



Policy Title: Handwriting

Policy Folder: Curriculum

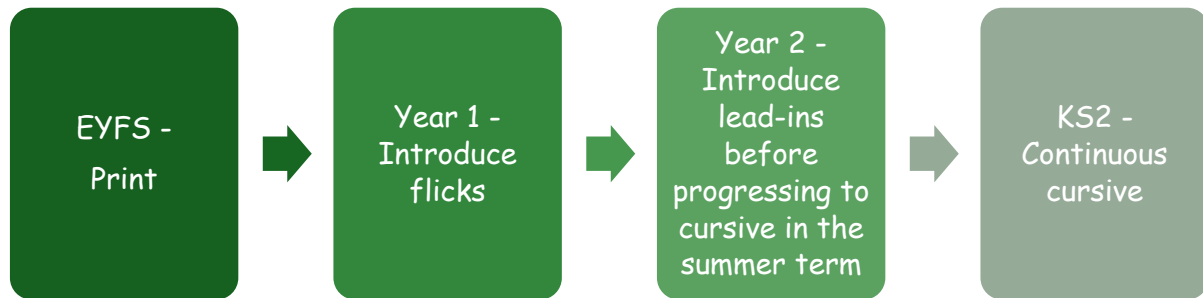
Last Review: July 2024

Next Review: July 2027

Led By: M. Harbey

Responsible Committee: SD Committee

Handwriting Progression at Lantern Lane Primary & Nursery School



Early Years Foundation Stage (EYFS)

At Lantern Lane, the majority of children come into school with a flowing hand. Most children scribble-write and a large percentage of it flows the same as joined-up handwriting. Rather than ignore this skill, we build upon it by concentrating on pre-writing pattern work, which eventually aids the mechanics of joined up handwriting.

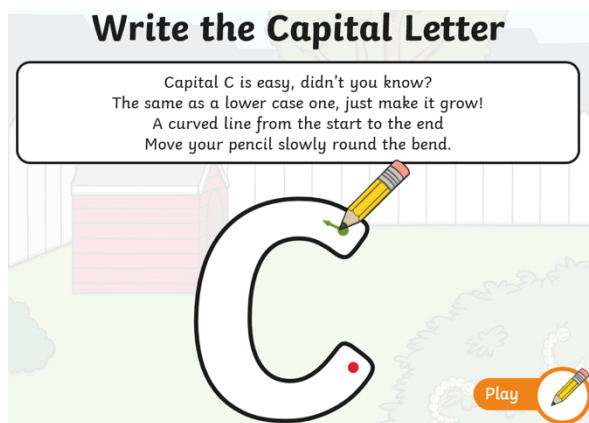
Gross motor pattern work plays a big part in our EYFS handwriting teaching and allows the children to perfect their patterns and letter formation in an imaginative, purposeful context. To develop the gross motor movements needed, the children will be taught pre-writing patterns using a variety of media, which aid the flow: paint, sand, glue, felt tips and large wax crayons, for example. Activities, like 'Squiggle While You Wiggle' and 'Dough Disco' are engaging for the children and support this process.

During Foundation 1, children develop their coordination alongside their gross and fine motor skills to enable them to control a writing manipulative to form letter shapes. Staff will ensure that the children hold their pencils effectively; pencil grips and triangular pencils will be used to aid this skill if necessary. This is built on, during Foundation 2, through children refining these skills and furthering their phonics knowledge to enable them to write words phonetically. Therefore, in EYFS, children begin to recognise the value of using marks to communicate.

