

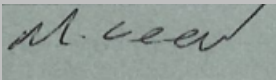


*‘Be the best you can be; together we grow from acorns
to oaks, flourishing in God’s love’*

Trust, Friendship, Respect, Forgiveness, Courage, Truthfulness

HANDWRITING POLICY

Policy Lead Committee:	Local Academy Committee	In consultation with: Senior Leadership Team
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Approved by:		Date: 24 th September 2024
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Policy Date: Autumn 2024	Review Date: Autumn 2026
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Review Frequency: 2 Years



'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

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'Be the best you can be; together we grow from acorns to oaks, flourishing in God's love'

1. Aims

Our aim is for pupils to achieve legible, joined handwriting by the end of Key Stage 1.

2. Strategies

Children will be taught the following steps as a basis of letter formation.

We will also use 'The Write Path', a handwriting approach developed by Julie Palmer.

The children will also be taught the formation of numerical digits. See [Appendix 1](#) for our number formation policy.

Step One:

To start to make marks on paper using their 'tappy finger'.

To learn how to hold a paintbrush and thick crayons or markers correctly.

To learn how to use a pencil correctly using their 'tappy finger' or bird pecking story.

To learn to write from left to right and from the top to the bottom of the page using patterns.

Step Two:

To learn how to hold a pencil correctly.

To learn to start and finish letters correctly.

To fully understand the '2 o'clock rule', affecting up to ten letters of the alphabet.

To understand the difference between tall, small and dangly letters.

Step Three:

To learn to form letters of a regular size and shape.

To learn to put regular spaces in between letters and words.

To learn to form lower and upper case letters correctly (special focus on the '2 o'clock' system).

To understand the difference between tall, small and dangly letters.

To include feeder-leader lines in appropriate letters.

To include exit hooks where appropriate; l, n, m, etc.

To join the letter combinations through spelling patterns such as ll/ee/an/and diagraphs which lend themselves to joining without being crossed or dotted.

Step Four:

To learn to join all letters following 'The Right Path'.

To understand the importance of clear and neat presentation in order to communicate their meaning effectively.

Step Five:

All children moving on from Key Stage 1 should be competent in cursive script. However, any new children or children with immature letter formation will be taken step-by-step through The Write Path, supported in class by teachers up to and including Year 6 or supported by being taken out in small groups.



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3. Supporting Left-Handed Children

Please remember the left-handed children in your classrooms!

Do you have a left-handed pupil in your classroom?

Apart from providing left-handed scissors.....

He or she needs to have the writing arm free to move around by sitting at the left hand of a double desk or at the end of a row.

Worksheets like the ones below are for right handed children only:

Round up this number	To the nearest 10	To the nearest 100	To the nearest 1000
8475			
9316			
Etc.			

Give the correct version of each verb	Present tense	Future tense	Past tense
To run			
To sleep			
To catch			

Tick the box if	Is a gas	Is a liquid	Is a solid
Ice			
Milk			
Helium			

A left-handed pupil will need the left-handed column to be on the right side (as below), otherwise his or her left hand will be covering the information required to answer the question.

To the nearest 10	To the nearest 100	To the nearest 1000	Round up this number
			8475
			9316
			Etc.

Monday	Tuesday	Wednesday	Thursday	Friday	Look, say, cover, write, check
					Friend
					Field
					Chief



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If you don't have the time or inclination to differentiate in this way, then please give your 'left handers' two copies; one to work on and one to read from.

He or she needs to be encouraged to have the page higher up on the table or desk in order to prevent 'hooking' of the hand. They need to see underneath the writing hand.

Please remember the left-handed children in your classrooms!

4. Resources for Supporting Handwriting

For our policy to be successful all children will use 'handhugger' triangular pencils in Reception. All other children throughout the school will use thinner triangular pencils (Stabilo). Children in Year 4 will start to use blue pens provided by the school. Children will experience lots of fine motor activities throughout their time in school which will encourage a good pincer movement and hand writing grip.

Things to collect:

Teabag strainers.
Pegs.
Tweezers.
Textured surfaces.
Tracing.
Magic Bubbles.
Wooden letters with flicks.

All classrooms should have a clock prominently displayed to talk about the 2 o'clock rule.

This policy is available on the school website: www.breamcofe.co.uk/policies.

Paper copies are available on request from the School Office.

