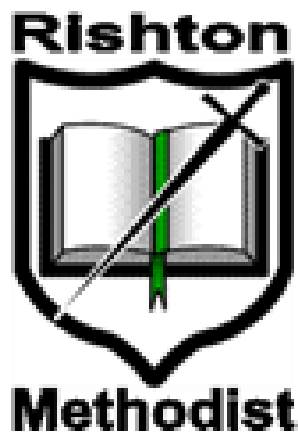


# Rishton Methodist Primary School

## Handwriting Policy 2024 - 2025



### Our Christian Vision

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world and encourage our whole school community to 'Rise up...take courage and do it" (Ezra 10:4).

Agreed by Governing Board on

Policy will be reviewed by 01.09.2025

Created by English Subject leader and SLT

## **POLICY PRINCIPLES**

At Rishton Methodist School we strive for excellence and that through a culture of guidance, support and intervention pupils will develop and reach their greatest potential.

It is the belief every child should have the right to express themselves through their writing in a clear and confident way. Through research and evidence-based approaches, staff will be able to guide and lead pupils effectively. The aims, ethos and values of this policy are outlined below.

Furthermore, it is recognised that to fully meet the needs of pupils, it is a necessity that a bespoke handwriting curriculum is devised and adopted by both pupils and adults across the school.

### **Underpinning Values**

At Rishton Methodist School we aim to meet the handwriting needs of our pupils through:

- The application of a consistent handwriting approach that spans across the whole school.
- The confident and consistent employment of this handwriting policy by both pupils and adults across the school.
- An unrelenting focus on ensuring all pupils achieve a handwriting style which is clear, legible and individual.

### **Key principles**

Handwriting is to have designated teaching time (a minimum of 10 minutes) in the daily timetable from Reception to Year 3, where lessons have a clear learning intention.

We encourage children to take pride in the presentation of their written work, but also to make pupils aware that different degrees of neatness may be appropriate for different tasks.

Pupils are helped to see that there is a balance between speed and legibility which is dependent on the purpose of writing.

For those who are in Year 4 and above, a progressive and well-structured intervention approach will be implemented.

## **Progressive Handwriting Approach Outline**

At Rishton Methodist Primary School, pupils will transition through the three stages of handwriting, ensuring confidence and consistency is achieved before moving up the different stages.

### Stage 1 – pre-handwriting patterns.

Pre-handwriting patterns help a child to learn the shapes and directional pushes and pulls of the writing tools required to form letters. All letters are a combination of these shapes and lines.

### Stage 2a – single letter formation (Little Wandle then cursive beginners)

To begin with, learning to write letters is about learning to move a pencil in the correct directional sequence of movements; size is not important at this stage. Once the letters can be formed following the Little Wandle SSP approach, a pupil can then focus on the size and position of the letters in relation to each other. The size and accuracy of the letter shapes decrease and improves as a child's gross and fine motor skills develop.

Once a pupil is ready to start a more focused formal approach to learning how to form single letters it is important to also introduce the other Key Ability skills required for handwriting:

- sitting correctly at a desk - it is important to ensure that their sitting position and table height are correct for them.
- pencil grip - that it is appropriate for the child's developmental stage and age.
- paper position - for younger children this may still be on a vertical surface allowing them to make big movements in-line with their pencil grip stage.

The only time these Key Ability skills are not to be used is if they are detrimental to a pupil's development due to any SEN needs. This must be discussed with the English Lead and SEN Lead first.

### Stage 2b – single letter formation (capital letters)

Once a pupil has mastered and is able to form lower-case letters of a consistent size, and have them correctly positioned in relation to one another, they are ready to learn how to form the capital letters – at this stage children will already be experimenting with capitals in their wider curriculum writing.

### Stage 2c – single letter formation (continuous cursive beginners)

When ready, pupils will learn how to form the leading on and leading off strokes needed to join their handwriting.

### Stage 3 – joining letters

The research shows that a handwriting style which allow all the lower-case letters to join are best for children as they make their handwriting fluent and quick, by reducing the strain on their hand, wrist and fingers.

## **Handwriting Approach Progression Map and **Approximate** Time Frames**

The progression outlined below is an approximate time frame, this will differ for each individual child. It is expected that children will move onto their next phase of handwriting once the pupil's current phase has been mastered and is part of their independent writing style. Handwriting assessment ideas are additionally provided so teachers can further assess the depth of knowledge at each phase and to highlight areas of further development – see appendix 2.

### Foundation Stage Handwriting – Pre-handwriting patterns (stage 1a)

This will typically occur before the teaching of the little Wandle SSP.

- Straight pre-handwriting patterns
- Curve pre-handwriting patterns
- Tunnel pre-handwriting patterns
- Diagonal pre-handwriting patterns
- Join pre-handwriting patterns

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### Foundation Stage Handwriting – single letter formation (stage 2a)

This progression must follow the Little Wandle SSP phonics approach and be taught alongside the letters corresponding phonemes. Resources are available via the Little Wandle website (*Programme content and resources – Reception – Resources – Use in class – letter formation practice sheets*)

- s, a, t, p, i, n, m, d, g, o, c, k, ck, e, u, r, h, b, f and l
  - j, v, w, x, y, z, qu, ch, sh, th, ng and nk
  - ai, ee, igh, oa, oo, oo, ar, or, ur, er, ow, oi, ear and air
-

### Year One Handwriting – single letter formation leading off (stage 2a)

- straight line – i, l, t, x and z
  - curves to start – c, a, d, g, q, o, e and s.
  - top exit – r, v and w.
  - tunnel – n, m, h, b, p and u.
  - hooks – j, y, f and k
- 

### Year One Handwriting – capital letters (stage 2b)

- Straight line – L, T, I, F, E and H
  - Straight and slant line – V, W, X, Y, A, N, M, K and Z
  - Straight and curly line – D, P, B, R, J, G, Q and U
  - Curly line – C, O and S
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### Year Two Handwriting – continuous cursive (stage 2c)

- straight line – i, l, t, x and z
  - curves to start – c, a, d, g, q, o, e and s.
  - top exit – r, v and w.
  - tunnel – n, m, h, b, p and u.
  - hooks – j, y, f and k
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### Year Three Handwriting – continuous cursive joins (stage 3)

- bottom joins – ai, ch, ck, er, ff, sh, th, but and jig
  - bottom to c shaped letter joins – as, ea, ed, ss, igh, ing and sat
  - bottom e letter joins – be, ie, se, her and men
  - top e letter joins – oe, re, ve, we, ere and ure
  - top letter joins – oa, oo, oh, oi, on, or, ou, ov, ow, oy and wh
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### Year Four Onwards - Intervention

From Year Four onwards, if children have not developed a fully confident and consistent handwriting style they must be assessed at each above stage (2a, 2b, 2c and 3). Here gaps must be identified and a starting point gathered. Interventions must follow the same progression set out in each stage.

After each stage's interventions have taken place, children must be re-assessed, using the assessment opportunities set out in the above stages.

Interventions can occur on a 1:1 basis or in a small group setting. If small groups are used, it is essential that all pupils in the group are focusing on the same learning intention.

To monitor and track the implementation of the handwriting intervention a daily keep-up record must be completed for each individual child, with focus letters being identified for each day. A copy of the daily keep-up record can be found under Appendix 1.

### **Useful Links**

The Teach Handwriting website sets out each stage's expectations and models how each letter should be formed. Each stage's link is attached below:

Stage 1 pre-handwriting patterns:

<https://teachhandwriting.co.uk/pre-handwriting-patterns.html#Straight>

Stage 2a Reception:

This is to be accessed via the Little Wandle website

Stage 2a Year 1 cursive beginners leading off:

<https://teachhandwriting.co.uk/cursive-letters-beginners-choice-3.html>

Stage 2b capital letters:

<https://teachhandwriting.co.uk/capital-letters-beginners.html>

Stage 2c continuous cursive leading on and off:

<https://teachhandwriting.co.uk/continuous-cursive-beginners-choice-3.html>

Stage 3 cursive letter joins:

<https://teachhandwriting.co.uk/cursive-joins-choice-3.html>

### **Monitoring**

To ensure this policy is effective, it will be regularly monitored and evaluated. Following an annual review any amendments will be made to the policy and everyone informed.



The main source of evidence will be from children's books in all curriculum areas. The below assessments are to be used to pinpoint areas for further development or for teachers to further consolidate their judgment that a child has mastered a specific handwriting phase.

### **Pre-handwriting patterns assessment**

Children could be assessed on their confidence and consistency to form the correct pre-handwriting patterns. This can be assessed by pupils copying/creating a simple picture which involves these patterns, such as a picture of a simple house with a stick character standing next to it.

### **Little Wandle single letter formation assessment**

Children must be able to write the full alphabet, with all letters formed correctly.

### **Single letter leading off formation assessment**

Children must be able to write the below sentence, with all letters formed correctly and consistently with a leading off stroke. The use of a capital letter is not to be assessed here.

*'The dog took the bone home alone.'*

### **Capital letter formation assessment**

Children must be able to write the full alphabet in capital letters, with all letters formed correctly.

### **Continuous cursive formation assessment**

Children must be able to write the below sentence, with all letters formed correctly and consistently with a continuous cursive approach.

*'The quick brown fox jumps over the lazy dog.'*

### **Continuous cursive formation assessment**

Children must be able to write the below sentences, with all letters formed correctly and consistently with a continuous cursive joined style.

*'The five boxing wizards jumped quickly' and 'The jay, pig, fox, zebra and my wolves quack.'*