

Burlington Infant School: Handwriting Policy

Burlington Infant School



Handwriting Policy

Date:	March 2025
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Approved By:	Full Governing Body

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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
- Fine Motor Skills 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.

Burlington Infant School: Handwriting Policy

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.

Burlington Infant School: Handwriting Policy

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
- d g q
- s e f
- r n m
- h b p
- l t i
- u y j
- v k
- w x z

Capital Letter Groups

Set 1 (Capitals without lifts)

C L O S U V W Z

Set 2 (Capitals with one lift)

B D G J K M N P Q R T X Y

Set 3 (Capitals with 2 or more lifts)

A E F H I

Burlington Infant School: Handwriting Policy

JOINING

Base Join:

Week 1: me he she

Week 2: the they then

Week 3: in it him

Week 4: all my her

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: no to cat dad

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: now down 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 fun from

Not joining after 'z' or 'b'

Week 19: zip buzz bad big

Burlington Infant School: Handwriting Policy

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
n o p q r s t u v w x y z

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