



Aims

Our aim is to encourage and facilitate the development of each child's handwriting into a well formed, legible and individual style that can be adapted for a range of purposes and will support spelling and writing composition. By the end of KS1 we aim to ensure that children will

- Form all letters and digits correctly
- Write letters at an appropriate size in relation to each other
- Sit letters on the line
- use the diagonal and horizontal strokes needed to join some letters.

We as staff will model a consistent good style of handwriting across the curriculum, as well as on displays (where appropriate). Handwriting is also a regular part of the feedback and marking focus across school, please see our Marking Policy for more details.

It is paramount that high expectations for presentation are maintained and children take pride in their work in all subjects. To support these high expectations, the progression document outlines the expected standard for handwriting at the end of each year and what should be taught. This is in line with the 2014 National Curriculum, EYFS renewed Framework and Development matters documents.

Nursery	Reception	Year One	Year Two
<p>Pupils will be introduced to:</p> <p>A range or mark making media Activities to develop pre writing shapes.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand. In line with Phase 1 phonics RWI Nursery children will physically practice the shape of set 1 letters summer term. This can be with fingers and arms before pencils.</p>	<p>Best fit judgements ELG: Fine Motor Skills Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. ELG: Writing Write recognisable letters, most of which are correctly formed.</p> <p>Pupils should also be taught how to sit correctly at a table.</p> <p>Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these</p>	<p>Pupils should be 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 practise these</p>	<p>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 unjoined 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.</p>

Disabilities & Equalities Statement

All children are given full access to the Early Years Framework or the National Curriculum. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability. James Peacock Infant and Nursery School is committed to promoting equality. When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

Children who may find their presentation is limited by problems with fine motor skills, including left-handed children and children with additional needs should be given 1:1 or small group tuition to allow them to reach their full potential. Some children may need a modified handwriting style to support their needs.

Left Handed Pupils

Left-handed pupils may find it challenging to follow a right-handed teacher (and vice-versa). Best practice will see a teacher demonstrating left-handed children individually or in a group setting as per the needs of the child. It is important that teachers are aware who their left-handed children are to ensure that the correct provision is put in place. This should include:

- Children to sit on the left of a right-handed child so that they are not competing for space.
- Children should hold the pencil further away from the tip to ensure that the line of sight is not interrupted.
- Children should be given additional opportunities to practise left to right exercises if required.

Position and grip





Children should be sat comfortably but also correctly. They should:

- have feet flat on the floor
- be sat right back in the seat
- be sat with a straight back not leaning over the paper
- have the chair pulled in close to the table
- ensure that the table reaches just below the elbow.

The Correct Pen/Pencil Grip Children should use the tripod pencil grip which will allow the pencil to be held securely whilst allowing controlled movement. This consists of: gripping the pencil with your index finger and thumb with the nip pointing away and using the middle finger to support the underside of the pencil.

Development of a Tripod Grasp

Even when a child has good fine motor skills and well-developed grasp patterns, holding a pencil is a new and complex task. You may need to check the child's grip on the pencil while they are colouring or drawing. The pictures below show the developmental stages that a child may go through when learning to hold a pen.

			
1-1½ years Palmar Supinate Grasp	2-3 years Digital Pronate Grasp	3½-4 years Static Tripod Grasp	4½-6 years Dynamic Tripod Grasp

(Erhardt, 1994)

Book Orientation for right-handed children, the book/paper should be tilted slightly towards the left hand. For left-handed pupils, the book/paper should be tilted slightly towards the right hand (ensure children are sat so that left-handed children are not bumping hands with right-handed children and vice versa).

Children with Special Educational Needs

At James Peacock we understand that a one-size-fits-all approach to handwriting is not in the best interests of all children. Instead, we ensure that the teaching of handwriting reflects a child's readiness to write, in accordance with their developmental needs. If a teacher notices that a child is having persistent difficulty with writing, they will be able to discuss this with the Special Education Needs Coordinator who will provide appropriate advice and contact any other external agencies who may be able to support the child.

Children who join the school later

When a child joins our school and already has an established handwriting style that differs from the school's model, they may continue to use this with support from teaching staff. These children will follow the same progression model as other children to ensure they continue to make progress with their handwriting.

Mark making in the Early Years

Before writing at James Peacock we use Development Matters Non-statutory curriculum guidance for the early year's foundation stage to check each individual's child's readiness to write and put into place activities and resources within our continuous provision and daily teaching inputs which will support that.

Children at the age of 3-4 in our nursery provision will be learning to

- Use one-handed tools and equipment, for example, making snips in paper with scissors. Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.
- Use large-muscle movements to wave flags and streamers, paint and make marks.

