



THE BAIRD
PRIMARY
ACADEMY

Handwriting Policy

Approved: November 2019

Reviewed date: Sept 2022

Review: Sept 2023

At the Baird Academy we place an emphasis on pupils' presentation of work. We have high expectations of our pupils and take particular care in our cursive / joined-up handwriting style.

Intent

We believe that handwriting is a basic life 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, eventually, speedy 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.

We aim:

- To develop a neat, legible, fluent handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- That by the end of Year 6 pupils will understand the importance of neat presentation and the need for different letter forms (cursive, printed or capital letters) to help communicate meaning clearly.

Implementation

We use the Letter-join Program www.letterjoin.co.uk as the basis of our handwriting policy as it covers all the requirements of the 2014 National Curriculum. The letter formation Letter-Join Plus should be selected within the programme, in addition font **Letter-join Plus 40** for computers is available. See Appendix B

The quick brown fox jumps over the lazy dog. 1234567890

In line with the DfE guidance on phonics teaching we use printed letters for Early Years and Y1 using **the Letter-join Print Plus font**. From Y2 children are taught to join letters using a cursive script using the Letter-Join font.

In 2021-22 only Y1 children will continue to use the fully-cursive script as they were taught this in Reception. See Appendix C

The quick brown fox jumps over the lazy dog. 1234567890

A few children have significant SEN which means a joined handwriting style is not suitable to meet their needs. Such children are identified by their teachers together with the SENCO and Inclusion team. Together a range of individual resources are produced that meet the needs of each unique child. In most cases the handwriting is based on pre-cursive letters without a lead in. This is usually Letter-join Print Plus.

To encourage fluent handwriting, we encourage parents and carers to use the home access Letter-join resources at home.

Teaching, Learning and Assessment

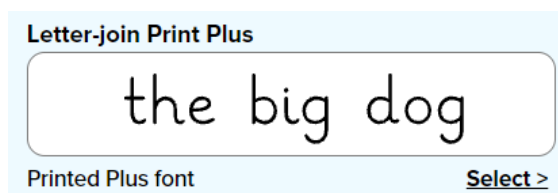
In the Early Years letter formation is taught through a range of learning opportunities including phonics and targeted motor skills sessions. Children are taught “Bird-beak fingers” to teach the tripod grip.

In Key Stage 1 handwriting is taught daily for 10-15 mins. It should begin with a gross and/or fine motor skills warm up. Children practise in their handwriting book.

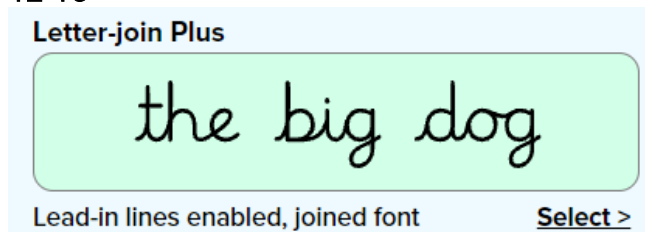
In Key Stage 2 handwriting is taught twice a week for 10-15 minutes, as required. Where the majority of the class have a fluent and legible script, it will be taught as an intervention for those who need it. A fine motor skill warm-up will be used if needed. Children practise in their handwriting books.

To select your style of letters, go to Teacher Information > Classroom Options
https://www.letterjoin.co.uk/desktop_edition/info/classroom-options.html and select:

EYFS, Y1, SEN



Y2-Y6



Children use books with printed guidelines in Y1-6. In Y6 pupils who have achieved all handwriting targets may present their writing across the whole curriculum to the Senior Leadership Team. They may then be extended to write in standard lined books.

Pupils are taught to use the tripod 'bird beak' pencil grip. They are taught the correct sitting and book position. See Appendix D

Children are taught which letters belong to which families. See Appendix B

Progression follows the Letter Join program. See Appendix A for a summary. The letter-join modules contained detailed lesson plans for teachers to use. **Letters and joins should be introduced in the order they state.** https://www.letterjoin.co.uk/desktop_edition/info/lesson-planner.html

Assessments are made in the handwriting strand of the Writing Curriculum Excel spreadsheets in Teams.

Children who exceeded the age-appropriate expectation in handwriting for their year group may use handwriting practise time to apply their handwriting skills to publishing their writing.

