



Growing, believing, achieving together

HANDWRITING AND SPELLING POLICY

Principles

- This school believes that handwriting and spelling are intrinsically linked; to provide the children with a fluent, neat and legible handwriting style of which they can be proud.
- To provide all children, regardless of their academic ability, with success in their handwriting.
- To develop the children's confidence in themselves as writers.
- For the children to derive pleasure from developing an aesthetically pleasing writing style.
- For the children to use handwriting as an aid to spelling.

Purpose

- To develop the habit of concentration which is crucial to good handwriting.
- To place a strong emphasis on aiming for perfection and the need for high quality presentation when appropriate.
- To help develop a clear, legible joined up style of handwriting by the end of KS1.
- Words are clearly separate in joined writing so children acquire the concept of a word more easily.
- To introduce joined handwriting once children are able to form lower/upper case letters and numbers correctly.
- To help children to develop a swifter more mature style by the end of KS2.
- To use a selection of schemes in line with the National Curriculum and the developmental needs of the child. (Jolly Phonics, Speed up, Cursive script, Write From the Start.)
- To promote/encourage handwriting through a variety of purposeful and stimulating cross-curricular activities.
- To provide children with an increasing range of writing materials appropriate to the task in hand.

- To provide the teacher with the opportunity for monitoring and assessment with the individuals.
- To provide the Head Teacher/subject co-ordinator with evidence for target setting and raising attainment in handwriting and spelling through the school.

A. Language of Handwriting

The language of handwriting is important and children are taught the following terms to enable them to understand correct letter formation: -

top, bottom, up, down, over, back, letter, word, pattern, round, join, curved, straight, flick, capital, upper case, lower case, ascend, descend, exit, stroke, uniformity.

B. Correct Posture and Pencil Grip

Correct posture will be encouraged wherever possible. Children will be taught to sit comfortably with their feet flat on the floor and their bodies upright but tilted slightly forward. Left-handed children should always sit to the left of a right-handed child.

Children will be encouraged to hold the pencil/pen with a firm but relaxed grip between thumb and forefinger.

C. Paper Position

Right-handed children should tilt their paper to the left slightly and left-handed children should tilt their paper to the right slightly.

D. Left Handed Children

The teacher should ensure that whenever possible:

The writing surface and chair are suitable for the child's own height;

The child sits towards the left of partner;

Writing paper is tilted up to the right;

Paper is supported with the right hand;

Writing tool is held sufficiently far from its point to ensure that the child can see what he/she is writing.

EYFS

Pre-writing Skills

Reception children are to be involved in a variety of activities to develop essential pre-writing skills, e.g. cork printing, paper tearing, large pattern painting sessions, tracing patterns in the sand, kneading plasticine, dough, white board and good felt pens.

Activities to develop fine motor control

e.g. Tracing, colouring within guidelines and pictures, pattern work, using glue spreaders in small pots, painting with the tips of the fingers, changing felt tip pens constantly, replacing lids each time, sewing etc.

Children develop the basic handwriting patterns found in letter formation in this order:

- Circles
- Vertical lines
- Horizontal lines

- Crosses
- Zigzag
- Rounded
- Curved exit strokes

As the children are introduced to actual letter formation then the phonetic skills are observed and developed through times such as 'Super Sentences'. Practise of particular High Frequency words help to develop good visual and writing habits, e.g. 'the' 'and' etc.

Independent writing is supported by wall displays, word mats on tables, dictation/sentence books with High Frequency words missing, then individual word books (alphabetical) or dictionaries. Where appropriate we will use the school Handwriting script on displays and resources.

Resources

During the early stages of letter formation, plain paper will be used to allow the children the freedom to practice letter movements. Wide line paper will then be introduced, once children can form most letters correctly. Lined paper will help children to write letters of the correct size and proportion. Paper with narrower lines will be introduced once children have begun to join successfully and developed writing of an appropriate size.

A designated area of the classroom will be resourced with writing materials. In KS 1 there will be appropriate opportunities for children to explore uses of writing in designated areas and role-play area. Work will usually be written in pencil when children are learning correct letter formation.

Children are encouraged to cross out neatly with a single pencil line. Rubbers may be used for final drafts with the teacher's help.

Year One and Two

Children continue to consolidate correct formation, and they then need to develop their cursive script (see Appendix 7). Handwriting will link to the phonics sounds the children have learnt and the spellings they are learning in class.

Rhyming patterns within words will be developed and integrated into handwriting sessions thus developing a child's visual awareness of phonics. High Frequency words will be reinforced to help develop correct spelling habits and also aid a child's confidence in unaided writing. More complex phonics to be integrated at this stage, e.g. Blends, digraphs, word endings, etc.

Key Stage Two

Although it is our aim for children to have developed a clear, legible cursive handwriting style by the end of KS1, this will not always be possible as many children enter the school throughout the Key Stages with a wide variety of abilities and children's fine motor control develops at different stages. It will therefore be necessary for some children to continue to learn basic letter formation and joins. Most children will need some regular revision and support for letter formation, patterns and joins.

During Key Stage Two children will be encouraged to develop a fast flowing personal style and to choose their own resources as they see appropriate for the task in hand.

Once children's handwriting is at a suitable neatness then they will be given a Pen License. The child will get to choose a handwriting pen which is comfortable for them to use.

Spellings will be tested through dictation exercises during the week so that children learn the application of the spellings and learn to use them fluently and accurately within sentence structures.

Correct use of the handwriting script will be used by all adults working with the children and will be modelled on whiteboards and in children's books.

The policy was agreed by all staff and Governors: September 2016
and will be reviewed in line with school development priorities.

Headteacher _____ Date _____

Chair of Governors _____ Date _____

- Appendix 1 (spelling) First High Frequency words to learn
- Appendix 2 (spelling) Second High Frequency words to learn
- Appendix 3 (spelling) Year 3 and 4 High Frequency Words
- Appendix 4 (spelling) Year 5 and 6 High Frequency Words
- Appendix 5 First handwriting letter formation guidance
- Appendix 6 Next letter formation guidance

First 100 High Frequency Words

in frequency order reading down the columns

the	that	not	look	put
and	with	then	don't	could
a	all	were	come	house
to	we	go	will	old
said	can	little	into	too
in	are	as	back	by
he	up	no	from	day
I	had	mum	children	made
of	my	one	him	time
it	her	them	Mr	I'm
was	what	do	get	if
you	there	me	just	help
they	out	down	now	Mrs
on	this	dad	came	called
she	have	big	oh	here
is	went	when	about	off
for	be	it's	got	asked
at	like	see	their	saw
his	some	looked	people	make
but	so	very	your	an

Next 200 High Frequency Words

in frequency order reading down the columns (water to laughed then let's to grow)

<i>water</i>	<i>bear</i>	<i>find</i>	<i>these</i>	<i>live</i>
<i>away</i>	<i>can't</i>	<i>more</i>	<i>began</i>	<i>say</i>
<i>good</i>	<i>again</i>	<i>I'll</i>	<i>boy</i>	<i>soon</i>
<i>want</i>	<i>cat</i>	<i>round</i>	<i>animals</i>	<i>night</i>
<i>over</i>	<i>long</i>	<i>tree</i>	<i>never</i>	<i>narrator</i>
<i>how</i>	<i>things</i>	<i>magic</i>	<i>next</i>	<i>small</i>
<i>did</i>	<i>new</i>	<i>shouted</i>	<i>first</i>	<i>car</i>
<i>man</i>	<i>after</i>	<i>us</i>	<i>work</i>	<i>couldn't</i>
<i>going</i>	<i>wanted</i>	<i>other</i>	<i>lots</i>	<i>three</i>
<i>where</i>	<i>eat</i>	<i>food</i>	<i>need</i>	<i>head</i>
<i>would</i>	<i>everyone</i>	<i>fox</i>	<i>that's</i>	<i>king</i>
<i>or</i>	<i>our</i>	<i>through</i>	<i>baby</i>	<i>town</i>
<i>took</i>	<i>two</i>	<i>way</i>	<i>fish</i>	<i>I've</i>
<i>school</i>	<i>has</i>	<i>been</i>	<i>gave</i>	<i>around</i>
<i>think</i>	<i>yes</i>	<i>stop</i>	<i>mouse</i>	<i>every</i>
<i>home</i>	<i>play</i>	<i>must</i>	<i>something</i>	<i>garden</i>
<i>who</i>	<i>take</i>	<i>red</i>	<i>bed</i>	<i>fast</i>
<i>didn't</i>	<i>thought</i>	<i>door</i>	<i>may</i>	<i>only</i>
<i>ran</i>	<i>dog</i>	<i>right</i>	<i>still</i>	<i>many</i>
<i>know</i>	<i>well</i>	<i>sea</i>	<i>found</i>	<i>laughed</i>

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

Appendix 6



Appendix 7

abcdefghijklmnop
pqrstuvwxyz

abcdefghijklmnop

l m n o p q r s t u

v w x y z

abcdefghijklmnopqrstu

v w x y z