



Sheep Dip Lane  
Academy



Exceed Learning Partnership  
• EVERY CHILD • EVERY CHANCE • EVERY DAY •

## Policy: Handwriting Sheep Dip Lane Academy



<b>Responsible Governing Board</b>	<b>Local Governing Board</b>
<b>Responsible Persons</b>	<b>English Subject Lead</b>
<b>Date of last review</b>	<b>March 2022</b>
<b>Review Date</b>	<b>March 2023</b>

## Version Control

<i>Version</i>	<i>Revision Date</i>	<i>Revised by</i>	<i>Section Revised</i>
V1	June 2021	English Lead	All sections – revised.
V2	September 2021	English Lead	All sections revised – making clear links to the phonics and spellings being taught at specific times of the year.
V3	February 2022	English Lead	Revised to be in line with Little Wandle phonics programme

## Vision

At Sheep Dip Lane Academy, the importance of children being able to write legibly, fluently and at a reasonable speed is recognised. With these skills, children have a much greater chance of being able to reach and demonstrate their true potential throughout their school careers and in their lives beyond school.

The programme of study at Sheep Dip Lane seeks to ensure that:

In the EYFS, children are taught to use their phonic knowledge to write words in ways which match their spoken sounds, as well as some common words with irregular spellings. Planned opportunities are provided for the children to develop writing simple sentences which can be read by themselves and others. Children develop the use of effective pencil grip throughout their time in reception.

In KS1, children’s handwriting practice focuses on ensuring that children form lower-case letters of the correct size relative to one another. It develops their use of the diagonal and horizontal strokes needed to join letters and promotes understand of which letters, when adjacent to one another, are best left unjoined. Children also develop accuracy in writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters. Children are taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Throughout KS2, emphasis is placed on children’s development of writing legibly, fluently and with increasing speed. Emphasis is placed on children being taught to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters, as well as choosing the writing implement that is best suited for a task.

Teachers and Support Staff are expected to model this handwriting style. Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children’s self-esteem and pride in their work can be raised by good quality presentation. Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style.

## Implementation

To ensure a consistent approach, the school follows a cursive style where children are explicitly taught the skill of handwriting three- five times each week. In reception and KS1, the children use a wider lined handwriting book to record and practise their handwriting. We **teach handwriting outside the phonics lesson** using our Phase 2 grapheme information sheets to remind us of the letter formation phrase and pronunciation phrase for each grapheme. We will also include the use of the mnemonic to support correct formation at Phase 2.

In KS2, the outcome is recorded into a narrower lined handwriting book and directly into children’s literacy books which have handwriting lines within. Across the school, handwriting is carefully modelled by the teacher and outcomes are recorded by the children in their books. The use of patterns to support letter

formation and appropriate letter-joins is also embedded enabling children to also further develop their fine motor skills. High expectations are also communicated as part the success criteria for the lesson. Children’s successes and improvements are recognised through the ‘Writing progression wall’ which displays work in a prominent part of the school building. A high standard of presentation is also encouraged and expected in children’s written work across the wider curriculum.

**Intent:**

**Foundation Stage**

- Children will develop the fine and gross motor skills needed for handwriting as part of the Early Years Curriculum.
- Activities will develop gross motor control for example, rolling hoops and running with a hoop, ribbon movement, chalking, painting on a large scale, writing in sand and using the Interactive White Board.
- Activities to develop fine motor control, e.g. tracing, colouring within guidelines and pictures, pattern work, using glue spreaders in small pots, painting with the tips of fingers, cotton buds, play dough and threading.
- All these will develop spatial awareness ‘PE on paper’.
- In addition to practising letter formation in a range of contexts, children will begin to work in group and individual sessions on handwriting **daily**. Handwriting is primarily linked to phonics and spelling patterns, however children will revisit movement of each of the four letter families.
- It is expected that by the end of the Foundation stage children are forming the majority of letters correctly.
- Children will show flicks out in a cursive style

**FS1:**

Autumn 1	Mark making on a large scale
Autumn 2	Mark making on a large scale
Spring 1	Controlled mark making – closed shapes, crosses etc
Spring 2	Controlled mark making – closed shapes, crosses etc
Summer 1	Form some recognisable letters linked to known GPC’s
Summer 2	Form some recognisable letters linked to known GPC’s. Form recognisable letters linked to own name

**FS2:**

Autumn 1	Phase 2 GPC’s ( Links to Little Wandle Letters and Sounds Revised 2021: Programme progression Reception and Year 1 overviews. phonics timeline for handwriting focus)      s a t p i n m d g o c k c k e u r h b f l  New tricky words: is I the  Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word No cursive flick out
Autumn 2	Phase 2 GPC’s ff ll ss j v w x y z zz qu ch sh th ng nk • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags sings) New tricky word formation : put* pull* full* as and has his her go no to into she push* he of we me be  Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word

	No cursive flick out
Spring 1	<p>Handwriting lessons to link to phase 3 phonics graphemes ai ee igh oa oo oo ar or ur ow oi ear air er</p> <ul style="list-style-type: none"> <li>• words with double letters</li> <li>• longer words</li> </ul> <p>New tricky words: was you they my by all are sure pure</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word No cursive flick out</p>
Spring 2	<p>Handwriting lesson to Review Phase 3 and formation of all tricky words taught.</p> <ul style="list-style-type: none"> <li>• words with double letters, longer words, words with two or more digraphs, words ending in –ing, compound words</li> <li>• words with s /z/ in the middle</li> <li>• words with –s /s/ /z/ at the end</li> <li>• words with –es /z/ at the end</li> </ul> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word No cursive flick out</p>
Summer 1	<p>Phonic focus this term is Phase 4. Handwriting lessons focus on words with : Short vowels with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCVCC CCCVC CCCVCC</li> <li>• longer words and compound words</li> <li>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –est</li> </ul> <p>Handwriting formation of tricky words: said so have like some come love do were here little says there when what one out today</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word No cursive flick out</p>
Summer 2	<p>Focus is on Phase 4 graphemes Revision of Phase 3 long vowel graphemes with adjacent consonants</p> <ul style="list-style-type: none"> <li>• CVCC CCVC CCCVC CCV CCVCC</li> <li>• words ending in suf-xes: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/ –er, –est</li> <li>• longer words</li> </ul> <p>Revise formation of all tricky words taught so far.</p> <p>Handwriting lessons to link to formative assessments and children to be grouped based on need.</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word No cursive flick out</p>

## Year 1

- Children will complete daily 15 minute handwriting lessons.
- Handwriting is primarily linked to phonics and spelling patterns, however children will revisit movement of each of the four letter families.

- It is expected that by the end of the year 1 children are forming all of letters correctly, including capital letters.
- Children will begin to show the flicks out and show lead ins, in a cursive style in the Summer term

Autumn 1	<p>Review formation of Phases 2–4: the put* pull* full* push* to into I no go of he she we me be was you they all are my by sure pure said have like so do some come love were there little one when out what says here today</p> <p>Handwriting lessons to link to Phase 5 phonics: /ai/ ay play /ow/ ou cloud /oi/ oy toy /ea/ ea each</p> <p>Capital letter formation to be covered ( see appendix 1 ) Digit formation to be covered</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p>
Autumn 2	<p>Handwriting lessons to link to phase 5 phonics: /ur/ ir bird /igh/ ie pie /oo/ /yoo/ ue blue rescue /yoo/ u unicorn /oa/ o go /igh/ i tiger /ai/ a paper /ee/ e he /ai/ a-e shake /igh/ i-e time /oa/ o-e home /oo/ /yoo/ u-e rude cute /ee/ e-e these /oo/ /yoo/ ew chew new /ee/ ie shield /or/ aw claw</p> <p>New tricky words : their people oh your Mr Mrs Ms ask* could would should our house mouse water want</p> <p>Capital letter formation to be covered ( see appendix 1 ) Digit formation to be covered</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p>
Spring 1	<p>Handwriting lessons to link to phase 5 graphemes: /ee/ y funny /e/ ea head /w/ wh wheel /oa/ oe ou toe shoulder /igh/ y fly /oa/ ow snow /j/ g giant /f/ ph phone /l/ le al apple metal /s/ c ice /v/ ve give /u/ o-e o ou some mother young /z/ se cheese /s/ se ce mouse fence /ee/ ey donkey /oo/ ui ou fruit soup</p> <p>Capital letter formation to be covered ( see appendix 1 ) Digit formation to be covered</p> <p>New tricky words: any many again who whole where two school call different thought through friend work</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p>
Spring 2	<p>Handwriting lessons to link to phase 5 graphemes: /ur/ or word /oo/ u owl awful could /air/ are share /or/ au aur oor al author dinosaur floor walk /ch/ tch ture match adventure /ar/ al a half* father* /or/ a water schwa in longer words: different /o/ a want /air/ ear ere bear there /ur/ ear learn /r/ wr wrist /s/ st sc whistle science /c/ ch school /sh/ ch chef /z/ ze freeze schwa at the end of words: actor,</p> <p>Capital letter formation to be covered ( see appendix 1 )</p>