General Expectations

All teaching staff, including teaching assistants, are expected to model the handwriting style in a neat, legible and joined script when writing on boards, flip charts or in pupils' books.

Display work should sometimes, when appropriate, use the printed or handwritten cursive script. Displays should include examples of pupils' handwriting that is at age related expectations.

Printed teaching materials should use the cursive script in Y2-Y6 when handwriting is a learning objective. Teachers should use their professional expertise to determine if a cursive or printed script is most suitable for other materials.

Handwriting Pens

Children will use their individual, named, handwriting pens when editing and improving their writing in Years 1-6.

In Year 6, children will be allowed to use handwriting pens for all written tasks (at teacher discretion).

Impact

By the end of Key Stage One most pupils will be able to:





- form lower-case letters of the correct size relative to one another
- use diagonal and horizontal strokes needed to join letters and
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.





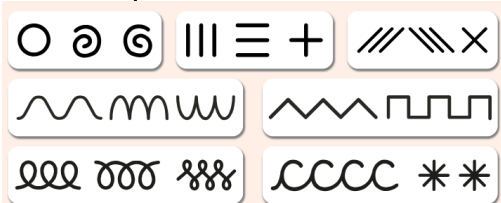
Pupils with specific identified needs will be able to hold a pencil correctly to form un-joined letters.





By the end of Key Stage Two most pupils will be able to:







- write legibly, fluently and speedily
- choosing which shape of a letter to use when given choices e.g. cursive or printed
- choosing the writing implement that is best suited for a task e.g. marker for a poster



Pupils with specific identified needs will be able to hold a pencil correctly to neatly print un-joined words and leave appropriately sized spaces between them.

Year	Implementation - Progression	Impact
Nursery	<p>To hold a pencil correctly and form pre-cursive patterns. To write own name.</p> <ul style="list-style-type: none"> • 2 min warm-up - movements to enhance gross motor skills such Letter-Join activities below, or as air-writing, pattern making, dancing. See below • Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and tablets. • Correct sitting position –see below • Tripod pencil grip – see below. • Letter Join Lesson Planner Module 1. Pre-cursive patterns. <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • Letters in the environment • Letters in their name • DISPLAY letter-join print plus letters 	<p>To hold a pencil / crayon and make marks with some control e.g. tracing their name, following a pattern.</p>

Year	Implementation - Progression	Impact
Reception	<p>To be able to</p> <ul style="list-style-type: none"> • sit correctly, • hold a pencil correctly • form lowercase letters correctly <p>• Warm-ups</p>   <ul style="list-style-type: none"> • Correct sitting position –see below  <ul style="list-style-type: none"> • BIRD BEAK FINGERS Tripod pencil grip – see below.  <ul style="list-style-type: none"> • Letter learning to familiarise letter shapes, formation and vocabulary. • Phonics flashcards using the cursive font & agreed Baird pictures used when learning grapheme-phoneme correspondence. • Letter Join Lesson Planner Module 1 <ul style="list-style-type: none"> 1. Pre-cursive patterns Lessons 1-20  <ul style="list-style-type: none"> 2. Easy letters and words taught in this order. Lessons 21-45 3. Harder letters and words taught in this order. Lessons 46-70 • DISPLAY print plus letters & numerals 	<p>To write each letter, usually correctly. (Phase 4 Letters and Sounds page 125)</p>




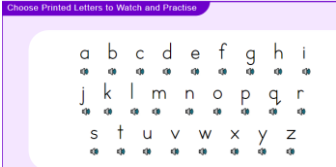
Year	Implementation - Progression	Impact
Y1	<p>To be able to</p> <ul style="list-style-type: none"> • sit correctly, • hold a pencil correctly • form lowercase letters and words correctly • write capital letters, numerals and some symbols correctly <p>• Gross and fine motor-skills warm-ups</p> <div style="display: flex; justify-content: space-around; align-items: flex-start;"> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> <div style="text-align: center;">  </div> </div> <ul style="list-style-type: none"> • Correct sitting position –see appendix • BIRD BEAK FINGERS Tripod pencil grip – see below. <div style="text-align: center; margin: 10px 0;">  </div> <ul style="list-style-type: none"> • Letter Join Lesson Planner Module 1 <ul style="list-style-type: none"> ○ Revise easy letters and words ○ Revise harder letters and words lessons 46-70 • Letter Join Lesson Planner Module 2, taught in the order stated. <ul style="list-style-type: none"> ○ Capitals ○ Numbers ○ Punctuation Marks, Maths Symbols, Other ○ Letter families, ○ Word spacing, ○ High frequency words, Joining techniques, • DISPLAY 1. Letter families banner, DISPLAY 2 Letter-join plus letter formation banner age-related punctuation & numerals 	<p>Sit correctly at a table, holding a pencil comfortably and correctly. 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' (i.e. letters that are formed in similar ways) and practise these.</p>

Year	Implementation - Progression	Impact
Y2	<p>To be able to</p> <ul style="list-style-type: none"> • write using a cursive style • join letters correctly. • form numerals and punctuation correctly. • Gross and fine motor-skills warm-ups • AND 1 min warm-up Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc. • Correct sitting position –see below • BIRD BEAK FINGERS Tripod pencil grip – see below. • Revise as required: easy letters and words lessons 21-45 harder letters and words lessons 46-70 capitals, punctuation and symbols lessons 135 • Letter Join Lesson Planner Module 3, taught in the order stated. Letter families lessons 136 - 147  • Diagonal joins, high frequency words and dictation exercises lessons  • Diagonal joins, high frequency words and sequencing sentences lessons  • Letter f k b d w s z, high frequency words and dictation exercises • Dictation exercises, high frequency words, numerals, maths symbols • DISPLAY 1 Letter-Join Plus letter families banner, • DISPLAY 2 Letter-join plus letter formation banner age-related punctuation & numerals   	<p>Form lower-case letters of the correct size relative to one another in his/her writing Use the diagonal and horizontal strokes needed to join letters.. Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. Use spacing between words that reflects the size of the letters.</p>

Year	Implementation - Progression	Impact
Y3	<p>To be able to</p> <ul style="list-style-type: none"> • write fluently and legibly using a cursive style • join letters correctly. • form numerals and punctuation correctly. <ul style="list-style-type: none"> • Fine motor-skills warm-ups, if required. <ul style="list-style-type: none"> • Correct sitting position –see below <div style="text-align: right; margin-right: 100px;">  </div> <ul style="list-style-type: none"> • BIRD BEAK FINGERS Tripod pencil grip – see below. <div style="text-align: right; margin-right: 100px;">  </div> <ul style="list-style-type: none"> • Revise module 2 and 3 relevant parts, as required: <ul style="list-style-type: none"> ○ easy letters and words ○ harder letters and words ○ capitals, punctuation and symbols ○ Diagonal joins, high frequency words and dictation exercises lessons ○ Diagonal joins, high frequency words and sequencing sentences <ul style="list-style-type: none"> • Letter Join Module 4, taught in the order stated. <ul style="list-style-type: none"> • DISPLAY Letter-join plus letter formation banner age-related punctuation & numerals & symbols 	<p>Increasingly use the diagonal and horizontal strokes that are needed to join letters and understand capitals are not joined. Increase the legibility, consistency and quality of his/her handwriting e.g. by beginning to ensure that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</p>

Year	Implementation - Progression	Impact
Y4	<p>To be able to</p> <ul style="list-style-type: none"> • Use a cursive script while maintaining fluency, legibility and consistency • apply size-appropriate handwriting to all areas of the curriculum • Warm-ups in required. • Correct sitting position –see below • BIRD BEAK FINGERS Tripod pencil grip – see below. • Revise modules 2 and 3 relevant parts as required: <i>(This may be as an intervention.)</i> <ul style="list-style-type: none"> ○ easy letters and words ○ harder letters and words ○ capitals, punctuation and ○ Diagonal joins, high frequency words ○ Diagonal joins, high frequency words ○ • Letter Join Module 5, taught in the order stated. <p>DISPLAY Letter-join plus letter formation banner age-related punctuation & numerals & symbols</p>	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Increase the legibility, consistency and quality of his/her handwriting e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p>
Y5	<p>To be able to produce quality handwriting automatically.</p> <ul style="list-style-type: none"> • Warm-ups if required • Correct sitting position –see below • BIRD BEAK FINGERS Tripod pencil grip – see below. • Revise modules 2 and 3 relevant parts as required: <i>(This may be as an intervention.)</i> <ul style="list-style-type: none"> ○ easy letters and words ○ harder letters and words ○ capitals, punctuation and symbols ○ Diagonal joins, high frequency words • Letter Join Module 6 or similar texts as appropriate <p>DISPLAY Letter-join plus letter formation banner all punctuation & numerals & symbols</p>	<p>Write increasingly legibly, fluently and with increasing speed through improving choices of which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Write increasingly legibly</p>