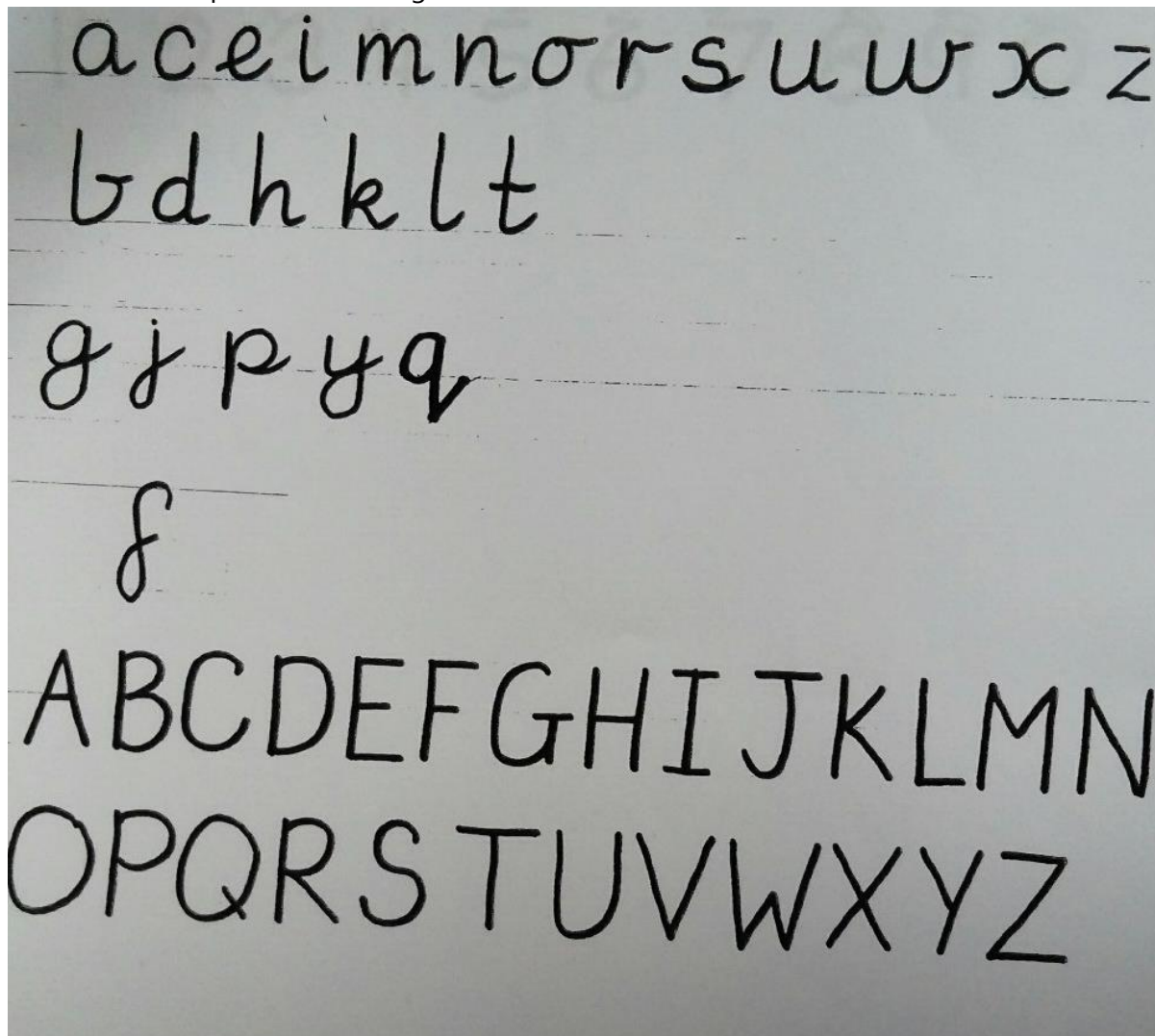
Appendices Overleaf



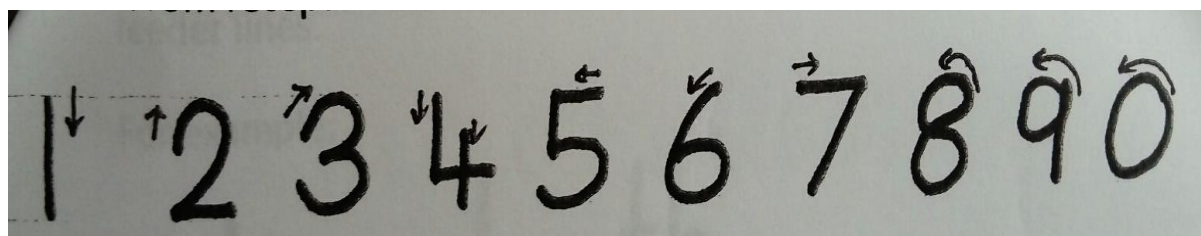
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APPENDIX ONE

Children in Reception will be taught to form their letters as followed:



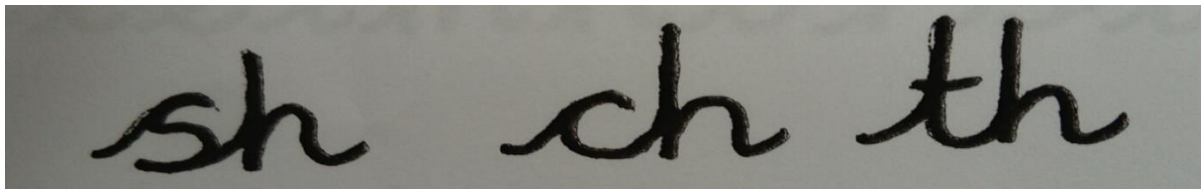
From Reception, number formation will be taught as follows:





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At the end of Reception as diagraphs and blends are taught as feeder lines:



Children from Year 1 will be taught to form their letters as follows:

