

Roebuck Academy

Handwriting Policy

January 2025

At Roebuck Academy, we aim for our pupils to have a sense of pride as they work towards and gain their joined handwriting style. We use Monster Phonics letter patters and the Letter-join programme as the basis of our handwriting policy that covers all the requirements of the National Curriculum. Handwriting is a basic but essential skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

OUR AIMS

- To develop high quality handwriting and good presentation of work across the curriculum
- To form letters correctly, leading to a fluent, joined and legible handwriting style using the school's agreed letter formation (see appendix 1)
- For all pupils to develop effective flow and speed to ensure that they can achieve high standards of presentation whilst writing at a good pace.
- To promote continuity and consistency in handwriting style and teaching methods
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- To develop high teacher-expectations for the presentation of work
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

TEACHING AND LEARNING

Handwriting is a complex skill which involves the integration of a wide range of abilities: sensory; motor; perceptual; linguistic; and cognitive. We believe skills should be taught regularly and systematically using the school's agreed script and methods. As children's handwriting becomes more proficient, the importance of joined handwriting and neat presentation is reinforced by staff and practised through publication of written work. Teaching staff are expected to model the school's handwriting policy when writing. For example: on whiteboards, in pupils' books and on classroom displays.

CONSISTENCY THROUGHOUT THE SCHOOL

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

HANDWRITING FREQUENCY

Handwriting will be taken into consideration during **all** lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

- Letter formation is taught as part of handwriting and English lessons. Letter formation and handwriting is taught explicitly through Monster Phonics in EYFS (Year 1 in the Autumn term) and Letter Join in Key Stage One and Key Stage Two.
- These lessons focus on correct pencil grip, letter formation and orientation, and correct posture.

EARLY YEARS

For our youngest pupils we aim to have many opportunities across each day that support:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing, climbing, sweeping and digging.
- Squiggle While you Wiggle (an early writing programme) is taught daily in EYFS and incorporates dance, music and large movements to help children develop the fine muscle control they need for writing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and tablets, as well as using tweezers, pegs, scissors and play dough.
- Letter rhymes to be shared during phonics lessons using the Monster Phonics Letter Patters. During phonics, letter formation is to be modelled and children to have the opportunity to write the letter shape in the air, on their leg, on their hand using their finger, progressing to whiteboards and paper.
- Handwriting is part of the focus of group writing sessions during The Drawing Club lessons.

As well as this, we teach handwriting daily through the Monster Phonics programme. It is designed to help young children develop their handwriting alongside phonics skills development in a fun and engaging way. The scheme is rooted in phonics principles. It combines phonics instruction with handwriting practice, creating a strong foundation for both reading and writing. Each letter taught has a letter patter and a picture to help children remember how to write the letter correctly (see Appendix 2). Lessons are progressive, 15 minutes in length and are taught in four stages in Reception, two stages in Year one and one stage in Year two (see Progression Document). Learning is recorded on the sheets provided on the Monster Phonics website.

Early Stages of Writing



KEY STAGE 1

Teaching progresses from daily short 15 minute lessons in Year 1, to three twenty minute lessons per week in Year 2.

Year 1

In Year 1, students will begin with Monster Phonics handwriting in the Autumn term, moving on to Letter Join in the Spring term. Learning will be recorded on the sheets provided on the Monster Phonics website in the Autumn term, moving on to handwriting books in the Spring term.

Students will be taught to:

- Write legibly using upper and lower-case letters without joining.
- Ensure that letters sit on the base line.
- Ensure that ascending letters go up to the line and descending letters go below the line

- Form capital letters and use where appropriate and understand that they do not join to lower case letters.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Begin to lead out when ready.

Year 2

In year 2, students will start with Monster Phonics handwriting in the Autumn term and move on to Letter Join. Learning will be recorded on the sheets provided on the Monster Phonics website in the Autumn term, moving on to handwriting books in the Spring term.