Year	Implementation - Progression	Impact
Y6	<p>To adapt handwriting for a range of tasks and purposes.</p> <ul style="list-style-type: none"> • 1 min warm-ups - Exercises to develop fine motor skills. Letter-Join Fine Motor Skills. See below. Etc.  <ul style="list-style-type: none"> • Correct sitting position –see below  <ul style="list-style-type: none"> • BIRD BEAK FINGERS Tripod pencil grip – see below.  <ul style="list-style-type: none"> • Revise modules 2 and 3 relevant parts as required: <i>(This may be as an intervention.)</i> <ul style="list-style-type: none"> ○ easy letters and words ○ harder letters and words ○ capitals, punctuation and symbols ○ Diagonal joins, high frequency words • Printed letters for choice in text type, form-filling and labelling • Select more letters > Printed • https://www.letterjoin.co.uk/desktop_edition/printed/chooseprinted.html  <ul style="list-style-type: none"> • Letter Join Module 7 or similar writing as appropriate <p>DISPLAY Letter-join plus letter formation banner all punctuation & numerals & symbols</p>	<p>Write legibly, fluently and with increasing speed, deciding how to join specific letters and when they are best left unjoined</p> <p>Write legibly, fluently and with increasing speed by choosing the writing implement that is best suited for a task</p>

Appendix B - Letter Join Plus Y2-Y6

Log in at www.letterjoin.co.uk. In Microsoft Word choose Letter-Join Plus 40 in the font list and select contextual alternatives in advanced fonts.

Switching on Contextual Alternates in MS Word

This option has to be selected to enable Letter-join fonts to display and print correctly.



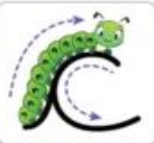
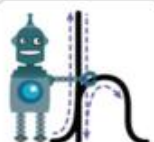
- Re-start MS Word for the font to show in the font list.
- In MS Word, highlight the text and select Format > Font (or Ctrl D).
- Select the 'Advanced' tab.
- Tick the 'Use contextual alternates' button.

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

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0 1 2 3 4 5 6 7 8 9 . ? ! , " ' () -

Letter families		Easy	Harder
all letters start on the line			
	<p>Ladders</p> <p>Up down and hook</p>	l i t u	j y
	<p>Zig-zags</p> <p>Up, straight lines and hook</p>	w	v z x
	<p>Curls</p> <p>Clockwise up, anti-clockwise back, complete the letter and hook</p>	c o a d	g q e s f
	<p>Robots</p> <p>Up down, retrace up, over and hook</p>	n m h	r b p k