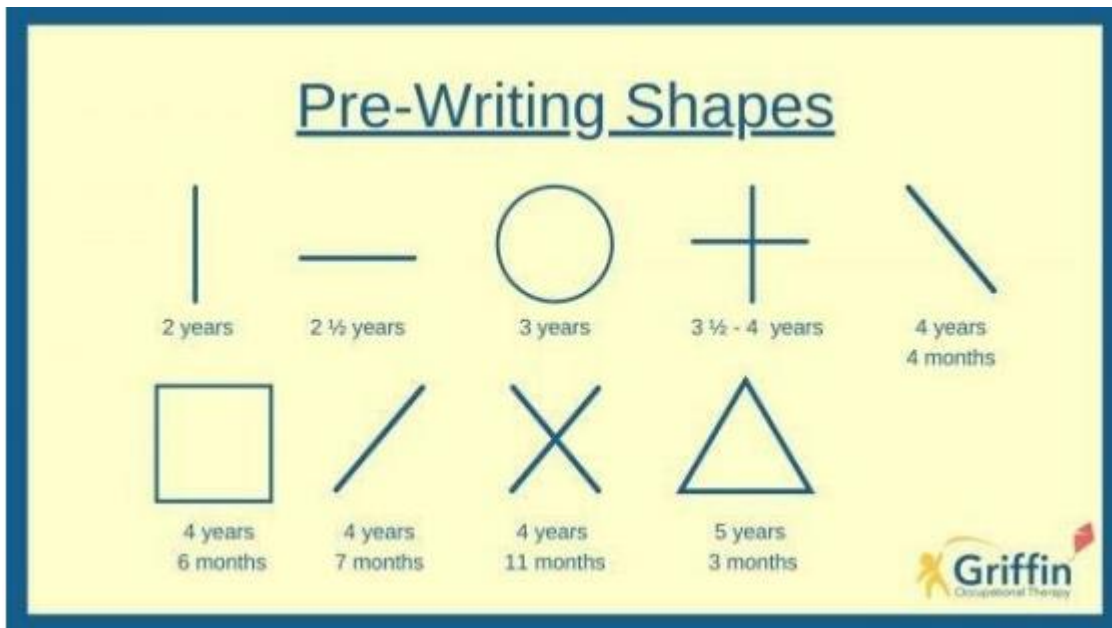
Staff will put into place the following to support this

Model to children how to use one handed tools (scissors and hammers, for example) and then guide them with hand-over-hand help. Gradually reduce the help they are giving and allow the child to use the tool independently.

Staff can help children to develop the tripod grip with specially designed pens and pencils, or grippers. Encourage children to pick up small objects like individual gravel stones or tiny bits of chalk to draw with.

Encourage children to paint, chalk or make marks with water on large vertical surfaces. Staff will use walls as well as easels to stimulate large shoulder and arm movements. These experiences help children to 'cross the mid-line' of their bodies.

Prior to writing, children need to be able to make their pre-writing shapes. Pre-writing shapes are all of the shapes that form letters. They include the directional movements a child needs to make, like diagonal lines and curves. It is also important to focus on squares and triangles as the ability to create corners is an important developmental step.



Children in our Early Years at James Peacock also participate in a wide variety of activities to develop their gross and fine motor skills and overall co-ordination.

- Write Dance - this is an exciting, innovative and fun programme which uses music and movement to introduce handwriting skills to children. Write Dance movements are designed to help children feel happy and comfortable with their bodies, improve their motor skills and provide a strong foundation for writing. As part of the programme, children are introduced
- to 'scrimbling' (or, mark making) activity where they have the opportunity to practise new movements on a range of tactile surfaces, such as shaving foam or bubbles. This promotes gross and fine motor skills, as well as teaching the language and practice of the four main handwriting movements.
- Targeted development of gross motor skills in PE sessions, either as part of the Write Dance programme or as a follow up from the developmental norms assessments in the Physical Literacy Toolkit.
- Dough Disco Dough Disco is a high tempo, high energy session with play dough. Designed to encourage maximum participation the sessions are created for all levels of ability. Children develop fine motor muscles by manipulating the dough in a variety of ways, which in turn helps to improve their mark making and writing,

Reception

Children at the age of 4-5 in our reception provision will be learning to

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Such as pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.

Before teaching children the correct pencil grip and posture for writing, or how to use a knife and fork and cut with scissors, staff must check that children have developed their upper arm and shoulder strength sufficiently: they do not need to move their shoulders as they move their hands and fingers, that they can move and rotate their lower arms and wrists independently.

Staff will help children to develop their core strength and stability they need to support their small motor skills. They will plan for and model tummy-crawling, crawling on all fours, climbing, pulling themselves up on a rope and hanging on monkey bars or equivalent.

Reception continuous provision will reflect the need to develop and further refine children's small motor skills. Opportunities for threading and sewing, woodwork, pouring, stirring, dancing with scarves, using spray bottles, dressing and undressing dolls, planting and caring for plants, playing with small world toys, and making models with junk materials, construction kits and malleable materials like clay.

Staff **must regularly review** the provision for children to develop their small motor skills. Is it appropriate for the different levels of skill and confidence of children in the class? Is it challenging for the most dexterous children? Continuously check how children are holding pencils for writing, scissors and knives and forks. Offer regular, gentle encouragement and feedback.

Direct teaching of handwriting in Reception

"Children age 4-5 are learning to develop the foundations of a handwriting style which is fast, accurate and efficient." Development matters

Handwriting within Reception will be taught explicitly five times a week during the RWI phonics sessions. These sessions are taught with the adults in the classroom actively responding to and developing children's letter formation and handwriting skills.

