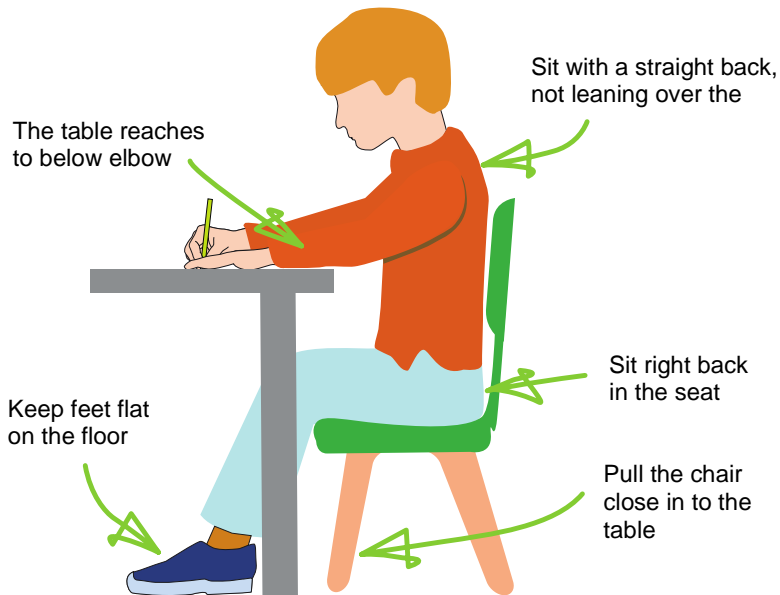
Teaching will continue with weekly sessions covering:

- Gross and fine motor skills exercises.
- Cursive and pre-cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

## 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

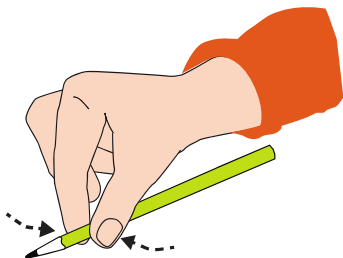


Paper position for right-handed children

### THE TRIPOD PENCIL GRIP

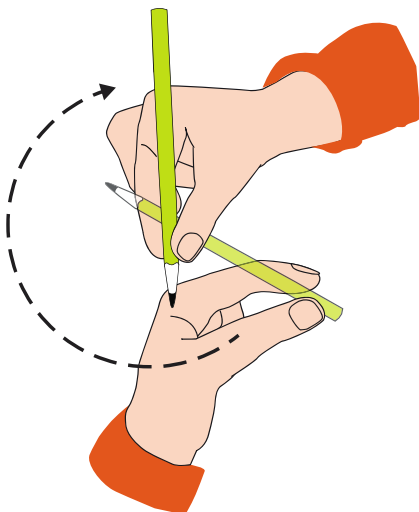
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1

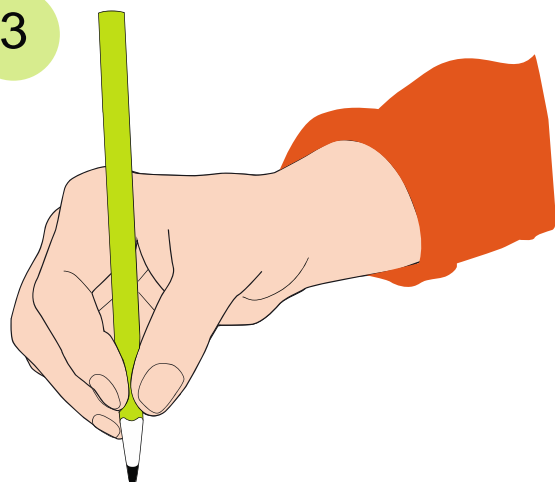


1) Grip the pencil with your index finger and thumb with the nib pointing away.

2



3

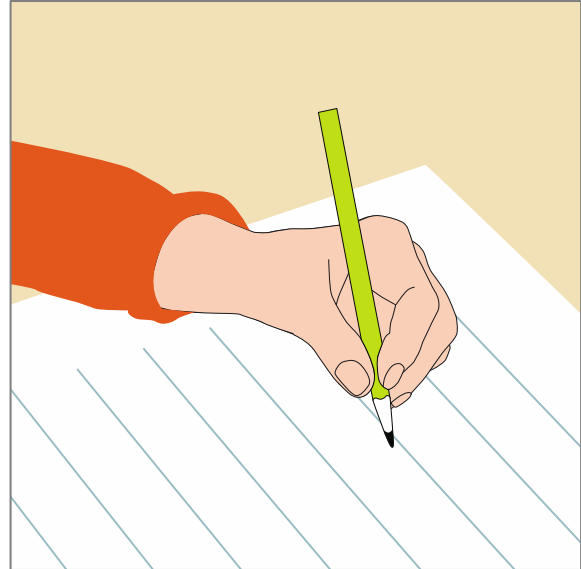


2) With your free hand, spin the pencil from underneath.

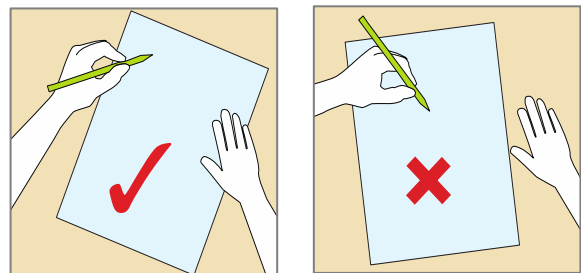
3) Use your middle finger to support the underside of the pencil.

## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate 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.



