

**Drifffield Church of England  
(VC) Infant School**



***'Learn to let your light shine'***

**Handwriting Policy**

**Statement of intent and ethos**

Drifffield CE Infant School welcomes all God's children and their families and is a place where children of all faiths and none flourish and are inspired by the Christian character and values of our school and learn to love God, one another and themselves (Mark 12:30-31) in order that they can 'Live life in all its fullness' (John 10:10)

It is this ethos and the words from Matthew 5: 14-16 'Learn to let your light shine' that underpin our expectations for handwriting. We encourage children to learn to write legibly and fluently so that they may take great pride in all written work.

**Aims**

We aim to teach each child to write legibly, fluently and at reasonable speed. We do this according to the Little Wandle Letters and Sounds Curriculum and according to letter families; curly caterpillar letters, zig-zag monsters, long ladder letters and one-armed robots to ensure consistency. In handwriting sessions and in all written pieces, children should:

- know the importance of clear and neat presentation in order to communicate meaning effectively.
- write legibly with increasing fluency and speed by;
  1. having a correct, comfortable, tripod pencil grip.
  2. knowing the correct starting point and ending point of all letters.
  3. forming all letters correctly.
  4. knowing the size and orientation of letters
  5. positioning all letters correctly on the line.
  6. forming tall ascenders and long descenders.
    - by the end of Year Two, children should be able to form the diagonal and horizontal strokes used for joining letters, correctly.

**Organisation**

**Gross and fine motor control**

We recognise that in order for children to be able to form a correct pencil grip, children need to have secure gross and fine motor skills. This is developed in EYFS through a

range of activities including: large scale painting, drawing, dough discos, manipulation of beads and threading tasks.

Children in KS1 who have difficulties with motor control will continue to develop these skills through intervention programmes.

### **Handwriting sessions**

In KS1, all children will be taught at least three discrete handwriting session for 15 minutes per week.

At the beginning of these sessions, teachers ensure that children are seated correctly; feet firmly on the floor, bottom to the back of the chair and tummy near the table.

Staff model the focus for the handwriting session and children practise this individually in handwriting books. All KS1 children have handwriting books with four lines to encourage the correct positioning and sizing of letters. A member of staff will have written one example of each focus letter or word in the child's book as guide to positioning and sizing.

Teachers plan handwriting sessions according to the handwriting timetable (appendix 1), based on the Little Wandle Letters and Sounds Programme progression and the Nelson handwriting scheme which is grouped into letter families.

In EYFS, daily handwriting practice is initially conducted as an integral part of the Little Wandle phonics session. In Spring Term 2, the children will start to be taught discrete handwriting sessions, in line with the handwriting timetable.

In EYFS and Year One the agreed format for formation, consistent across the school is:

Curly caterpillar letters: *c, a, d, o, s, g, q, e and f.*

*C A D O S G Q E and F*

Zig-zag monsters: *Z, V, W, X*

*Z V W X*

Long letter ladders: *l, i, t, u, j, y.*

*L I T U J Y*

One-armed robot letters: *r, b, n, h, m, k, p*

*R B N H M K P*

In Year Two, according to ability, children begin to learn the diagonal and horizontal joins for letters and, as such, begin to apply a lead-in and lead out stroke to all letters. In addition, the following letters are looped:

*j g y f k*

## **Modelling Handwriting**

It is essential that all adults model neat writing that conforms to the agreed formation in shared writing on the whiteboard, interactive whiteboard and in pupils' books.

## **Application of Handwriting**

Teachers must have high expectations of all pupils and expect to see examples of what they have been taught in handwriting, in all written pieces, across all areas of the curriculum. If pupils are learning joined handwriting they should be expected to use this in all their written work.

## **Monitoring and Review**

This policy will be reviewed every two years by the headteacher, SLT and other members of members of staff.

The next scheduled review date for this policy is July 2025