	<p>Digit formation to be covered  New Tricky Words : once laugh because eye  Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p>
Summer 1	<p>Handwriting lessons to link to all that has been covered so far.</p> <p>Capital letter formation to be covered ( see appendix 1 )  Digit formation to be covered</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>Letters will begin to show the cursive flick out and lead in.</p>
Summer 2	<p>Handwriting lessons to link to phase 5 graphemes:  /aɪ/ eigh aigh ey ea eight straight grey break /n/ kn gn knee gnaw /m/ mb thumb /ear/ ere eer here deer /zh/ su si treasure vision /j/ dge bridge /i/ y crystal /j/ ge large /sh/ ti ssi si ci potion mission mansion delicious /or/ augh our oar ore daughter pour oar more</p> <p>Capital letter formation to be covered ( see appendix 1 )  Digit formation to be covered</p> <p>New Tricky words to be covered in handwriting: busy beautiful pretty hour move improve parents shoe</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>All letters will have the cursive flick out and lead in</p>

## Year 2

- Children will complete daily 15 minute handwriting lessons.
- Handwriting is primarily linked to phonics and spelling patterns, however children will revisit movement of each of the four letter families.
- Children will continue to write in pencil and will progress to writing with pen at the teacher's discretion (they will obtain a pen licence through neat handwriting).
- In year 2 children will join their letters

Autumn 1	<p>Weeks 1-4:  Handwriting lessons to link to phase 5 new graphemes for reading: ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, au, ey, a-e, e-e, i-e, o-e, u-e</p> <p>Weeks 5-7:  Phase 5 alternative pronunciations –  ow, ie, ea, er, a, y, ch, ou,</p> <p>Tricky words/ HFW to also be covered in handwriting lessons:  year 1 common exception words: a, do, to, of, said, says, are, were, was, is, his, has, I, you, your, they, he, be</p>
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	<p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>All letters must show the correct diagonal join.</p>
Autumn 2	<p>Handwriting lessons to link to phase 5 spelling patterns: ai family, ee family, igh family, oa family, ck, tch, ff, mm, oo, y, n, ow, ng, oi, r, ar, s, ear, sh, air, v, or, w, ur, e, er, l, ure, o, zh,</p> <p>Tricky words/ HFW to also be covered in handwriting lessons: year 1 common exception words: me, we, she, no, go, so, my, by, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, hour, full, house, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>All letters must show the correct diagonal join.</p>
Spring 1	<p>Handwriting lessons to link to spelling patterns being taught: dge, ge, g s sound spelt 'c' before e, I, y The 'n' sound spelt kn/gn at beginning of words The 'r' sound spelt wr at beginning of words The 'l' sound spelt 'le' at end of words The 'l' sound spelt 'el' at end of words</p> <p>Tricky words/ HFW to also be covered in handwriting lessons: door floor poor, find, kind, mind, behind, because, child, children, wild, climb, most, only, both, old, cold, gold, told, hold, every, break, great, steak,</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>All letters must show the correct diagonal join.</p>
Spring 2	<p>Handwriting lessons to link to spelling patterns being taught: The 'l' sound spelt 'al' at ends of words Words ending in 'il' The 'igh' sound spelt 'y' at ends of words Adding -es to nouns/ verbs ending in 'y' Adding -ed -es, -est to a root word ending in y with a consonant before it Adding -ing to a root word ending in y with a consonant before it The 'or' sound spelt 'a' before l/ll</p> <p>Tricky words/ HFW to also be covered in handwriting lessons: pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, both, hour, move, prove, improve, sure, sugar, eye, could, should, would</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>All letters must show the correct diagonal join.</p>
Summer 1	<p>Handwriting lessons to link to spelling patterns being taught:</p>

