



**To be the best that we can be knowing that**

***'With God all things are possible'***

**(Matthew 19:26)**

## **Handwriting Policy**

At our schools, our aim is for children to develop a high-quality handwriting style across all areas of the curriculum. We have a planned progression across the school to ensure the children develop their handwriting style at the appropriate time. The children will form letters correctly which will then allow them to develop legible, joined handwriting by the end of key stage two.

As part of our English curriculum, we have adopted the letter formations from our Rocket Phonics scheme. This ensures high expectations and continuity across all classes in all areas of the curriculum.

All children will have a handwriting lesson every week, which is then embedded every day in all lessons. The strong foundations document (October 2024) states 'give children sufficient high-quality opportunities to practise using foundational knowledge and skills so that they become fluent'. The letter formations are taught in letter families and modelled by the teacher, to ensure formation is accurate (as per guidance from the strong foundations document.) We also ensure the explicit teaching of number formation, to ensure high expectations from the start.

In addition to the taught lesson, children will have the opportunity to practise their handwriting making links to age-related spellings and dictations.

### **In Nursery**

Handwriting development focuses on building pre-writing skills through play and activities that strengthen both fine and gross motor skills. This develops onto making marks and exploring different materials, eventually leading to correct pencil grip and early letter formation.

### **In Reception/Year 1**

The correct print/letter formation is taught and only when this is fluent the children will move onto the pre cursive flicks. All children will use an efficient tri-pod grip. Handwriting is completed in phonic books, English books and Handwriting books with the wider spaced lines.

### **In Year 1/2**

As soon as the correct letter formation is established children will move onto letters with the pre cursive join flicks. This will then progress to joining, taught using letter family groups. This is completed in phonic books, English books and Handwriting books with the wider spaced lines.

By the end of year 2 some children will be able to join using a cursive style, most will be able use pre cursive flick.

### **At Year 3**

Children will be using a cursive joined handwriting style. This will continue to be taught using the letter families. Most children will progress to using the handwriting books using the thinner lines. Some children may still require the wider handwriting lines to further development letter joins and formation.

### **At year 4/5/6**

All children will be able to write using a cursive joined handwriting style, some may still require the handwriting books with the narrow lines, most will be able to transfer the correct formation on to regular lines.

By the end of key stage two, children will be able to join using a legible, cursive style across all areas of the curriculum.

## **National Curriculum guidance**

### **ELG: Gross Motor Skills**

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others.
- Demonstrate strength, balance and coordination when playing.
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

### **ELG: Fine Motor Skills**

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Begin to show accuracy and care when drawing.

## Year 1

### Statutory requirements

#### Handwriting

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.

## Year 2

### Statutory requirements

#### Handwriting

Pupils should be taught to:

- 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.

## Year 3/4

### Statutory requirements

#### Handwriting

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

## Year 5/6

### Statutory requirements

#### Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
  - choosing the writing implement that is best suited for a task.

# Handwriting

## Tripod pencil grip

Here is some useful information about how to teach the tripod pencil grip (commonly recognised as the most effective way to hold a pencil).

1. Use a frog toy (or a picture of a frog) to show young learners the shape of the frog's bowed back legs.
2. Show children how to use their thumb and forefinger to create a shape which looks similar to the frog's back bendy legs.
3. Pinch the pencil, just above the cone end, and use the middle finger as a supporting 'log under'.
4. To make this skill child-friendly say, *Put your froggy legs (thumb and forefinger) on the bottom of the painted part of the pencil (not on the cone shaped end part), with the pencil across the frog's back (back of the hand), then put the log under the frog (middle finger supporting the pencil to complete the tripod grip).*
5. Emphasise the need for good sitting posture.
6. The 'writing hand' should rest lightly on the paper below the words being written, so that the words are not obscured.
7. The paper may be tilted slightly to the right (for right-handers) or to the left (for left-handers).
8. Use the frog toy or picture of a frog when you need to remind children about holding their pencil correctly.

## Letter formations

### Lower-case letters

A diagram of the lowercase letter 's' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting at the middle line, going up and over the top line, then curving around like a snake to sit on the bottom line.

*I go up and over the hill from right to left. I curl around like a snake (which sits on a writing line).*

A diagram of the lowercase letter 'p' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting in the middle, going straight down to the bottom line, then straight back up to form a half bridge, which curves round to form a bowl (and sits on the writing line).

*I start in the middle and go straight down through the writing line. Then I go straight back up to form a half bridge, which curves round to form a bowl (and sits on the writing line).*

A diagram of the lowercase letter 'a' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting at the middle line, going up and over the top line, then straightening up to catch the hook, then going straight down, and flick.

*I go up and over the hill from right to left and curl around. I straighten up to catch the hook, then go straight down, and flick.*

A diagram of the lowercase letter 'n' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting in the middle, going straight down to the bottom line, then straight back up to form a full bridge, then flick.

*I start in the middle and go straight down to the line. Then I go straight back up to form a full bridge, then flick.*

A diagram of the lowercase letter 't' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting at the top, going straight down to the bottom line and flick. Then the pencil is taken off and the stick is crossed from left to right (just above the half-way point).

*I start at the top and go straight down to the bottom line and flick. I take my pencil off. I cross the stick from left to right (just above the half-way point).*

A diagram of the lowercase letter 'm' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting in the middle, going straight down to the bottom line, then back up to form a full bridge, then another bridge, then flick.

*I start in the middle and go straight down to the line. Then I go back up to form a full bridge, then another bridge, then flick.*

A diagram of the lowercase letter 'i' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting in the middle, going straight down to the bottom line and flick. Then the pencil is taken off and a little dot is put above the stick.

*I start in the middle, go straight down to the line and flick. Then I take my pencil off and put a little dot above the stick*

A diagram of the lowercase letter 'd' on a three-line writing grid. The letter is formed with a dashed line and an arrow indicating the stroke direction: starting at the middle line, going up and over the top line, then straightening up to catch the hook, then keep going straight up (to just below the top writing line) to make a tall letter. Then go straight back down (to the bottom writing line) and flick.

*I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then keep going straight up (to just below the top writing line) to make a tall letter. Then I go straight back down (to the bottom writing line) and flick.*

I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then go straight down through the writing line. I curl to make a tail below the writing line (from right to left).

Starting tall, I go up and over the hill from right to left, then I go straight down through the writing line. I curl to make a tail below the writing line from right to left (like the /g/). I take my pencil off and draw a short straight line across.

I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line).

I start at the top and go straight down to the bottom writing line, and flick.

I start in the middle and go up and over the hill from right to left, and curl around (to sit on the line).

I go straight down through the writing line. Then I curl to make a tail below the writing line from right to left (like the /g/ and /f/). Then I take my pencil off and put a little dot above the stick.

I start at the top and go straight down to the bottom line. I go back up (to half-height) to form half a bridge then turn it into a bow shape, like this.

I start in the middle and form a single zigzag which sits on the writing line.

I set off from left to right then sweep round, over the hill from right to left and curl around (to sit on the writing line).

I start in the middle and form a double zigzag which sits on the writing line.

I start in the middle and go straight down then curl to form a bowl sitting on the writing line. I go back up to half-height, then straight back down to the writing line and flick.

I form a diagonal line similar to the first line of the /v/. I take my pencil off and start on the bottom writing line to form a diagonal up to half-height which crosses the first line.

I start in the middle and go straight down to the line. I go back up to form a half bridge.

I go straight down and curl to form a bowl sitting on the writing line. I go back up to half-height, then straight back down through the writing line. Then I curl to make a tail below the writing line from right to left.

I start at the top and go straight down to the bottom line. I go back up (to half-height) to form a full bridge, then flick.

I start in the middle and form a short straight line across from left to right. Then I form a diagonal line back down to the line. Then, I form another short straight line across from left to right (which is along the bottom writing line).

I start at the top and go straight down to the bottom line. I go back up (to half-height) to form half a bridge then curve to meet the bottom of the stick.

I go up and over the hill from right to left, and curl around. I straighten up to catch the hook, then go straight down through the writing line. I kick back at the bottom with a short diagonal tail.

## Capital letters

All capital letters are tall and sit on the writing line.



*I go up and over the hill from right to left. I curl around like a snake (which sits on a writing line).*



*I start at the top and go straight down to the writing line. I lift my pencil off, start at the top and form a curve down to the writing line.*



*I start at the top and draw a diagonal line down to the left. I lift my pencil off, go back to the top and draw a diagonal line down to the right. Then I lift my pencil off and draw a straight line from left to right.*



*I go up and over the hill from right to left, then curl right around (to sit on the writing line). I bend around and go a little way up, then finish off with a short straight line across from left to right.*



*I start at the top and draw a straight line from left to right. I find the middle of the line and draw a line straight down (to the writing line).*



*I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line).*



*I start at the top and draw a short straight line from left to right. I take my pencil off, find the middle of the line, and draw a straight line down. I take my pencil off and draw a straight line from left to right.*



*I start at the top and go up and over the hill from right to left, and curl around (to sit on the line).*



*I start at the top and go straight down to the writing line. I lift my pencil off and start back at the top to form a loop from left to right which curls under and stops at the mid-point.*



*I start at the top and go straight down to the bottom line. I lift my pen off, find the middle of the line and go out and up in a diagonal line. Then lift my pencil off, go back to the middle and go out and down in a diagonal line.*



*I start at the top and go straight down to the writing line. I lift my pencil off and draw a diagonal line down from left to right. I keep my pencil on the page and draw a line straight up to the top.*



*I start at the top and go straight down to the writing line, then go across from left to right in a straight line. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.*



*I start at the top and go straight down to the writing line. I lift my pencil off, go back to the top and draw a zigzag down to the line and back up, then I draw a straight line down (back to the writing line).*



*I start at the top and go straight down then curl to form a bowl sitting on the writing line.*



I start at the top and go straight down to the bottom line. I lift my pencil off, go back to the top and form a small loop back to the middle of the line. Then I draw a diagonal line to the writing line.



I start at the top and form a single zigzag which sits on the writing line.



I start at the top and go straight down to the bottom line. I lift my pencil off, leave a gap and start again at the top to go straight down to the bottom line. Then I lift my pencil off and form a line across the middle from left to right.



I start at the top and form a double zigzag which sits on the writing line.



I start at the top and go straight down to the bottom line. I lift my pencil off, start back at the top and form a loop to the mid-point and a loop to the bottom.



I form a diagonal line similar to the first line of the /v/. I take my pencil off and start on the bottom writing line to form a diagonal up to the top which crosses the first line.



I start at the top and go straight down to the writing line. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.



I start at the top and form a diagonal down to the mid-point. I take my pencil off, leave a space and form another diagonal down from the top to the mid-point. Then I go straight down from the mid-point to the bottom writing line.



I start at the top and go straight down to the writing line, then go across in a straight line from left to right.



I start at the top and form a short straight line across from left to right. Then I form a diagonal line back down to the line. Then, I form another short straight line across from left to right (which is along the bottom writing line).



I start at the top and draw a line from left to right. I take my pencil off, find the middle of the line, then go straight down and curl around from right to left to form a tail that sits on the writing line.



I go up and over the hill from right to left, then curl right around to form a circle (which sits on the writing line). Then I lift my pen off and form a short straight diagonal line through the bottom right of the circle.

**Letter formations with pre-cursive flicks**

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

**Number formations**

0 1 2 3 4 5 6 7 8 9 10

## Rocket Phonics scheme

1. Revisit and review.

l t h l t h l t  
l t h l t h l t

2. Practise.

tall \_\_\_\_\_ quilt \_\_\_\_\_  
halt \_\_\_\_\_ light \_\_\_\_\_  
shall \_\_\_\_\_ think \_\_\_\_\_

1. Revisit and review.

qu f qu f qu f  
qu f qu f qu f

2. Practise.

golf \_\_\_\_\_ scarf \_\_\_\_\_  
quip \_\_\_\_\_ squad \_\_\_\_\_  
frog \_\_\_\_\_ squash \_\_\_\_\_

1. Revisit and review.

s g o s g o s g  
s g o s g o s g

2. Practise.

song \_\_\_\_\_ goose \_\_\_\_\_  
sing \_\_\_\_\_ soggy \_\_\_\_\_  
goes \_\_\_\_\_ single \_\_\_\_\_

1. Revisit and review.

c a d c a d c a  
c a d c a d c a

2. Practise.

camp \_\_\_\_\_ hand \_\_\_\_\_  
damp \_\_\_\_\_ scan \_\_\_\_\_  
sand \_\_\_\_\_ card \_\_\_\_\_

1. Revisit and review.

w w w w w w w w  
w w w w w w w w

2. Practise.

wind \_\_\_\_\_ vans \_\_\_\_\_  
webs \_\_\_\_\_ nest \_\_\_\_\_  
when \_\_\_\_\_ have \_\_\_\_\_

1. Revisit and review.

o r re o r re  
o r re o r re

2. Practise.

fork \_\_\_\_\_ horse \_\_\_\_\_  
more \_\_\_\_\_ react \_\_\_\_\_  
read \_\_\_\_\_ roars \_\_\_\_\_

1. Revisit and review.

p i j p i j p i  
p i j p i j p i

2. Practise.

jump \_\_\_\_\_ pencil \_\_\_\_\_  
pink \_\_\_\_\_ pickle \_\_\_\_\_  
jolly \_\_\_\_\_ jiggle \_\_\_\_\_

1. Revisit and review.

u y u y u y u y  
u y u y u y u y

2. Practise.

your \_\_\_\_\_ yummy \_\_\_\_\_  
buys \_\_\_\_\_ umber \_\_\_\_\_  
boys \_\_\_\_\_ yellow \_\_\_\_\_

Revisit and review

b k b k b k b k  
b k b k b k b k

Practise.

book \_\_\_\_\_ break \_\_\_\_\_  
bake \_\_\_\_\_ buckle \_\_\_\_\_  
bark \_\_\_\_\_ basket \_\_\_\_\_

Revisit and review.

r n m r n m r n  
r n m r n m r n

Practise.

name \_\_\_\_\_ runner \_\_\_\_\_  
rain \_\_\_\_\_ mirror \_\_\_\_\_  
room \_\_\_\_\_ minnow \_\_\_\_\_

Revisit and review.

N W X N W X N W

N W X N W X N W

Practise.

net \_\_\_\_\_

vixen \_\_\_\_\_

web \_\_\_\_\_

water \_\_\_\_\_

exit \_\_\_\_\_

extra \_\_\_\_\_

Revisit and review.

X Z e X Z e X Z

X Z e X Z e X Z

Practise.

zoom \_\_\_\_\_

foxes \_\_\_\_\_

exam \_\_\_\_\_

boxes \_\_\_\_\_

eggs \_\_\_\_\_

puzzle \_\_\_\_\_