They will be taught to:

- Ensure that letters are consistent in size with ascenders and descenders that are the correct length and formation.
- Write legibly using upper and lower-case letters with confident letters formation.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.
- Form printed letters correctly and begin to join when ready.

KEY STAGE 2

Lower Key Stage 2

The aim in Lower Key Stage 2 is to improve quality, speed and stamina of handwriting through 3 15 minute lessons per week as a minimum.

Students will:

- Learn to join letters to aid speed and automaticity
- Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Upper Key Stage 2

The aim in Upper Key Stage 2 is to have full knowledge and ability of the different forms of handwriting for different purposes. Lessons will be taught as a minimum, once or twice a week in year 5 and once a week in year 6 for 20 minutes.

Students will be taught:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

PENS AND PENCILS

Children will start handwriting using a soft pencil. When fine motor skills have been established and when a pen licence has been given by the teacher, a handwriting pen can be used.

INCLUSION

In line with our SEND Policy, the needs of individuals will be considered. We aim to identify pupils who experience difficulties with handwriting at an early stage and put into place appropriate support.

- The SENCO will provide pencil grips; triangular barrelled pens; and writing slopes where needed
- Activities in classrooms help pupils to develop fine and gross motor skills
- Small group support will be used to focus on particular pupils
- Accurate letter formation and appropriate joining will be modelled and encouraged during phonics and spelling sessions
- Pupils will continue to be encouraged to form letters in sand, flour, foam and other materials in order to practice letter formation in an enjoyable way where needed
- Where needed, the SENCO will liaise with external agencies in order to find the most appropriate means of recording learning.

INTERVENTION

Teachers will regularly assess during handwriting lessons and where children have been identified to need support with a letter taught that day, they will be given extra practise and support later in a 'Same Day Intervention'. If further support is needed, children will be placed in to a 'Rapid Intervention' where more extensive support is given with daily practise over 5 weeks. Resources are provided on the Monster Phonics website.