	<p>Adding –ing, -ed, -er, -est, -y to words ending in e with a consonant before it  Adding –ing, -ed, -er, -est, -y to words with one syllable ending in a single consonant letter after a single vowel letter</p> <p>The u sound spelt o  The ‘ee’ sound spelt ‘ey’  The ‘o’ sound spelt ‘a’ after the qu and w  The ‘er’ sound spelt ‘or’ after w  The or sound spelt ar after w</p> <p>Tricky words/ HFW to also be covered in handwriting lessons: clothes, busy, people, water, parents, Christmas, everybody, even, again, half, money, Mr, Mrs who, whole, any, many</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>All letters must show the correct diagonal join.</p>
<p>Summer 2</p>	<p>Handwriting lessons to link to spelling patterns being taught:</p> <p>The ‘zhu’ sound spelt s  The suffixes –ment, -ness, -ful, -less, -ly  Homophones: there/ their/ they’re  here/ hear  see/ sea  bare/ bear  one/ won  sun/ son  to/ too/ two  be/ bee  night/ knight  blew/ blue</p> <p>Tricky words/ HFW to also be covered in handwriting lessons: to be based on formative assessments from common errors in writing and phonics gaps.</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word</p> <p>All letters must show the correct diagonal join.</p>

**Year 3/4**

- Children will practise and consolidate the joins introduced in Year 2. They will also be taught about the way to present their work in books. They will be encouraged to use a joined script in their independent writing to enable them to build a fluent and clear style.



- Children will be taught to increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters are clear.
- Year 4 children will continue to build on their work from Year 3 and be taught more about a variety of presentation methods through Literacy lessons. In addition to using and practising the known joins, children will also be taught more complicated anti-clockwise joins in handwriting sessions:
- Children will have at least 3 handwriting lessons a week
- Handwriting patterns will be primarily linked to the spelling patterns and common exception words cover that half term.

### Year 3

Autumn 1	<p>Handwriting lessons to link to phase 5 spelling patterns: ai family, ee family, igh family, oa family, ck, tch, ff, mm, oo, y, n, ow, ng, oi, r, ar, s, ear, sh, air, v, or, w, ur, e, er, l, ure, o, zh,</p> <p>Tricky words/ HFW to also be covered in handwriting lessons: door floor poor, find, kind, mind, behind, because, child, children, wild, climb, most, only, both, old, cold, gold, told, hold, every, break, great, steak,</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Autumn 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 1: adding prefix dis-, in-,</li> <li>- Spelling focus 2: add im- to root words beginning with m or p</li> <li>- Spelling focus 3: adding suffix -ous and the rule of drop the 'e' before adding -ous</li> <li>- <b>Homophones:</b> no/know, write/right, where/wear, meet/meat, great/grate, bear/bare, break/brake, week/weak</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons: pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, both, hour, move, prove, improve, sure, sugar, eye, could, should, would, clothes, busy, people, water, parents, Christmas, everybody, even, again, half, money, Mr, Mrs who, whole, any, many</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 4: add suffix -ly to make a root word an adverb (if the word ends in a y change to an 'i' before adding ly)</li> <li>- Spelling focus 5: words ending in -ture</li> <li>- Spelling focus 6: adding -ation to verbs to form nouns (if a verb ends in a consonant we usually just add -ation, if verb ends in 'e', drop the 'e' before adding -ation)</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p>

	<p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 7: words with the 'c' sound spelt ch</li> <li>- Spelling focus 8: Words with the sh sound spelt ch</li> <li>- <b>Homophones:</b> whether/weather, ball/bawl, not/knot, plain/plane, scene/seen, hear/here, be/bee, male/mail</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Summer 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 9: Adding the suffix –ion (if the root word ends in t just add –ion, if it ends in te, drop the e before adding –ion)</li> <li>- Spelling focus 10: Adding the suffix –ian</li> <li>- Spelling focus 11: Adding the prefix re-,</li> <li>- Spelling focus 12: Adding the prefix anti-</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Summer 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 13: Adding the prefix super-</li> <li>- Spelling focus 14: Adding the prefix sub-</li> <li>- Spelling focus 15: The short 'i' sound spelt 'y'</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>