Appendix C – Letter-join Print Plus

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

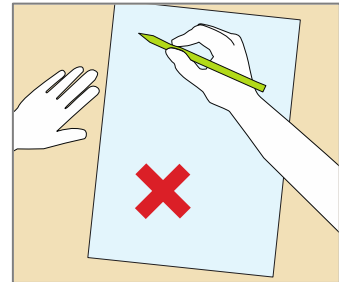
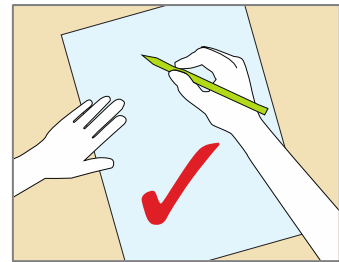
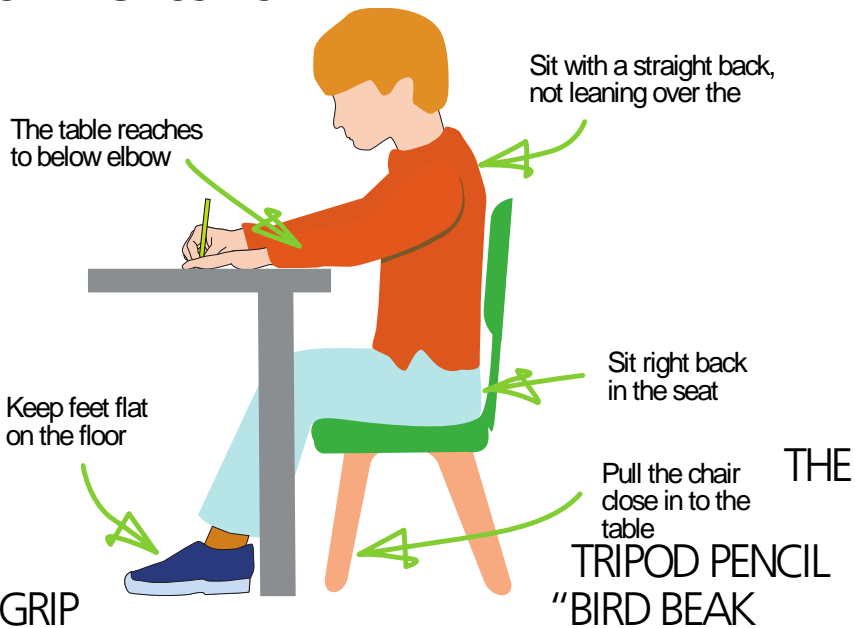
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

0 1 2 3 4 5 6 7 8 9 . ? !

Appendix D – 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

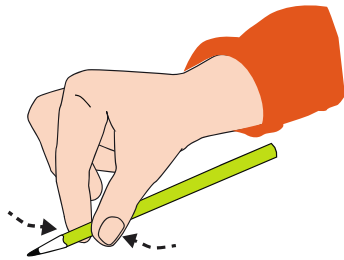


Paper position for right-handed children

GRIP FINGERS"

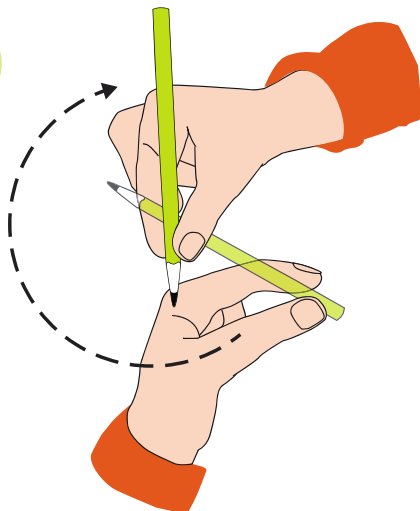
Both right and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



1) Grip the pencil with your index finger and thumb with the nib pointing away.

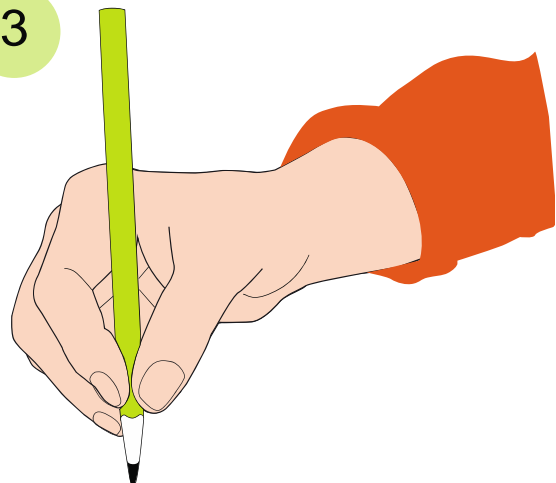
2



3

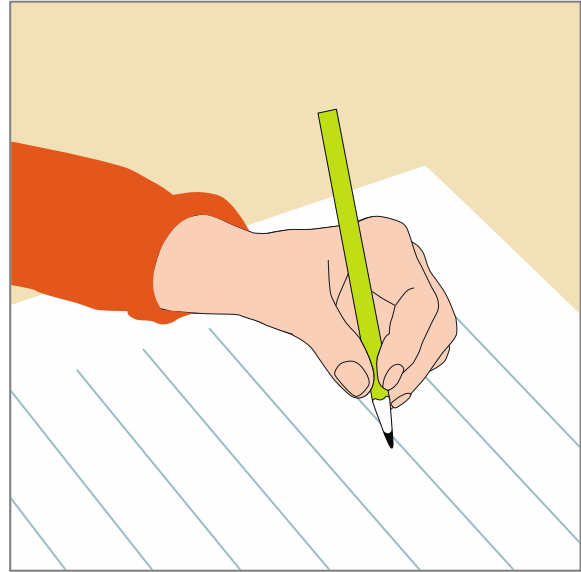
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