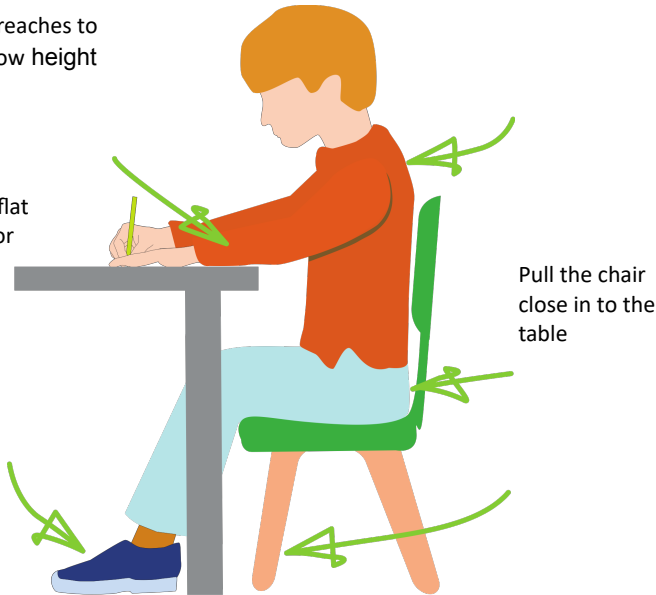
CORRECT POSTURE AND PENCIL GRIP FOR HANDWRITING

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

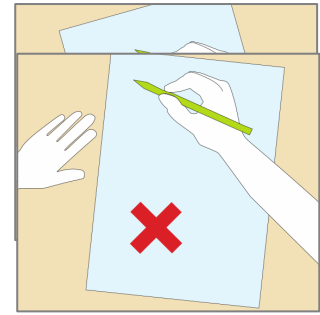
SITTING POSITION

The table reaches to below elbow height

Keep feet flat on the floor



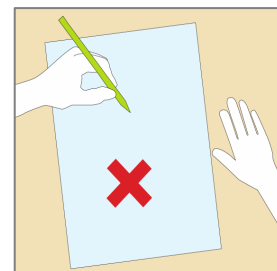
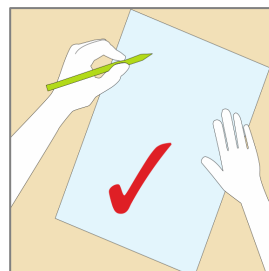
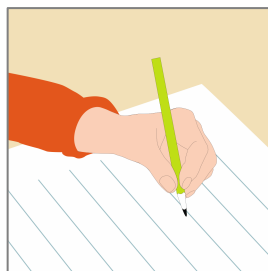
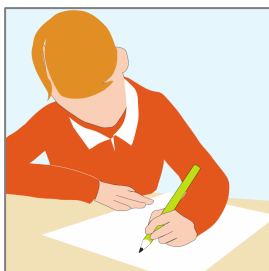
Pull the chair close in to the table



Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis. Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space. Pupils should position the paper/book to their left side and slanted, as shown. Pencils should not be held too close to the point as this can interrupt pupils' line of



vision. Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left-handed children should be encouraged to use the Dynamic tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...

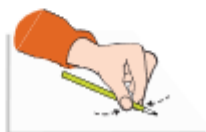


and grip.

Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Other acceptable grips are:



Dynamic tripod



Dynamic quadrupod



Lateral tripod



Lateral quadrupod

Appendix 1

EYFS and Year 1

Letter Formation Practice Sheet

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

© Monster Phonics

Monster Phonics
monsterphonics.com

Year 2 - Year 6

a b c d e

f g h i j k




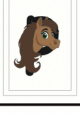

l m n o p

q r s t u





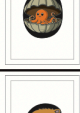
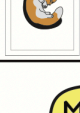
v w x y z

Monster Phonics Letter Formation Rhymes




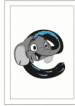




Grapheme	Rhyme	Card
s	Over her head, sweep past her fin, a curly tail to help her swim.	
a	Follow the ants half way round, march up to the leaf, then down to the ground.	
t	Down the trunk, follow the roots, across the branch, to find the fruit.	
p	Down her mane, up to her ear, around her head, what sound can you hear?	
i	Down and curl, super try! Now add a dot to catch the fly.	









n	Weave the needle, straight down low, then back up high, and over we go.	
m	Magical fairies swoop low to high, over the mushrooms, then down they fly.	
d	Around his body, up to his ear, down to his tail, what sound can you hear?	
g	Around the grape, climb up to the top, down the leaves, curl then stop.	
o	This little octopus likes to hide, circle around, then peek inside.	
c	Curl around the cat, as she sleeps, from her head to her feet.	







k	From his head, to his foot we go, along his arm, and out to his toe.	
e	Along the trunk, over the spray, curl around and play all day.	
u	Swoop under and up, dart down and flick, Umbrellabirds are so quick!	
r	Down the rocket, then shoot up high, over the clouds, and into the sky.	
h	From her head to her feet, up to her chest, over her back, and into the nest.	
b	Down the bunny's ears, up to her bow, around her nose, she's ready to go!	



f	Over the rod, down to the fish, across the water, and make a wish.	
l	Down the lolly, look at the mess, don't forget, to scoop up the rest.	
j	Hang down and curl, don't miss a spot, burst the bubble, with a little dot.	
w	Down, up, down, up, all in a row, watch the waves as they flow.	
v	The van whizzes down, and up to the top, make the 'v' sound, when the van stops 'vvv'.	
x	Across the spoon, get ready to bake, down the sprinkles, let's mix the cake. Mix mix mix!	





y	Under and up, what can you see, follow the anchor, hanging under the sea.	
z	Zigzag zig down, can you hear the clap? Let's make the sound of the lightning ...zzzap!	
q	Around her face, up to her bun, down her hair, add a flick for fun.	