



WEST BOROUGH
PRIMARY SCHOOL

HANDWRITING POLICY

English Leads

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Handwriting Policy

Writing is a life-skill and an essential part of enabling children to express themselves, both as learners and as individuals. Therefore, pupils need to develop the stamina and skills to write at length which involves developing a script that enables this. At West Borough Primary, handwriting requires frequent and discreet direct teaching where pupils can form letters correctly, confidently and at a good pace.

Adult expectations

It is an expectation that all adults model handwriting in line with the handwriting policy in all writing, including books, whiteboards and displays when appropriate.

Getting ready to write

Seating and Posture:

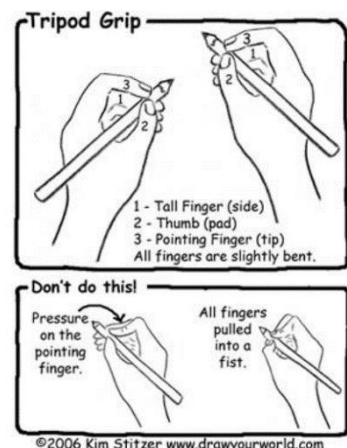
Before starting to write the child should be sat on a chair with their feet flat on the ground, their bottom should be square in the chair and be right back in the seat with their knees and hips being bent to approximately 90 degrees. The desk should be just above the height of the child's elbows.

Pencil grip:

A tripod grip is the most efficient way of holding a pencil. Different styles of pencil grips and slope boards are available for those who would benefit from them.

For right handers:

- Hold lightly between the thumb and forefinger about 3cm away from the point.
- The paper should be placed to the right tilted slightly to the left.
- Use the left hand to steady the paper.



For left handers:







- Hold lightly between the thumb and forefinger resting on the first knuckle of the middle finger.
- Hold about 3cm from the tip.
- The hand should be kept below the writing line.
- The paper should be tilted slightly to the right at about 20-30 degrees.
- Use the right hand to steady the paper.











NB It is very important that a right handed child does NOT sit on the left hand side of a left handed child as their elbows will collide.















EYFS











In EYFS children will begin their handwriting journey by exploring pre writing skills with a variety of materials. Children are given the opportunity to develop their gross and fine motor skills through planned motor development sessions and continuous provision. Writing skills will increase with the child being immersed in a variety of mark making tools. At West Borough Primary School children follow the Squiggle Whilst you Wiggle pre writing scheme.

West Borough Primary School teaches letter formation using the Little Wandle Letters and Sounds Revised. The Little Wandle teaching sequence for letter formation starts in Term 1 of Year R.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss	Under the snake's chin, slide down and round its tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips, put the tip of your tongue behind your teeth and press ttt	From the tiger's nose to its tail, then follow the stripe across the tiger.
 p	 penguin	Bring your lips together, push them open and say ppp	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth iii	Down the iguana's body, then draw a dot (on the leaf) at the top.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears, then add a flick on the nose.

 v	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv sound vvvvv	Down to the bottom of the volcano and back up to the top.
 w	 wave	Pucker your lips and keep them small as you say www	From the top of the wave to the bottom, up the wave, down the wave, then up again.
 x	 box	Mouth open, then push the caix sound through as you close your mouth cs cs cs (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
 y	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down and round the yo-yo, then follow the string round.
 z	 zebra	Show me your teeth and buzz the z sound zzzzz	Zip across, zag down and across the zebra.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound ddd	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound ggg	Round the goat's face, up to his ear, down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say ooo	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl round the heel of the sock. k Down the sock, up and across, back and down and to the corner. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say eee	Around the elephant's eye and down its trunk.

 r	 rainbow	Show me your teeth to make a rrrrr sound rrrrr	From the cloud to the ground, up the arch and over the rainbow.
 h	 helicopter	Open your mouth and breathe out sharply hhh	Down, up and over the helicopter
 b	 bear	Put your lips together and say b as you open them bbb	Down bear's back, up and round his big tummy.
 f	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound ffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 l	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press llll	All the way down the lollipop.

Year 1

Year 1 will consolidate individual letter formation, by writing these as digraphs, trigraphs and words, following the Little Wandle teaching sequence and recorded in handwriting books.

By Year 1, most children should be secure forming individual letters. However, some may need small group support.

The formation of all capital letters and numbers should be taught in Year 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.

Year 2

In Year 2 children are introduced to joining letters. In preparation for cursive writing children will practice handwriting patterns to support their motor development. Children are then explicitly taught how to join basic letters, by following West Borough's Cursive Handwriting Formation Guide. This will be recorded in handwriting books.

By the end of Year 2 all children are expected to be writing in a legible, cursive script.

NB Capital letters should never be joined.

Teaching Letter Formation:

Group 1 – Long ladder letters

- These are letters that go down and off in another direction.
- Letters: l i t u j

Group 2 – Curly caterpillar letters

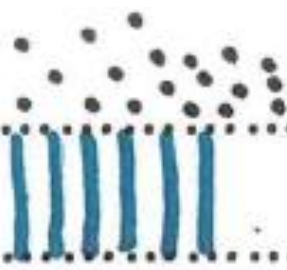











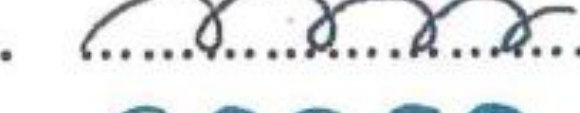


- These letters go round in an anti-clockwise direction.
- Letters: c a d e o g q s f

Group 3 – One armed robot letters

- These letters and numbers go down and retrace upwards.
- Letters: r n m h b p k

Group 4 – Zigzag letters

- Letters: v w x z

1. 
2. 
3. 
4. 
5. 
6. 
7. 
8. 
9. 
10. 
11. 
12. 
13. 
14. 
15. 

WestBoroughPrimary School Cursive Handwriting Formation Guide

Aa Bb Cc Dd Ee
Ff Gg Hh Ii Jj
Kk Ll Mm Nn Oo
Pp Qq Rr Ss Tt Uu
Vv Ww Xx Yy Zz

Year 3 and Year 4

In Years 3 and 4 children will consolidate their basic handwriting joins and will work to ensure consistency in size and proportion of letters. Handwriting speed and fluency will be built upon through regular practice using Fast Learning.

- In terms 1 and 2 this will be daily practice.
- In terms 3 onwards this will be three times a week.

NB Handwriting books will continue to be used at the teacher's discretion.

Year 5 and Year 6

In Years 5 and 6 children will continue to consolidate their handwriting skills through the use of Fast Learning. Some children may continue to need further intervention, this must be at the teacher's discretion.

- In terms 1 and 2 this will be three times a week.
- In terms 3 onwards this will be at the teacher's discretion.

Inclusion

Cursive writing may be inaccessible to some children. Where this is the case printing or use of a lap top may be used. Individual consideration will be made for children at each stage of their learning.

Fast Learning

- To be recorded in Fast Learning books.
- Maximum 10 minutes.
- Teacher to provide a handwritten text.
- The same text to be used throughout the week to support the fluency of transcription.
- Children to reflect on their progress at the end of the week.
- TAs to identify children requiring further support after each session and alert teachers.