

## HANDWRITING POLICY

This policy was approved by Governors on 3<sup>rd</sup> July 2025 and will be reviewed bi-annually.

### 1. INTRODUCTION

Handwriting is an integral part of the teaching of English in our school. This policy outlines the intent, implementation and impact of handwriting activities throughout the school and represents the consensus of opinion of the Head Teacher and all teaching and support staff. It has been drawn up by the Writing subject leader as a result of full staff discussion. The implementation of this policy is the responsibility of all staff.

### 2. THE NATURE OF HANDWRITING

Handwriting is a fine motor skill which must be taught as a statutory part of The National Curriculum (2014) for KS1 & KS2. A child's ability to write legibly and fluently affects performance in many other areas of the curriculum and can have an effect on a child's self-esteem. All children should, therefore, be helped to develop an appropriate handwriting style with which they are comfortable. Handwriting is also an assessed component of Teacher Assessment within writing (which is statutorily reported at end of KS2 in Year 6), and there are specific requirements for this for children to achieve age-related expectations.

### 3. AIM OF THE SCHOOL

Our aim is that children will be able to acquire a handwriting style that is swift, legible and adaptable for different purposes. They will be taught through a range of multisensory and formal activities, along with teachers modelling appropriate handwriting at all times.

### 4. PROGRESSION IN HANDWRITING

All children will be taught to sit comfortably with their body upright, leaning slightly forward. The non-writing hand should rest on the paper, supporting the upper body. Children should be encouraged to hold their pencil (or pen) between the thumb and forefinger with the pencil resting on the third finger. The grip should be relaxed, allowing for efficient but flexible control of the pencil. Care should be taken that children do not grip too tightly, as this will hinder a free-flowing movement.

#### Reception

- Children at the expected level of development will be able to hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (ELG: Fine Motor Skills)
- Use a range of small tools, such as scissors, paint brushes and cutlery accurately to develop their fine motor skills. (ELG: Fine Motor Skills)
- Write recognisable letters, most of which are correctly formed. (ELG: Writing)
- Write simple phrases and sentences that can be read by others. (ELG: Writing)
- Letters will be taught in the order that they are delivered in ReadWriteInc. Phonics, which are separated into four key groupings (see appendix 1).
- Handwriting and letter formation will be practised daily in the afternoons, using resources from the Teach Handwriting scheme

#### Year One

- Handwriting will be taught specifically in handwriting books, at least weekly.

- Correct letter formation will continue to be prioritised, with children being taught pre-cursive entry and exit strokes.
- Ensuring that children are sitting in a comfortable position with a correct pencil grip.
- Forming lower-case letters in the correct directions, with clear start and finish points.
- Forming capital letters and digits correctly.
- Be taught terminology from the Teach Handwriting scheme regarding ascenders and descenders.

### Year Two

- Handwriting is specifically taught once a week, but consistently modelled in all lessons.
- The teaching of letters will continue with emphasis on entry and exit strokes and children beginning to join their handwriting (joined handwriting is a GDS expectation for Y2).
- Continued focus on forming lower-case letters of the correct size, with some use of horizontal and diagonal strokes to join letters.
- Ensuring capital letters and digits are of the correct size and orientation.
- Ensuring correct spacing between words.

### Years Three and Four

- Children should now be starting to use fluent, cursive writing independently.
- Children should be taught to use diagonal and horizontal strokes accurately to join letters correctly.
- A key focus on consistency of size and spacing between letters and words.
- The use of a pen will be introduced as children move into Key Stage 2.

### Years Five and Six

- By this age, children should be writing legibly, fluently and with increasing speed.
- Handwriting support will be given on a personalised / small group basis for children not currently meeting the expected standard of handwriting.
- Cursive writing will be encouraged, although recognition will be given for a more individual style of handwriting.
- The use of a pen will be expected, although there are certain circumstances where children may be expected to choose a different writing implement that is better suited for a task.

### SEND

Pupils with identified Special Educational Needs will be supported in their handwriting where necessary through an Additional Needs Plan (ANP) in addition to their class learning. Developing a cursive style of handwriting with children diagnosed with Dyslexia has been recommended by the 'British Institute of Dyslexia' (<https://www.bdadyslexia.org.uk/advice/children/how-can-i-support-my-child/handwriting>)

The key advantages are:

- By making each letter in one movement, children's hands develop a physical memory of that letter, making it easier to produce the correct shape.
- Because letters flow from left to right, children are less likely to reverse letters which are typically difficult. (b,d,p,q)
- There is a clearer distinction between lower case and capital letters.
- The continuous flow of writing can improve speed and spelling.

The policy will be reviewed in the Summer Term 2027

Signed: Chair of Governors: ..... Mrs H Jerstice

Headteacher ..... Mr C Elliott

**APPENDIX 1**

RWI letter groupings:

- Around letters: c a o d g q
- Down letters: l t b p k h l j m n r u y
- Curly letters: e f s
- Zig-zag letters: v w z x