#### Year 4

Autumn 1	<p>Handwriting lessons to link to phase 5 spelling patterns:</p> <ul style="list-style-type: none"> <li>- ai family, ee family, igh family, oa family, ck, tch, ff, mm, oo, y, n, ow, ng, oi, r, ar, s, ear, sh, air, v, or, w, ur, e, er, l, ure, o, zh,</li> <li>- Spelling focus 1: Adding the prefix mis- and revising un-, in-, dis-</li> <li>- Spelling focus 2: Words ending in zhuh spelt -sure</li> </ul>
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	<p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Autumn 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 3: The short u spelt ou</li> <li>- Spelling focus 4: Adding the prefix - auto</li> <li>- Spelling focus 5: Adding the suffix -ly</li> <li>- Spelling focus 6: Adding the prefix inter-</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 7: Homophones – pair/pear, groan/grown, main/mane, reign/rain/rein, peace/piece, berry/ bury</li> <li>- Spelling focus 8: Words with the ay sound spelt eigh, ei, ey</li> <li>- Spelling focus 9: Words ending in -ous</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 10: Words with the s sound spelt sc</li> <li>- Spelling focus 11: Possessive apostrophes with plural words</li> <li>- Spelling focus 12: Words ending in zhun spelt –sion</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Summer 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 13: Adding il- and revising un-, in-, mis-, dis-,</li> <li>- Spelling focus 14: The c sound spelt –que and the g sound spelt –gue</li> <li>- Spelling focus 15: Homophones – heal/heel, missed/mist, who’s/whose, accept/except, affect/effect</li> </ul>

	<p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Summer 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 16: Adding ir- to words beginning with r</li> <li>- Spelling focus 17: Adding suffix –ion (words ending in ss, t)</li> <li>- Spelling focus 18: Adding suffix –ion (change verbs to nouns, words ending in se)</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>

### Year 5/6

- In handwriting sessions, children will learn and practise patterns involving all three joins, these will be linked to the spelling patterns and common exception words.
- They will reinforce previous work, especially considering the spacing and size, distinguishing ascenders and descenders, reinforcing that the capital letter is not joined.
- Children will be taught to write legibly, fluently and with increasing speed.
- All children should be writing in pen by this phase.
- Children will still have at least 3 15 minute handwriting lessons a week.

### Year 5:

Autumn 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 1: Words that contain the letter string -ough</li> <li>- Spelling focus 2: Homophones – cereal/serial, heard/herd, steal/steel, stationary/stationery, father/farther</li> <li>- Spelling focus 3: Words ending in -able</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Autumn 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 4: Words with silent letter t</li> <li>- Spelling focus 5: Words ending in –ibly and -ably</li> <li>- Spelling focus 6: Homophones and words that are easily confused – allowed/aloud, guessed/guest, passed/past, lead/lead/led</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p>

	<p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 7: Words ending in -ent</li> <li>- Spelling focus 8: Words ending in -ence</li> <li>- Spelling focus 9: The ee sound spelt -ei</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 10: Homophones and other words easily confused – affect/effect, accept/except, advise/advice, practise/ practice</li> <li>- Spelling focus 11: words ending in –ant, -ance, -ancy</li> <li>- Spelling focus 12: words ending in shus spelt -cious</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Summer 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 13: Words ending in shus spelt -tious</li> <li>- Spelling focus 14: Words ending in shul spelt –cial or -tial</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Summer 2	<p>Handwriting lessons to link to formative assessments:</p> <ul style="list-style-type: none"> <li>- Any common formation/ join errors to be addressed again within this half term. Revisit any spelling patterns children have found particularly difficult and not applying into writing.</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p>

	All letters must show the correct diagonal join.
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**Year 6:**

Autumn 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 1: Suffixes – ing, -est, -er, -ed</li> <li>- Spelling focus 2: Words that contain the letter string -ough</li> <li>- Spelling focus 3: Suffixes – ing, -ed, -y, -ant, -tion</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Autumn 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 4: Homophones and words that are easily confused – principal/ principle, bridal/bridle, proceed/precede, weary/wary</li> <li>- Spelling focus 5: Suffixes – ing, -ed, -en</li> <li>- Spelling focus 6: Suffixes –er, -ous, -ness, -ing, -ful</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 7: The sh sound spelt ti or ci</li> <li>- Spelling focus 8: Homophones and words that are easily confused morning/mourning, compliment/complement, assent/ascent, draft/draught</li> <li>- Spelling focus 9: The sh sound spelt si or ssi</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Spring 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 10: Silent letters</li> <li>- Spelling focus 11: The spellings ei and ie</li> <li>- Spelling focus 12: Hyphens</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p>

	All letters must show the correct diagonal join.
Summer 1	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 13: Words ending in –ible and -able</li> <li>- Spelling focus 14: Common mistakes whose/who’s, its/it’s, your/you’re, theirs/there’s,</li> <li>- Spelling focus 15: Plural nouns (if a word ends in –s, -ss, -x, -sh, -tch, -ch add es)</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>
Summer 2	<p>Handwriting lessons to link to spelling patterns being taught:</p> <ul style="list-style-type: none"> <li>- Spelling focus 16: Plural nouns (if ends in o add –es, if ends in f or fe, swap for a v before –es</li> <li>- Spelling focus 17: Homophones and words that are easily confused - advice/ advise/ advised, device/devise/devised, licence/ license/ licensed, practice, practise, practised</li> </ul> <p>Tricky words/ HFW to also be covered in handwriting lessons:</p> <p>Within a handwriting lesson children should complete handwriting patterns, simple letter formation and then application into a word. Challenge for higher attaining pupils would be application into a sentence.</p> <p>All letters must show the correct diagonal join.</p>

### **Impact**

This systematic approach ensures development in the skill of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their own use of the cursive script. Outcomes in children’s wider curriculum work, as well as in their literacy books and school displays, evidence the progress that children make in this area, as well as the consistency of the approach across the school.

### **Teaching and Learning**

In order for children to achieve a high standard of handwriting, they need to be explicitly taught the skills needed. At Sheep Dip Lane we use and teach the cursive style, letter formations and joins in handwriting to ensure consistency across the school. We have high expectations in handwriting lessons and make sure that children are expected to apply the same standards in other writing as well. Handwriting practice takes place at least 3x each week and has a clear focus, with key teaching points demonstrated to the class. Each session provides allocated time for children to practise the specific handwriting skill. Extension activities will allow for further practice, development and challenge.

#### **A typical handwriting session typically includes:**

- A quick physical warm-up to prepare the body (arms, shoulders, elbows and fingers) for handwriting.

- A reminder of the Helpful Handy Hints for Handwriting, ensuring readiness to write.
- A clear description of the skill being taught.
- Teacher modelling using the Interactive whiteboard or whiteboard.
- Children to practice using the skills modelled by the teacher.
- Where possible, instant praise or correction of the children's work.
- An element of evaluation – how have we coped using the skill taught?

### **Guidelines for Good Practise linked to Handy Handwriting Hints**

- Prior to the start of the lesson, the room needs to be organised accordingly. It is suggested that all children face the board/Interactive Whiteboard.
- Correct posture with the child sitting comfortably with feet flat on the floor with body upright (BBC – Bottom, Back, Chair).
- The paper should be positioned to a comfortable angle and moved up as the page is filled.
- Adequate space is needed so that the children are able to write without their elbows touching.
- Correct light in order to see without eyestrain.
- Pencil grip should be firm but relaxed. The children need to be aware that they should not grip so that their hand aches but need to be able to apply some pressure.
- Handwriting sessions should be short and regular.

### **Handwriting and Text in the Environment**

- A model cursive alphabet will be on display in each classroom.
- Handy Hints for Handwriting will be on display for easy reference.
- Teaching and support staff will model cursive script, when writing in front of the children.

### **Assessment**

Teacher assessment:

Teachers will assess children's handwriting progression during lessons as they write as well as once they have completed their writing. Criteria for assessment may include:

- Does the child adapt the correct posture?
- Does the child hold the pencil correctly?
- Does the child use the correct movements when forming/joining?
- Does the child write fluently?
- Is the writing legible?
- Is the writing appropriate?
- Is the child's handwriting developing in-line with statutory curricula?

Pupil assessment:

Throughout the writing process, children are encouraged to assess their handwriting. The expectation for a high standard of handwriting is also communicated prior to writing tasks. When explicitly indicated in the children's success criteria, this is an aspect of the outcome which is reviewed and assessed by each child on completion of the task. Neat presentation is always recognised and praised by the class teacher and children are encouraged to review their handwriting as part of the writing process.