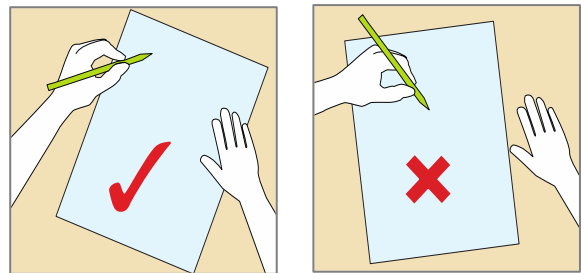


LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate 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

Appendix E— Gross and Fine Motor Skills Warm Up Exercises

KEVIN THE KANGAROO SAYS:
"JUMP UP AND DOWN."



Two-footed jumps, with
hands in front.

COLIN THE CRAB SAYS:
"WALK SIDWAYS."



Take side steps one
way, then the other.

FRAN THE FLAMINGO SAYS:
"STAND ON ONE LEG AND
NOW THE OTHER LEG."



One leg to other leg.
Wave arms like a bird.

CHARLIE THE CAT SAYS:
"STRETCH UP AS FAR
AS YOU CAN."



Stretch up and try and
touch the ceiling.

CORA THE COW SAYS:
"MILK A COW."



Move arms up and
down in milking action.

SACHA THE SNAKE SAYS:
"SLITHER ALONG THE
FLOOR."



Lie down and wriggle
along the floor.

**BORIS THE BEAR SAYS:
"WALK ON ALL FOURS."**



*Move around on
hands and feet.*

**OLGA THE OSTRICH SAYS:
"TAKE GREAT BIG STEPS."**



*Take long strides
around the room.*

**ENOCH THE ELEPHANT SAYS:
"LIFT ME UP."**



*Pretend to lift up a
heavy object.*

**FATIMA THE FROG SAYS:
"HOP UP AS HIGH AS
YOU CAN."**



*Hop on one leg, then
on the other leg.*

**PEDRO THE PUPPY SAYS:
"CHASE YOUR TAIL ROUND
AND ROUND."**



*Spin around on
the spot.*

**PIPPA THE PENGUIN SAYS:
"WADDLE FROM SIDE
TO SIDE."**



*Stand straight and tilt
from left to right.*

BILLY THE BLACKBIRD SAYS:
"FLAP YOUR ARMS UP
AND DOWN."



Raise arms up and down,
palms facing down.



Finger Stretches Put the tips of your fingers together and straighten your fingers by pushing your fingerlips against each other.
Repeat 5 times.



Play the Piano Touch the table with one finger at a time from each hand like you are playing the piano.
Start slowly and get faster.



Fishing Hooks Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky.
Keep your knuckles straight and make a hook with your fingers.
Hold, then straighten five times.



Fireworks Make a fist with both hands and hold them tight.
Then let your fingers go like exploding fireworks!
Repeat five times.



Take a bow Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky.
Bend your knuckles but keep your fingers straight so your fingers bow to each other.
Repeat 5 times.



Quack, Quack, Fingers

Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.



Roly-poly Pencil

Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.



Crawling Caterpillar

Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again.



Helicopter Twirls

Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.

Bird beak fingers

tripod grip

Point away the pencil,
Pinch it near the tip,
Lift it off the table,
Spin around and grip.



Tripod Pencil Grip

How to hold a pencil correctly for handwriting...

Right handed grip



1. Point away the pencil
2. Pinch it near the tip
3. Lift it off the table
4. Spin it round...
5. ...and grip.

Left handed grip



1. Point away the pencil
2. Pinch it near the tip
3. Lift it off the table
4. Spin it round...
5. ...and grip.