Children are taught to use **print** in EYFS, meaning they do not join their handwriting. The formation of the letters of the alphabet is taught formally through our phonics programme - Twinkl Phonics - so letters are introduced following the same grapheme order:

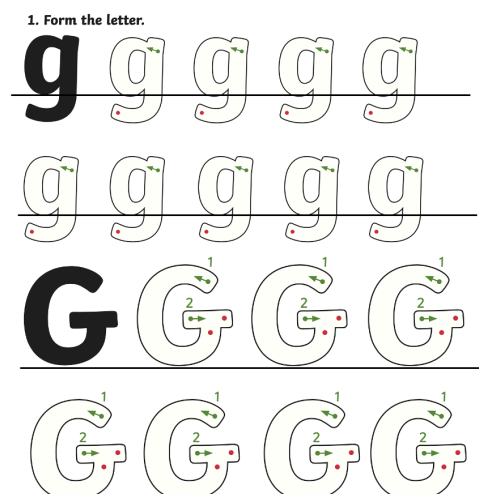
Phonics Level	Order Taught	Letters Taught
Level 2	1	s a t p
	2	i n m d
	3	g o c k
	4	e u r
	5	h b f l
Level 3	6	j v w x
	7	y z q

The sound and name of the letter will be taught to ensure that the children have a solid foundation of letter knowledge before the teaching of joined-up handwriting commences towards the end of Key Stage 1.



Children are taught rhymes to help them recall how to form the correct letter shape; this is carefully modelled by the teacher, as well as an interactive graphic on the board. Children are encouraged to use their 'magic pencils' in the air, before progressing to whiteboards and paper.

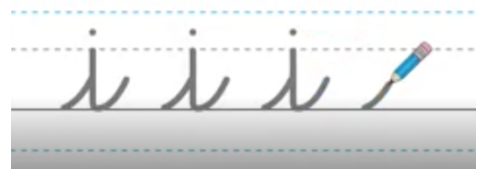
Independently, children also practise their upper and lowercase letter formation using workbooks (right); this ensures children are continuously revisiting previously taught letters to ensure they become fluent.



Key Stage 1 (KS1)

In Key Stage 1, the children will complete 15-20 minutes of formal handwriting activities each day to ensure the skills they have achieved in EYFS become fluent. During this time, the children will be constantly monitored to ensure correct letter formation is achieved. A variety of resources are used to ensure this is

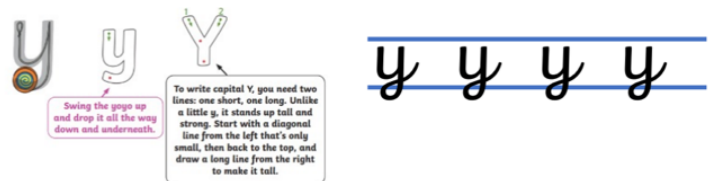
successful, including whiteboards printed with handwriting lines and recurring animations.



In KS1, letter formation is revisited via letter families: caterpillar letters; ladder letters; one-armed robot letters and zigzag monster letters. The Year 2 long-term plan can be found below, which demonstrates how the year progresses from recapping individual letters to practising joining.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Caterpillar letters (c, a, d, e, s, g, f, q, o)					Review and assess		Ladder letters (l, i, u, t, y, j)			Review and assess	
Spring	One-armed robot (n, m, h, k, b, p, r)				Review and assess		Zigzag monster (z, v, w, x)			Review and assess		
Summer	Practising joining - blends, CVC words, Year 2 words											

In Year 1, flicks are introduced at the end of letters:



In Year 2, lead-ins are introduced at the beginning of letters so children begin to learn the movements required for cursive writing, introduced towards the end of Year 2.

The children will be taught using line guides with particular attention given to the position of the ascenders and descenders and the size of each individual letter. Pencils will be used for writing throughout the curriculum (however children will be given the opportunity to explore other writing implements).

In the summer term of Year 2, the handwriting lessons are based on direct instruction of how to join letters, phonic blends and key words for, at Lantern

Lane, we believe that handwriting and spelling are inextricably linked. The children will only be encouraged to join every word when the joining of phonemes, blends and key words is automatic. This teaching methodology gives the children a double-sided edge when undertaking independent writing for not only can the children write at speed because of the 'flow' joined up handwriting provides, but they also gain the knowledge of the movement of the main key words and building blocks of the English language.