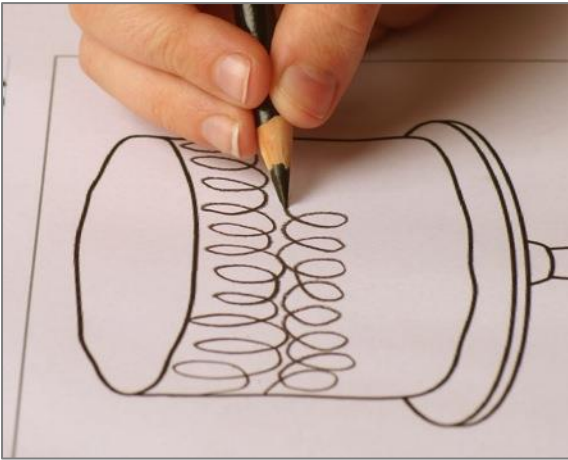
Paper position for left-handed children

## INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including children with special educational needs, will be given bespoke tuition to help achieve their optimum handwriting level.

# Key Stage Teaching

## FOUNDATION

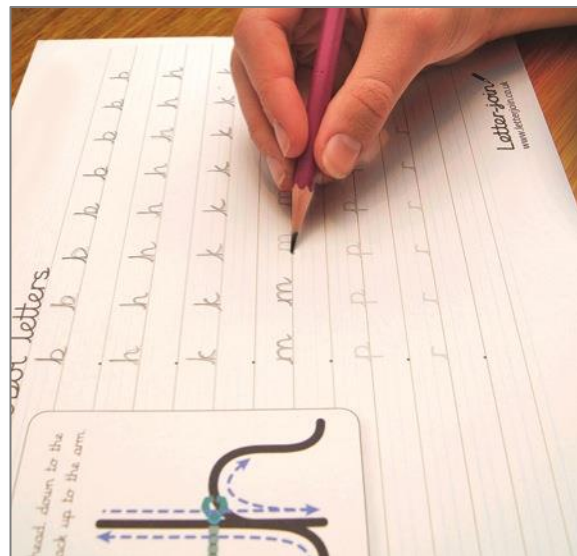
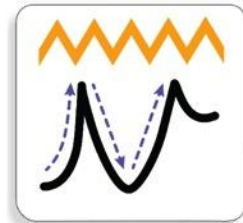
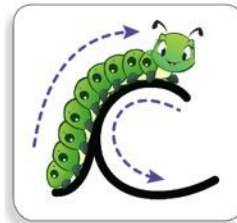
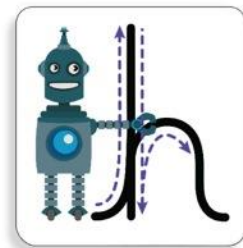
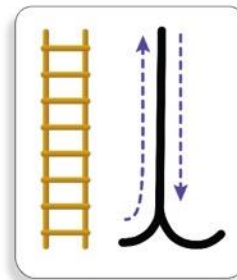


- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.



## RECEPTION

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



## Key Stage Teaching

### KEY STAGE 1



- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Understand that letters are written on a base line and that all pre-cursive and cursive letters 'start on the line' and 'end with a hook'.
- In year 1 begin to form some recognisable pre-cursive letters, using lead ins and hooks.
- In year 2 begin to form some recognisable joined-up cursive letters.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.
- Children should write with a pencil.

## Cursive Lower Case Letters

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

Letter-join 

Joined-up handwriting made easy – [www.letterjoin.co.uk](http://www.letterjoin.co.uk)

## Capital Letters


A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

**Letter-join**  Joined-up handwriting made easy – [www.letterjoin.co.uk](http://www.letterjoin.co.uk)













## How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.















Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

## Phase 2 grapheme information sheet



















Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 snake	Show your teeth and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 	 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.
 	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana's body, then draw a dot [on the leaf] at the top.
 	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and down its trunk.















Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>umbrella</p>	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 	 <p>rainbow</p>	Show me your teeth to make a rrrrr sound rrrrr rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 	 <p>helicopter</p>	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 	 <p>bear</p>	Put your lips together and say <b>b</b> as you open them <b>b b b</b>	Down bear's back, up and round his big tummy.
 	 <p>flamingo</p>	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>ffff</b> <b>ffff</b>	Down the flamingo's neck, all the way to its foot, then across its wings.
 	 <p>lollipop</p>	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>llll</b> <b>llll</b>	All the way down the lollipop.















## Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing <b>v v v v v v v v v v</b>	Down to the bottom of the volcano and back up to the top.
	 wave	Pucker your lips and keep them small as you say <b>w w w w</b>	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>y y y</b>	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	Zip across, zag down and across the zebra.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase Catchphrase
 qu qu	 <p>queen</p>	Pucker your mouth, then open it as you say qu qu qu	Round the queen's face, up to her crown, down her robe with a flick at the end.  qu Quick, it's the queen!
 ch ch	 <p>cherries</p>	Pucker your lips and show your teeth; use your tongue as you say ch ch ch	ch Chew the cherries, children.
 sh sh	 <p>shells</p>	Show me your teeth and push the air out shshshshsh shshshshsh	sh Share the shells.
 th th	 <p>thumb</p>	<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a "buzzing" th th th <b>Unvoiced:</b> Tongue on your teeth; push the air out th th th	th Thumbs up, we're having fun.
 ng ng	 <p>ring</p>	Open your mouth a bit and then use your tongue at the back of your mouth to say ng ng ng	ng Bling on a ring.
 nk nk	 <p>pink panda</p>	Open your mouth a bit and then use your tongue at the back of your mouth to say ngk ngk ngk	nk I think I am pink.

