



Lüderitz Blue School Handwriting Policy

1. AIM OF HANDWRITING POLICY

At Lüderitz Blue School, we aim to encourage the progression and development of each child's handwriting into a legible, fluent, and individual style. We believe that when students have good handwriting, it can be adapted for various purposes including spelling and composition. Our aims in teaching handwriting are:

- To support students' writing in a consistent, well-presented, and legible format.
- To ensure students have a consistent approach across the school.
- To ensure students (when ready) use a cursive writing style across the school.
- To ensure all students know the difference between lower and upper case letters.
- To ensure the skills mastered in Reception & Key Stage One (up to and including Year 2) continue to develop throughout a student's primary education and further.

2. EARLY YEARS HANDWRITING DEVELOPMENT

In the Early Years Foundation Stage, we recognize that developing handwriting skills is closely linked to various activities that support children's physical development. We engage children in a wide range of activities that promote both gross and fine motor skills, which develop progressively—from head control and core stability to sitting, crawling, and standing. Fine motor skills follow a progression, starting at the shoulder, moving to the elbow, and finally to the wrist and fingers.

- **Music & Dance** are valuable parts of our curriculum, as it promotes gross and fine motor development. It helps strengthen core stability, improves coordination, and enhances hand-eye coordination—essential components for developing the muscle control needed for handwriting. Through movement and rhythm, children build foundational skills that are crucial for holding and using a pencil effectively.
- **Mark-making** is emphasized in early writing development. This process allows children to create patterns, lines, shapes, and symbols using a variety of materials and tools. Activities such as drawing with crayons, painting, tracing in sand, or creating shapes in shaving foam help strengthen hand muscles, improve coordination, and foster an understanding that marks can represent meaning. By integrating mark-making activities into our curriculum, we provide children with the opportunities to gain control and precision in their movements, laying the groundwork for writing.

To further support motor skill development, we implement:

- **Fine Motor Skills Groups:** These groups focus on assisting children with lower motor skill development to improve their balance, coordination, and ability to make marks.
- **Handwriting Sessions:** Our teachers work with children to develop letter formation and handwriting skills, integrating these sessions with phonics lessons where children learn letter sounds and practice writing corresponding letters simultaneously.

By the end of the Reception year, we encourage children to achieve key developmental milestones, including:

- Holding a pencil correctly using the tripod grip.
- Writing most letters and numbers accurately.
- Demonstrating independence when solving problems.
- Understanding the purpose of books and finding joy in reading.
- Maintaining attention on an activity for at least 15 minutes.
- Speaking about themselves with confidence and positivity.

3. METHODOLOGY

The school uses cursive handwriting as the agreed writing style. This ensures continuity of handwriting style from Year 1 onwards. We believe that wholly joined cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
- Increased speed
- Development of a personal style
- Less focus on the mechanics and more on the product of writing
- Improved spelling

ORGANISATION

- i) Students are taught handwriting in regular sessions focusing on letter formation, consistent size and shape of letters and accurate joining.
- ii) Learning is differentiated based on the needs and development of the child.
- iii) Handwriting is applied in all writing and modeling, in some displays and is a consistent marking focus.

4. LETTER FORMATION

i) Teachers will provide opportunities to demonstrate and reinforce correct letter formation, allowing a natural lead-in to the correct starting point for each letter.

ii) Letters are taught in this particular order:

Set 1 - Wave Letters:

c, a, d, g, q

Set 2 - Tree Letters:

i, t, p, u, w, j

Set 3 - Loop Letters:

e, l, f, h

Set 4 - Tow Truck Letters:

k, r, s, b, o, v

Set 5 - Bump Letters:

m, n, y, x, z

- **Set 1 - Wave Letters:** These letters are taught first because they begin with a wave-like stroke, which is simple and helps build the foundational skill of starting a letter.
- **Set 2 - Tree Letters:** Next, we introduce tree letters, which start with a straight line that swings up. This stroke is easy to connect to the previous wave stroke, reinforcing consistency.
- **Set 3 - Loop Letters:** Loop letters come after, as they introduce the more complex motion of creating a loop, further developing fine motor skills.
- **Set 4 - Tow Truck Letters:** We then focus on tow truck letters, which teach students how to connect strokes with an ending motion, like a tow truck hooking up. This step is crucial for smooth letter transitions.
- **Set 5 - Bump Letters:** Finally, we teach bump letters, which start with a short bump-like stroke. These letters combine previous skills, helping students master more complex formations.

iii) Children who are confident with the individual letters learn letter combinations.

iv) Capital letters are not joined because they do not start from the line. They stand alone.