The overall aim is for the children to use **cursive (joined)** writing accurately and automatically for a large number of words by the end of KS1.

Key Stage 2 (KS2)

Throughout Key Stage 2, we aim to build on the solid foundations taught in EYFS and KS1 to ensure that children are able to produce fluent, cursive handwriting automatically. Staff will ensure that no child's writing becomes too small or too slanted as legibility is essential.

At the start of each academic year, KS2 children will complete an eight-week programme to revisit all letters and how they are joined (see below). This will be modelled by the teacher and verbal feedback will be provided as required.

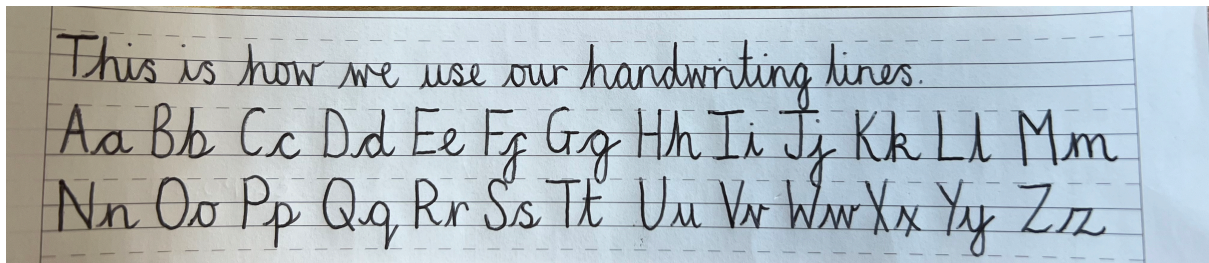
Week	Monday	Tuesday	Wednesday	Thursday	Friday
1	l	t + l	i + li	lti	lti
2	c + lti	o + ltic	a + ltico	lticoa	lticoa
3	g + lticoa	d + lticoag	q + lticoagd	lticoagdq	lticoagdq
4	e + lticoagdq	f + lticoagdqe	j + lticoagdqef	lticoagdqefj	lticoagdqefj
5	h + lticoagdqefj	k + lticoagdqefjh	b + lticoagdqefjkh	lticoagdqefjhkb	lticoagdqefjhkb
6	n + lticoagdqefjhkb	m + lticoagdqefjhkbn	p + lticoagdqefjhkbnm	lticoagdqefjhkbnmp	lticoagdqefjhkbnmp
7	u + ticoagdqefjhkbnmp	v + ticoagdqefjhkbnmpu	w + ticoagdqefjhkbnmpuv	y + ticoagdqefjhkbnmpuvw	ticoagdqefjhkbnmpuvw
8	r + ticoagdqefjhkbnmpuvw	s + ticoagdqefjhkbnmpuvwyr	x + ticoagdqefjhkbnmpuvwyr	z + ticoagdqefjhkbnmpuvwyr	ticoagdqefjhkbnmpuvwyr

Handwriting will then be taught through a mixture of formal handwriting lessons and the 'Let's do this' element at the beginning of writing lessons. This time can be used to aid the learning of spellings or address any misconceptions in letter formation and joining that the teacher has observed. Should handwriting difficulties persist, teachers will arrange appropriate intervention to target specific letters, joins etc.

The children's English Skills books have guidelines (see right) to enable them to consider letter sizing and formation during writing lessons, whether that be skill-building or drafting sessions. In all other exercise books, this scaffolding will be removed to encourage independence and automaticity.



KS2 children will also be provided with an individual prompt card (see below), which they can use across the curriculum to remind them of accurate letter formation and encourage neat, joined and legible writing in all subjects.



As children progress into UKS2 (Year 5 and Year 6), the use of blue handwriting pens will also be encouraged.