



Chaddlewood Handwriting Policy

As they move through our school, we want all Chaddlewood children to develop 'good handwriting' so that they leave us with these attributes:

- Letter size is appropriate.
- Letter size is consistent.
- Letters are formed correctly.
- Joins are formed correctly.
- Letters sit on the line.
- Ascenders and descenders are upright and parallel.
- Words are formed with appropriate speed and fluency.

Children progressively learn a joined style that meets all National Curriculum requirements. We use a scheme called Letterjoin to structure our provision in KS1 and KS2.

Some children, particularly those with specific SEND needs, will require adapted writing implements such as 'chunky' pencils, pencils with grooves, pencil grips and curved handwriting pens for left- and right-handed writers.

EYFS

In EYFS, children learn how to print letters so that they acquire a secure understanding of basic letter shapes. Over the course of the year, almost all children learn how to form lower-case letters in the correct direction that start and finish in the correct place. They also begin to learn how to form capital letters and the digits 0 to 9. Children are taught to sit correctly at a table and hold their pencil comfortably and correctly.

By the end of the year:

- Almost all children can form lower-case letters accurately and most will be able to form upper-case letters.
- Almost all children can form digits accurately.
- All children hold a pencil, and sit at a table, correctly.

Teachers in EYFS use Letter-join Print Plus handwriting resources.

Year 1

In year 1, children continue to refine their handwriting so that they form all letters and digits correctly, building on the understanding they have acquired in EYFS. We now teach all children to use a leading line for lower case letters. Letter formation is taught in 'families' - groups of letters (such as *c* and *d*) that require similar movement patterns. Children know that words are separated by spaces.

By the end of the year:

- All children can form lower- and upper-case letters accurately.
- All children can form digits correctly.
- Children are beginning to use exit strokes as they form their lower-case letters.
- All children leave a space between their words.
- Children are beginning to join two letters together.

Year 2

In year 2, children are taught to ensure that relative letter sizes are correct. For example, children will understand that letters with ascenders such as *d* and *h* are taller than letters such as *n* and *c* (and will also know that the rounded part of a letter such as *h* is the same height as a letter such as *a*). Children will understand that capital letters always sit on the line and reach the same height as lower-case ascenders.

Children continue to practise forming letters with exit strokes, using diagonal exit lines for letters such as *t* and *m* and horizontal exit lines for letters such as *o* and *w*. They space their words appropriately and most children join letters.

By the end of the year:

- All children form their letters using exit strokes where appropriate.
- Almost all children form lower- and upper-case letters and digits accurately and at an appropriate size of themselves and in relation to each other.
- Almost all children space their words appropriately.
- Most children are joining letters consistently and appropriately.

Year 3 and Year 4

In years 3 and 4, all children are taught to write using a handwriting pen (and those children whose handwriting meets the Chaddlewood definition of 'good handwriting' can use a fountain pen if they wish). They continue to learn to join their lower-case letters (where appropriate) and develop a consistent style in which letters are of an appropriate size, with parallel ascenders and descenders. Handwriting is legible and increasingly fluent.

By the end of Year 3

- Almost all children are joining their handwriting.
- Children are developing their own style and are able to apply this with increasing consistency.

By the end of Year 4

- All children are joining their handwriting.
- Almost all children have a legible, consistent handwriting style.

Year 5 and Year 6

In years 5 and 6, children are taught to write with increasing speed and fluency. By the time they begin year 6, all children can use a fountain pen if they wish. The emphasis now is on each child developing a style that reflects their personal preferences while still meeting our expectations of good handwriting - for example, children may choose to leave some lower-case letters unjoined, or to use a different style for rapid note-taking than they use for presenting final pieces of work.

By the end of Year 5

- Most children are using a fountain pen if they choose to do so.
- Almost all children have a handwriting style that is legible, consistent and increasingly fluent.

By the end of Year 6

- All children choose writing implements (handwriting or fountain pens) that suit their preference and purpose.
- All children are writing with speed and fluency whilst maintaining legibility and consistency.

As they leave Chaddlewood, children have a style and fluency of handwriting that supports their transition to a secondary school setting in which the volume of writing will increase. They have a consistent style that enables them to present their work accurately and neatly.