5. KEY STAGE ONE

- iv) Children in Key Stage One should be able to:
 - write in their books or pages from left to the right and from top to bottom.
 - write letters correctly in a cursive style.
 - form regularly sized and shaped letters.
 - space between letters and words.
 - have pride in their written work and the overall presentation.
- v) In Key Stage One, all students will receive a daily handwriting session for 10-15 minutes.
- vi) Students will be encouraged to develop gross motor control using large equipment, such as finger paints, paint brushes, chalk, foam, and so on.
- vii) Students will develop their fine motor skills and use various mark-making tools such as crayons, pens, and pencils.
- viii) As students progress, they will be taught to form letters correctly. The school will use guidance from the 'Read Write Inc' scheme on letter formation (see Appendix 1), focusing on their mnemonics to aid the correct letter formation.
- ix) Letter formation is taught alongside phonic development.
- x) The school's aim is that by the end of Key Stage One, all students should be able to hold a pencil correctly and correctly form all numbers and letters (including b, d and p correctly orientated).
- xi) When students have trouble with pencil grip and letter formation, these errors will be addressed immediately, modeled, and corrected.
- xii) Initially, students will use unlined paper to focus on correct formation rather than size or positioning.

6. KEY STAGE TWO

- xiii) In Key Stage Two, students should be confident in their handwriting and presentation.

- xiv) Handwriting will be taught once a week in a scheduled session.
- xv) If necessary, students may receive top-up sessions for their handwriting for a minimum of 10 minutes.
- xvi) Students with neat and legible handwriting may be awarded a 'pen licence' at the discretion of the class teacher.

HANDWRITING EQUIPMENT AND AIDS

- xvii) Students will use line sizes appropriate to their stage in writing.
- xviii) Students should also use a sharp HB pencil for all writing initially. Younger children who find pencil grip trickier will begin using larger triangular pencils.
- xix) Students in Reception will be taught to sit correctly and how to hold their paper when writing. They will learn this through a simple rhyme.
- xx) Students may sometimes use pencil grips or pens with a particular grip.
- xxi) In all classes, pencil pots with suitable materials are available for students to work at their tables.
- xxii) Classrooms are equipped with various writing implements, line guides, word lists, and dictionaries.

LEFT-HANDED STUDENTS

- i) Left-handed students are encouraged to reposition the paper the other way.
- ii) They may sit to the left-hand side if seated next to a right-handed child.

CAPITAL LETTERS

- i) Capital letters stand alone and are not joined to the following letter.

- ii) Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter.
- ii) The teacher should model this during English and Phonics sessions.




HANDWRITING PRINCIPLES

To achieve the above aims, the following principles must be followed:

- Handwriting is taught regularly and systematically in classes, groups, or individually as appropriate.
- Patterns are used initially by writing with various tools and multisensory methods to help with free-flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning, and handwriting is frequently linked with spelling.
- When marking or writing comments, staff members use cursive handwriting as appropriate.
- Display writing throughout the school includes cursive writing and computer-generated writing using 'Twinkl', 'Comic Sans', 'Roboto' or similar scripts.

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My Sound Mat

								
Maisey mountain mountain	Around the apple, down the leaf	Slither down the snake	Round his bottom, up his tall neck and down to his feet	Down the tower, across the tower	Down the body, dot for the head	Down Nobby and over his net	Down the plait and over the pirate's face	Round her face, down her hair and give her a curl
								
All around the orange	Curl around the caterpillar	Down the kangaroos body, tail and leg	Down and under, up to the top and draw a puddle	Down the laces, to heel, round the toe	Down the stem and draw the leaves	Lift off the top and scoop out the egg	Down the long leg	Down the head, to the hooves and over his back
								
Down his back, then curl over his arm	Down the body, curl and dot	Down a wing, up a wing	Down a horn, up a horn and under his head	Down up, down up	Zig-zag-zig	Round her head, up past her earrings and down her hair	Down the arm and leg, repeat the other side	