# **Burlington Infant School**



# **Handwriting Policy**

| Date:               | March 2025          |
|---------------------|---------------------|
| Date Due for Review | September 2026      |
| Approved By:        | Full Governing Body |

#### **Burlington Infants School**



#### **Handwriting Policy**

"Always do your best and be your best"

#### Aim

Good handwriting is such a vital tool for life. Even in a digital age, we still need to write in all aspects of our life and for a variety of purposes. Having a legible, fluent style helps children to be able to write more speedily.

#### The National Curriculum states:

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' (ie letters that are formed in similar ways) and to practise these

#### EYFS states:

- Writing Write recognisable letters, most of which are correctly formed
- <u>Fine Motor Skills</u> Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases

#### At Burlington Infants:

We follow the Cursive style, apart from the letter 'k' (no loop) and 'f' (does not go below the line) to reflect RWI formation. 'Lead in' strokes are not needed but joining flicks at the ends of letters are necessary to aid joining later. Flicks on 'o' 'w' 'v' will be introduced when children are ready.

#### Foundation Stage

Before children begin formal writing sessions in school, they will be given opportunities to improve control of their fingers, wrist and arm movements. Activities such as painting, chalking, watering the garden, twirling ribbons and scarves, dough disco and finger gym help with this. They work on manipulating tools in many different ways: picking up objects with pegs or tweezers, jigsaws, stacking wooden blocks, threading beads etc.

Children will also be encouraged to use crayons, felt tips, pens and pencils to make marks to increase their control of smaller objects. As children begin to learn their letters, children will be encouraged to use an appropriate grip.

When children begin to learn their sounds through Read, Write Inc scheme, they are also introduced to the written letter. Each letter has a ditty which accompanies it to help children remember how to form the letter eg a = around the apple and down the leaf. Children will be encouraged to use the correct formation once they have been taught it during both child-initiated and adult-led tasks.

#### Key Stage 1

#### Year 1

Discrete handwriting sessions will be taught throughout Key Stage 1 in small groups. Children will be encouraged to use the correct formation throughout all curriculum areas.

#### Year 2

Discrete handwriting sessions will be taught throughout Key Stage 1 in small groups. Children will be encouraged to use the correct formation throughout all curriculum areas.

Once children are ready, they will be taught to join their writing.

See APPENDIX for 'Burlington Infant School Handwriting' and sheet showing how we form our letters.

#### Moderation and Review of Policy

It is the role of the English Leader to ensure that the policy is widely implemented and adhered to by the whole staff. The policy will be reviewed every three years.

#### Disability Equality Impact Assessment

This policy has been written with reference to and in consideration of the school's Disability Equality Scheme. Assessment will include consideration of issues identified by the involvement of disabled children, staff and parents and any information the school holds on disabled children, staff and parents.

## **APPENDIX**

# **Burlington Infant School Handwriting**

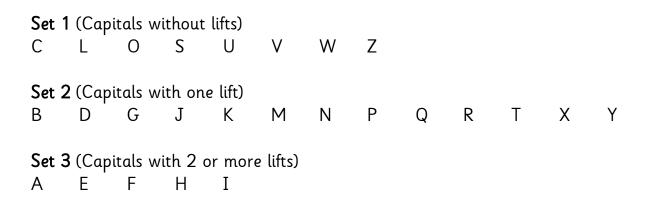
Handwriting will be taught as part of normal RWI lessons but should also be taught in Handwriting sessions to ensure the requirements of the National Curriculum are fulfilled.

We follow the Cursive style, apart from the letter 'k' (no loop) and 'f' (does not go below the line) to reflect RWI formation. 'Lead in' strokes are not needed but joining flicks at the ends of letters are necessary to aid joining later. (flicks on 'o' 'w' 'v' will be introduced when children are ready)

Lower Case Groups to be taught each week:

Teach individual letters first in a specific order to ensure progression and consolidate prior learning.

- c a o
- ·dqq
- s e f
- r n m
- h b p
- l t i
- ·uyj
- v k • w x z
- Capital Letter Groups



### **JOINING**

Week 19:

zip

buzz bad big

Base Join: Week 1: she me he they then Week 2: the Week 3: in him it Week 4: all her my Top Join: Week 5: on one out Week 6: we was went Descender Starters: Week 7: you your (note: introduce not joining after y and g) Joining after 'r' Week 8: are were there (to reinforce spelling) Over the Bridge: Week 9: dad to cat Top join to a tall letter: Week 10: when what why Week 11: oh look book (note: introduce not joining after b) Joining into 'o' Week 12: down now how Joining into 'a' Week 13: day dad stay Joining into and after 'o' Week 14: top not come some Week 15: bag but saw said Joining 'r' Week 16: were where here very Week 17: are arm park (note: introduce not joining after p) Joining from crossbar of f Week 18: for from fun Not joining after 'z' or 'b'

Not joining after 'j y g or x' Week 20: got yes jug fox

# We write our letters like this

a b c d e f g h i j k l m nopąrstuvwxy

ABCDEFGHIJKLM O P Q R S T U V W X **Y** Z