Whole-school assessment:

The subject leader for literacy will regularly assess handwriting across the school. Criteria for whole-school assessment may include:

- Is the handwriting generally legible and pleasant?
- Are letters being shaped correctly?



- Are joins being made correctly?
- Are spaces between letters, words and lines correct?
- Is writing size appropriate?
- Are the writing standards demonstrated by the majority of children in line with statutory curricula?

### **Line guides**

In handwriting sessions children will work in books ruled with handwriting lines. These will be introduced in FS2. For presentation work lines guides are in use as appropriate to handwriting ability.

### **Pencil/pen grip**

All children should be taught to hold their pencil or pen comfortably and appropriately. Without this, a child will find it harder to develop a quick and efficient (fluent) style of writing. The pencil should usually be held between the thumb and the first finger and should rest on the middle finger. It should be held about 2-3 centimetres from the point to avoid covering the writing. We provide practice and support to help children to do this.

### **Posture – BBC (Bottom, Back, Chair)**

Children need to be sat in appropriate positions where they can see the board. Left-handers should not sit on the right of right-handers. They should be sat 'comfortably', making sure that they are doing the following: feet flat on the floor, chair tucked under the table and arms placed on the table.

### **Paper Position**

The paper should be slanted parallel to the writing arm, and positioned for the right-handed child just to the right of the centre of the body and for the left-handed child just to the left of the centre of the body. The paper should be at a comfortable distance from the edge of the table top allowing the table top to support the writing arm. Children should be encouraged to move the paper **up** as writing progresses down towards the edge of the paper. Children should be taught to hold the paper still with their non-writing hand.

### **Crossing out errors**

Children should be taught to cross out mistakes in their writing with one, single line.

### **Left-handed provision**

To ensure that left-handed children are not disadvantaged when writing, a range of strategies will be employed. Letter formation and skywriting will also be completed with the left hand to provide these children with a model. Left-handed children will sit on the left of right-handed children to ensure that their arms do not clash, and they will also be encouraged to tilt their work clockwise so they can see what they have written. To avoid smudging their work, left-handed children will be encouraged to position their fingers about 1.5cm away from the end of the writing implement, and their wrist should be straight. As writing from left to right is more difficult for left-handed children they should be supported to ensure that they do not learn bad habits of position, posture, pen hold which will deter them meeting the aim of developing a fast, fluent and legible handwriting style.

## **Equal Opportunities**

All children have equal opportunities to reach their full potential in handwriting, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

## **Inclusion**

Children with English as an additional language. Children with EAL are encouraged to make the same outstanding progress in handwriting as their peers. To support their understanding of letter formation handwriting should be consistently modelled by the class teacher. Children with Special Educational Needs Some children experience difficulties making good progress in their handwriting development. They may need additional support with their fine motor development, pencil grip or letter formation. The class teacher should liaise with the Literacy subject leader and SENDCo to put into place the most appropriate form of support. This could include:

- Pencil grip or jumbo triangular pencil
- Fine motor skills intervention
- Additional handwriting group
- Additional handwriting homework High Achievers Children with advanced skills in handwriting will be supported and given opportunities for extension work.

## **Role of the Subject Leader**

The role of the subject leader is to coordinate the teaching of handwriting across all phases of the school. This is in order to secure a consistent approach across the school and to ensure progression in handwriting is outstanding. Some key duties that the literacy subject leader should undertake over the course of the year include:

- Monitoring of handwriting in handwriting books and literacy books
- Monitoring of the application of handwriting across other exercise books, such as topic books and Reading Journals
- Helping identify and facilitate the professional development needs of staff
- Liaising with the school SENDCo to best support children with handwriting difficulties
- Organising, maintaining and cataloguing handwriting resources
- Keeping abreast of new initiatives in the teaching of handwriting

## **Parents**

We recognise how important the home-school link is for children to make outstanding progress in all areas of learning – including handwriting. Parents will be informed of their child's standards of presentation during Parents Evenings and will be encouraged to support with any additional handwriting practice where necessary.

## **Appendix 1**

## Letter formation: 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.

Date of Policy March 2022

To be reviewed March 2023

Signed:  Principal

Signed:  Chair of Governors