



Squirrel Hayes First School

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Version	09	10	11	12	13	14	15

Handwriting Policy

This school is committed to safeguarding and promoting the welfare of children and young people/vulnerable adults and expects all staff and volunteers to share this commitment. 1

Handwriting and presentation policy

Introduction

This policy document is a statement of the aims, principles and strategies for the teaching of handwriting and presentation at Squirrel Hayes First School.

Aims

At Squirrel Hayes, we recognise that handwriting is a critical skill. Our aim is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of Year 4 to begin to develop a distinctive style.

Handwriting is a taught skill and teachers put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Teaching and Learning Approach

Squirrel Hayes First School uses the Read Write Inc Handwriting approach. Teachers and Learning Support Staff have had training to teach handwriting effectively.

Handwriting is a developmental process with its own distinctive stages of sequential growth. For all stages learners will learn to form letters and then words made from letters applying the taught skill.

1. Readiness for handwriting; gross and fine motor skills.

- Developing fine motor control
- Having the correct posture and paper position
- Holding the pencil with a tripod grip
- Left handed learners appropriately supported

2. Multisensory letter formation

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Formation of letters in the following order:

- around letters
- down letters
- curly letters
- zigzag letters
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Letter formation teaching sequence (used for all subsequent stages of handwriting)

- Simultaneous phrase and formation modelled
- Simultaneous phrase and formation in the air - larger scale
- Simultaneous phrase and formation in literacy books
- Opportunities for rehearsal, self assessment and correction

3. Position of letters on the paper

Taught through a visual support frame initially and then with key language

- Tall letters reach for the sun (ascenders)
- Middle letters sit in the boat
- Tail letters paddle in the water (descenders)

4. Understanding handwriting families

- Sisters - anticlockwise letters: a c d g o q
- Parting from waist letters - h m n r
- Grandad and uncle - (y u)
- Pets (p, b)

5. Beginning to join

Taught through multisensory techniques

- Washing line joins (horizontal) with three variations
 - washing line joins to small letters, e.g. ow
 - washing line joins to tall letters, e.g. wl
 - washing line joins to sister letters e.g. wa

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- Arm joins (diagonal) with three variations
 - arm joins to small letters, e.g. am
 - arm joins to tall letter, e.g. a.l
 - arm joins to sister letters, e.g. nd

- No joins for b f g j p q s x z

6. Securing the joins.

This involves drawing on all previous experience and securing the joins so that each letter is correctly joined.

7. Presentation skills.

This will be the stage where the Learners refine their handwriting.

8. Practising speed and fluency.

This involves the Learners becoming much more independent. They will use the knowledge that they have about joins and become quicker writers so that they can write at speed.

Organisation of handwriting

At Squirrel Hayes we believe that handwriting must be actively taught and we aim to develop handwriting through systematic teaching and regular practice each day.

All handwriting is personalised for the skills of the learner but the general progression consists of:

EYFS

Learners in Early Years have planned opportunities to develop fine motor skills and make marks in a wide range of mediums within engaging and motivational contexts. When learners can read all single grapheme phonemes discreet handwriting is taught as set out in section 2.

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Year 1

Learners continue to develop letter formation including application in words, even sizing and position on lined paper, understanding of letter families. Learners that are secure in these skills may start to join in Year 1.

Year 2/3

Learners secure their formation of joins and know which letters are best left un-joined.

Year 3 and 4

Learners further develop an evenly sized casual cursive script with equidistant parallel strokes and ascenders and descenders that do not crash. The final stage is to develop a legible joined cursive style that will enable learners to write at speed.

Handwriting Lessons

All learners who have secured early phonics skills have a daily 15 minute handwriting lesson **from Monday to Thursday**. Where necessary, learners are grouped according to their personalised handwriting needs and regular assessments ensure that learners are able to progress at the correct pace and benefit from further support if needed.

Where practical, handwriting is completed in literacy books so that it is seen as part of daily learning rather than additional activity separate from literacy. This will support teachers to have high expectations of handwriting in all written work and enable learners to remember the joins that they have practised. During assessment weeks or when lessons are covered by visiting teachers, handwriting may be practised on paper.

Older learners will complete longer handwriting sessions within half terms so that they are able to spend longer periods of time focussing on handwriting. Learners will be given sections of text to write so that they are not having to focus on composition skills.

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Celebrating Success

- A weekly outstanding presentation certificate is awarded in Achievement Assembly.
- Learners who have secured early joins will be awarded a pen and a pen licence in Achievement Assembly. Pens can be used in Handwriting lessons, Literacy and topical learning.
- Learners will write with blue ink cartridge pens.

At Squirrel Hayes we have:

High expectations

- High expectations of handwriting and presentation will be promoted and encouraged across the curriculum and all areas of learning.
- Learners will be made very aware of the high expectations in handwriting and presentation. They will be reminded on a regular basis.
- If learners produce work that is below their standard, they will be asked to repeat the work.
- Learners who require additional support will take part in personalised interventions
- When learners produce work of a high standard they will be praised and rewarded.

Monitoring and assessment

Assessment of presentation and handwriting is an on-going process and will take place formally and informally during the regular, focussed handwriting sessions and across other curriculum areas.

Samples of learner's work will provide evidence of progress and attainment. The monitoring of the teaching of handwriting is carried out by the Literacy leader and the Headteacher.

Home/School Links

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Parents/ Carers are informed of the schools approach to handwriting regularly through a parents guide to handwriting leaflet detailing helpful information, correct letter formation and styling.

Presentation

- In Literacy books the learning objective and success criteria will either be written or stuck in neatly complete with the date. The Learners must not write on the bottom line or in the margin.
- In maths the learning objective and success criteria will either be written or stuck in neatly. The Learners must not write on the bottom line.

Signed:

Date:

DOCUMENT CHANGE LOG

Version No.	Date of review	Reviewer	Changes Made
01	Oct 2009	H. Johnson Allen	New policy
02	May 2010	E. J. Smith	Inclusion of specific handwriting lessons.
03	2.2.11	H. Johnson Allen	Personalised learning, joining and Write from the start.
04	8.3.12	H. Johnson Allen	Reviewed
05	4.3.13	H. Johnson Allen	Reviewed
06	2.6.14	A. Harris	RWI methods Handwriting beyond RWI Assessment of groups of letters Pen and certificate presentation Writing interventions
07	10.6.15	A. Harris	Reviewed – changes to handwriting timetable
08	12.6.16	A. Harris	Changed to RWI methodology, progression of skills and timetable arrangements

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Version No.	Date of review	Reviewer	Changes Made
09	4.4.17	A. Harris	Inclusion of where handwriting is recorded to support transferrable skills.
10	3.6.18	A. Harris	Reviewed
11	18.6.19	H. Johnson Allen	Handwriting lessons
12	24.6.21	H. Johnson Allen	Aim
13	27.6.22	H. Johnson Allen	Reviewed
14	26.6.23	H. Johnson Allen	Reviewed
15	12.4.24	H. Johnson Allen	Change in classes, longer handwriting pieces.
16	April 2025	EJP	Reviewed

POLICY STATEMENT (if required)

Signed:

Date:

Head Teacher

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