The sessions tie into RWI phonics sessions where letter formation is taught alongside the letter sounds. In Reception, children are taught how to form individual letters accurately in line with the agreed letter formation. Shape family patterns and RWI patter are both used to support children's understanding and accurate formation of letter shapes.

When teachers are modelling activities, they demonstrate and encourage a tripod pencil grip.

Whilst engaged in focus tasks handwriting formation prompts are available for the children to use and are also out within the provision.

Where children are identified as requiring wave two of intervention support, staff will plan and put in to place small group letter formation sessions outside of RWI lessons.

Handwriting in Key Stage One

By the end of Key Stage 1 Children should form letters of the correct size, orientation and relationship to one another and to lower case letters. They also need to use spacing that reflects the size of the letters. To achieve greater depth (GDS), children need to use the diagonal and horizontal strokes needed to join some letters.

The new policy guidance from the National Handwriting Association [NHA] (2019 p. 31) recommends that 'handwriting skills need to be taught both as a timetabled discrete subject and through ongoing reinforcement of skills in everyday written language activities.' They suggest that lessons should be focussed, short and at regular intervals, but will be influenced by the age of the children and the class profile. A daily session of ten minutes is recommended for young children learning letter formations.

Handwriting within Key Stage One will be taught five times a week during the RWI phonics sessions. These sessions are taught with the adults in the classroom actively responding to and developing children's letter formation and handwriting skills. The sessions tie into RWI phonics sessions where letter formation is taught alongside the letter sounds.

It will **also** be taught twice a week for no more than ten minutes outside of these RWI slots these can be split across the week and need to be used to pick up misconceptions or common issues. Teachers during all other curriculum areas including Maths will model and teach handwriting as part of QFT.

Year Two children who have completed the RWI program will continue to have handwriting practice as part of their weekly timetable at least three times a week in up to ten minute slots.

When teachers are modelling activities, they demonstrate and encourage a tripod pencil grip. Whilst engaged in written tasks across the curriculum handwriting formation prompts are available for the children to use and are also displayed within the classroom.

Where children are identified as requiring wave two of intervention support, staff will plan and put in to place small group letter formation sessions outside of RWI lessons.

When teaching the RWI suggested format is used and staff must become familiar with the layout of a session and the expectations of each stage. Any staff requiring help with that must indicate so to the English Lead so support can be put in place.

Only RWI resources must be used to teach these sessions so that fidelity to the scheme is kept and school has a consistent approach.

Read write Inc. handwriting

There are regular timetabled slots for handwriting to ensure that children build up their handwriting skills every day. RWI lessons use mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Children need to practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later. Please ensure you allow 5 to 10 minutes for every handwriting session marked on the timetable. There are three handwriting stages.

Stage 1 These lessons are taught while children read the Red, Green, Purple, Pink and Orange Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online. **Stage 1a:** Children practise correct letter formation. **Stage 1b:** Children learn where to place the letters on the writing line.

Stage 2 These lessons are taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online. Children learn a mature style of writing that will lead to joined-up writing.



























Stage 3 These lessons are also taught while children read the Yellow, Blue and Grey Storybooks. The online 'checklists' for each letter are in the Handwriting files in Read Write Inc. Phonics Online. Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join.

Please read attached RWI lesson plans for exact practice for each stage. (appendix 1)

Expectations of classroom environment

All staff will display the RWI letter formation appropriate to the age and stage of their class.

These must also be available as desk top scaffolds in lessons if needed.

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaurs bottom, up his tall neck & down to his toes.	 Lift off the top and scoop out the egg.	 Down the stem and draw the leaves.
 Around the girls face, down her hair and give her a curl.	 Down the head, to his hooves and over his back.	 Down the body and dot for the head.	 Down his body, curl, dot for his head.	 Down the kangaroo's body tail and leg.	 Down the long leg.
 Down Malsie, mountain, mountain.	 Down Nobby and over his net.	 All around the orange.	 Down the pirates plait and around his face.	 Round her head, up past her earring, down her hair, and flick.	 Down the robots back and curl over his arm.
 Slither down the snake.	 Down the tower, across the tower.	 Down and under, up to the top and draw the puddle.	 Down a wing, up a wing.	 Down, up, down, up.	 Down the arm and leg, repeat the other side.
 Down a horn, up a horn and under head.	 Zig-zag-zig.				

Sharing information with parents

This policy will be published on the James Peacock website. All parents will be informed of the key strategies we use to assess, teach and support the development of gross and fine motor skills at the parents' information introductory sessions at the beginning of each school year. Parents will also be made aware of practical strategies that they can use to help their child develop some of these skills independently during day to day activities via a 'Handwriting' top tips leaflet which will be shared via dojo and published on the school website. Letter formation using our RWI phonics scheme will also be shared within the school planer. Individual parents will be contacted directly about handwriting if the SENCO decides that it is necessary and appropriate to do so.

Sarah Srichan English Lead January 28th 2023

