



# Trinity Primary Handwriting Policy

## Why Handwriting is Important:

The process of writing something down means that children will:

- Develop motor skills and hand-eye coordination
- Remember what they have written more so than if they had not

At Trinity Primary, we expect all children to become proficient at handwriting. By this, we mean that ***children are able to write fluidly, legibly, at an appropriate speed for the task at hand, and with little conscious effort.*** We believe that having this skill means that children:

- Are freed to concentrate on the higher level aspects of writing, such as composition and content
- Will develop a pride in their learning
- Will showcase their learning in the best possible way

In short, we believe that children's potential as writers and as thinkers is unleashed when freed from the shackles of the mechanics of writing and therefore strive to ensure our pupils acquire proficiency at handwriting as soon as possible.



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## How Handwriting is Taught at Trinity:

At Trinity, we believe that the key to becoming proficient at handwriting is being explicit and consistent with each individual letter formation. To ensure this is the case, we teach letter formations in four distinct 'families' with similar formation and model explicitly how they are formed. These families are: Curly caterpillars, ladders, robot arms and monsters. Alongside this we have a Trinity unjoined script and joined version so that letter formation remains consistent throughout year groups and classrooms so that children are never confused or have to 'relearn' how to form any letters. Examples of all of these are below and in larger formats in the appendices.

Letter Families:	Trinity Unjoined Script:	Trinity Joined Script:
<p><b>Letter Formation</b></p>	<p><b>Trinity Letter Formation</b></p>	<p><b>Trinity Joined Letter Formation and Size</b></p>

### EYFS:

In Reception classes, we do not have formal handwriting sessions. Handwriting is taught through:

- Immersion in the Trinity agreed handwriting script in our learning environments
- Daily adult modelling of letter formation in the agreed Trinity script and in the agreed handwriting families
- Opportunities to practice letter formation in adult led and child led activities (writing on whiteboards, in sand or other malleable substances)
- Highly stimulating writing opportunities in the continuous provision areas
- Feedback during writing to children about letter formation



# Trinity Primary Handwriting Policy

## Year One:

In Year One, children begin formal handwriting sessions at least three times a week. These sessions will:

- Usually last no longer than twenty minutes
- Follow the structure of the letter families
- Focus on unjoined script
- Have the Trinity script on tables for children to access and make reference to
- Begin with high quality modelling, often using interactive software, such as [writing repeater from ICT games](#), so that children can continually make reference to the correct formation
- Be recorded in handwriting books, which should be dated and have line gaps which are exactly the same as those used for extended writing tasks
- Make use of green highlighting to motivate and showcase excellent attempts at letter formation
- Make use of rubbers to give children more than one attempt
- Have adults circulating the room during the process to ensure the modelled formation is used

## Year Two:

In Year Two, children continue formal handwriting sessions at least three times a week. These sessions now include letter formation of **joined letters**.

## Key Stage 2 (Year Three and Beyond):

In Year Three and beyond, formal handwriting sessions will continue as in Year Two for most children, however, those children who have become proficient at handwriting and have been awarded a pen licence (See below) may be asked to complete a task which is more relevant to their learning (such as a spelling activity).

## What if a child is finding handwriting very difficult or has particular needs?

As with all areas of our curriculum, if a child has particular needs, we may adapt how handwriting is taught to that child. This may involve extra sessions on handwriting, the use of handwriting schemes or personalised home learning.



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## Application of Handwriting:

Although handwriting is taught as a discreet session from Year One upwards, the aim is for children's handwriting to be proficient across the curriculum. We expect that the letters which have been taught explicitly by the class teacher to be embedded in their extended writing in particular. To ensure this happens, teachers will:

- Have the Trinity script on tables for children to access and make reference to in all writing sessions
- Target corrections and feedback to incorrect letter formation which have been explicitly taught in handwriting sessions
- Showcase writing showing excellent handwriting (in context to the particular child) on displays around the classroom and the school

## Monitoring of Handwriting:

Handwriting at Trinity Primary is monitored by the Handwriting Lead through:

- Informal and formal handwriting book looks
- Offering formal and informal advice to class teachers about best practice
- Regular 'Handwriting reviews' where future learning is strategically planned for (See Appendices for proforma)

## Rewards and Incentives:

At Trinity Primary, we want to create a highly motivated culture towards handwriting to improve and 'never give up'. As part of this, we agree to:

- Use green highlighter in handwriting sessions to focus on positive praise, in-line with our marking policy
- Give verbal praise to children who have shown real effort in handwriting sessions or handwriting across the curriculum
- Showcase writing showing excellent handwriting (in context to the particular child) on displays around the classroom and the school

On top of this, from Year Two upwards, children who have shown proficiency and/or a real effort/improvement in their joined handwriting across the curriculum, may be awarded a **'Pen Licence'**. This is where their handwriting has been accepted by the Handwriting Lead as deserving of a certificate and they are given a pen to write with in extended writing sessions. Up until this point they write in pencil in all extended writing tasks.



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## Appendix 1:

### Letter Formation

c a d g q e s f o

l i t j y u

r b n h m k p

v w x z



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## Appendix 2:

### Trinity Letter Formation



A handwriting guide for the letters of the alphabet. The letters are arranged in five rows on a set of four horizontal lines. Each letter is shown in a cursive style with green arrows and dots indicating the starting point and direction of the stroke. The letters are: Row 1: Aa, Bb, Cc, Dd, Ee; Row 2: Ff, Gg, Hh, Ii, Jj; Row 3: Kk, Ll, Mm, Nn, Oo; Row 4: Pp, Qq, Rr, Ss, Tt; Row 5: Uu, Vv, Ww, Xx, Yy, Zz.



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## Appendix 3:

### Trinity Joined Letter Formation and Size



Aa Bb Cc Dd Ee  
Ff Gg Hh Ii Jj  
Kk Ll Mm Nn Oo  
Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz  
abcdefghijklmnopqrstuvwxyz



# Trinity Primary Handwriting Policy

## Appendix 4:



### Trinity Handwriting Review Year One

	1.1	1.2	1.3	1.4 + application
Handwriting	Usually leaves a space between words  Can form most letters correctly but may be the wrong way round and not on the line.	Consistently leaves a space between words but the size may vary  Usually forms lower case letters correctly but the size may vary  Usually forms capital letters correctly but size is not controlled	Consistently leaves a regular sized space between words  Forms all lower case letters correctly but size of ascenders and descenders may vary  Forms all capital letters correctly with size relative to lower case letters	Consistently leaves a regular sized space between words which is relative to the size of the handwriting  Forms all lower case letters correctly with only one or two letters with ascenders or descenders showing incorrect sizing  Forms all capital letters correctly with size relative to lower case letters

Children already meeting end of year targets for handwriting:

Children not already meeting end of year targets for handwriting:

Common formation errors/ areas to develop:	Agreed strategies: