

EYFS Handwriting Policy

Reviewed May 2022
Ratified by Full Governing Body on 07/07/2022
To be reviewed Summer 2025
overseen by the Curriculum and Pupils Committee

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Handwriting teaches pupils to form letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically through the use of our own consistent strategies at Fritch Green.

Aims

At The Fritch Green Academy our aims in teaching handwriting in EYFS are that the pupils will:

- Develop strong fine motor skills, including a defined 'pincer grip.'
- Use control and co-ordination to trace a series of shapes and movements.
- Be able to hold a pencil with the correct tripod grip and apply adequate pressure to the paper when writing.
- Form all letters correctly and independently with the correct flow of movement.
- Achieve a neat, legible style.
- Be able to write with developing flow and speed.
- Eventually produce the letters automatically and in their independent writing.

Teaching and Learning

In order to achieve the above aims, the following principles are followed:

- Across both EYFS classes, children are taught using consistent and progressive exercises to develop a recognition and appreciation of pattern and line.
- The development of gross motor skills is a focus throughout EYFS, especially within the first term. Children are given a range of activities to develop their large movements and co-ordination to underpin the key pre-writing skills.
- Children will then progress to accessing a variety of purposeful activities, targeting their fine motor skills to build up strength in their hand muscles.
- Children are taught using a multi-sensory approach how to hold tools with control and use this strength to cause

changes and manipulate materials (e.g. Using sticks to write in sand).

- Children given regular opportunities to practice holding a pencil with the correct tripod grip (the 'nip, grip, flip' rhyme is used by classroom adults to consistently model this) and are supported in finding a comfortable grip. Ensure children grip their pencil without their hand being too low down so that their vision is not restricted.
- Incorrect pencil grip is corrected and not left, even if children are forming letters legibly.
- All classroom adults model correct pencil grips and letter formation when working with children.
- Children are taught to use the letter rhymes for all phase 2 sounds, in line with our phonics scheme (Little Wandle). These are also shared with parents on a weekly basis to enable children to be supported at home with their letter formation.
- Recap sessions on letter formation are held daily to consolidate learning from the previous day.
- Children who are identified as not being on track become a focus group and their progress is monitored and reviewed continuously.
- Children are taught to understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Children are encouraged to take pride in the presentation of their work and this is celebrated by classroom adults.
- When children are able to form recognisable marks, they begin to use independent writing books to practice word and sentence level writing.
- Children are formally taught about capital letters in the spring term once they have secured all phase 2 graphemes. These are taught using Little Wandle's letter rhymes for capitals which is also shared with parents

Order of learning

- Children are taught the formation of letters following Little Wandle's systematic phonics programme as outlined below:

Autumn 1

	Phase 2 graphemes	New tricky words
Week 1	s a t p	
Week 2	i n m d	
Week 3	g o c k	is
Week 4	ck e u r	I
Week 5	h b f l	the

Autumn 2

	Phase 2 graphemes	New tricky words
Week 1	ff ll ss j	put* pull* full* as
Week 2	v w x y	and has his her
Week 3	z zz qu words with –s /s/ added at the end (hats sits) ch	go no to into
Week 4	sh th ng nk	she push* he of
Week 5	<ul style="list-style-type: none">• words with –s /s/ added at the end (hats sits)• words ending in s /z/ (his) and with –s /z/ added at the end (bags)	we me be

Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision.

Left-handed children are encouraged to engage with the full range of fine motor activities. When teaching pen to paper transcription, children are instructed to position the paper correctly, to the right of them so their line of vision is not restricted.

Teaching staff are to be mindful of where children sit when handwriting, so that they are not competing for space.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis where needed.

Inclusion

The vast majority of pupils are able to learn to write using many of the techniques identified above. However, some pupils need more support and are given different tools to enable them to access the learning (e.g. voice dictation, magnetic letters and typing practice). Children whose handwriting provides a significant barrier to learning, will be referred to the SENCO to help develop a

personalised support programme in conjunction with the class teacher.

The Learning Environment

In both classes, children have continuous access to a range of mark making tools including pens, paints, pencils, crayons and chalk etc. This provision is enhanced to maintain engagement levels with resources such as shaving foam, playdough and sand. These resources are updated regularly.

Each EYFS classroom has a designated area where weekly challenges are set to target specific fine motor skills. These challenges are progressive to support children at different stages in their learning. Whilst these learning zones are child-initiated, children's engagement is monitored and celebrated regularly.

Classrooms display lower case and upper case letters as they are taught and these are referred to regularly. These have picture cues to help children recognise the graphemes to support them with their independent writing. Each child also has access to their own grapheme mat which they are encouraged to use regularly.

The outdoor area includes a variety of resources to target gross motor skills and co-ordination. These are monitored, assessed and updated regularly.

Assessment

Feedback is given daily to pupils during phonics sessions and child-initiated activities to support the progress of their letter formation and pencil grip.

Children's writing is assessed half termly through the use of 'Hot tasks', in line with the rest of the Academy. Internal and external moderation is used on a termly basis to ensure assessment across EYFS is accurate and consistent.

The Role of Parents/Carers

Each week, parents and carers are provided with prompt cards containing the letter rhymes the children have been learning in

school during their phonics sessions. They are encouraged to share or upload evidence of children's application of this at home to Tapestry which is reviewed continuously by EYFS staff.

After each half termly assessment, those parents whose children have been highlighted as requiring extra support, will be informed and we will discuss how both home and school can work together to accelerate progress.

Parents are invited to attend information evenings and phonics workshops which will explain how handwriting is taught in EYFS and what they can do to help at home.

Exemplification material related to the writing Early Learning Goal, is shared with parents and carers so that end of year expectations are clarified. With this, teachers provide strategies on how to support children at home in working towards this.