



# Handwriting Policy

Reviewed: Summer 2023

Review Date: Summer 2024

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Chair of Governors

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Date

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Head Teacher

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Date

## 1 Introduction

Handwriting is an important skill for children to master in their time at primary school and will aid them into adulthood. Handwriting is a skill that needs to be taught discretely but one which requires constant feedback whenever children write.

At Featherstone Wood Primary School we will ensure that our children take pride in their presentation and foster a fluent and easily legible style of handwriting.

## 2 Aims and objectives

The aims and objectives of handwriting are:

- to enable pupils to write efficiently
- to enable pupils to write in a range of contexts – note taking compared with writing for a finished piece
- to enable pupils to write in a consistent a legible style
- to enable pupils to take pride in their learning and the message they are communicating through their writing.

## 3 Handwriting style

At Featherstone Wood School we have adopted a cursive style of writing. This will be modelled to children in their books and on displays. Whenever adults write in school it must always be in the agreed script. In the Early Years adults will almost always print words un-joined.

- All lowercase letters start on the line
- Capitals are double the size of lowercase letters and are always un-joined – they do not start on the line
- All letters can join to one another
- Particular attention must be paid to the lowercase f and k, p, q, x and z and how they are joined to and from
- g and y do loop back on from their descender

A sample of handwriting for reference is attached to this policy.

## 4 Implementation

### EYFS

In the Foundation Stage, staff focus on getting children ready for handwriting by:

- Building the gross and fine motor skills needed for handwriting through structured games and activities
- the spatial awareness, visual and motor memory skills needed through non-pencil and pencil activities

- Supporting the children through the developmental pencil grip stages; including hand dominance identification
- Developing the children's ability to correctly push and pull the pencil to be able to form letters correctly, firstly through pre-handwriting patterns and then single letter formation (See appendix 2 for details of strategies used.) When children are ready, handwriting skills (listed below) are introduced using a single letter cursive font style.

In EYFS children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chalks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement.

**In reception** children will be taught to form letters correctly. Letter formation is taught alongside phonic development. Our aim is that by the end of reception stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Initially foundation children will use unlined paper as the focus is correct formation rather than size or positioning.

### **Key Stage One**

In Key Stage One teaching is focused on:

- Continuing to build the gross and refine the fine motor skills through handwriting warm up exercises and PE warm up and cool down activities;
- Supporting the children through the developmental pencil grip stages so that they can comfortably hold the pencil in a tripod pencil grip;
- Reinforcing the correct sitting position and teaching the correct position, tilt and movement of the writing paper;
- Refining the handwriting letter size and teaching the joining of letters to form words.
- Ensuring that appropriate gaps are left between words
- Using entry strokes for joining letters in Year One (continuous cursive font)
- Using the correct formation of capital letters and understanding the difference between upper and lower case in their handwriting

**In Year 1** all children should receive a daily handwriting session for 10-15mins. During the Autumn Term cursive handwriting will be introduced starting with beginning each letter from the line and going up individually before then moving on to joining them together to form words. Handwriting can also be linked to phonic development with the introduction of new sounds written in a cursive style during lessons. Our aim is that by the end of year one children will be forming all letters correctly ready to join in a cursive script.

**In Year 2** adults will model cursive writing from the beginning of the year. The children will be encouraged to continue the development of basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their phonic development as they learn to write new sounds using a cursive writing style.

### **Key Stage Two**

In Key Stage Two teaching and learning is focussed on refining handwriting skills by:

- Revisiting sitting correctly, pencil grip and paper position and tilt if necessary;
- Refining the handwriting letter size and teaching the joining of letters to form words;
- Building speed and fluidity using dictation activities and sentences;
- Practising consistency and fluency through focus on handwriting when publishing work

In Key Stage 2 all children should receive a daily handwriting session for a minimum of 10mins.

**In Year 3** children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1.

**In Years 4,5 and 6** children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to use handwriting pens. If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups.

### **Bug Club**

At Featherstone Wood, we use Bug Club Phonics. In this program of study the teachers follow the modelled guidance to teach early letter formation.

## **5 Handwriting Equipment**

Children will use line sizes appropriate to their stage in writing. During handwriting sessions specific handwriting paper with 3 lines may be used. Children will also practise using the same sized lines as their other curricula paper so that children skills are transferable and that the same expectation of handwriting is set across all writing.

### **Use of Pen**

Children will be introduced to using a handwriting pen as soon as they are forming their letters correctly and controlling the size of their letters. Use of pen is at the teacher's discretion, but care should be taken to ensure that children who have difficulty with handwriting do not feel excluded. Maths work will continue to be done in pencil.

## **6 Inclusion**

In line with our SEND Policy, the needs of individuals will be taken into account. We aim to identify pupils who experience difficulties with handwriting at an early stage and put into place appropriate support.

- The SENCO will provide pencil grips and triangular barrelled pens where needed
- Small group support will be used to focus on particular pupils.
- Accurate letter formation and appropriate joining will be modelled and encouraged during phonics and spelling sessions
- Pupils will continue to be encouraged to form letters in sand, flour, foam and other materials in order to practice letter formation in an enjoyable way where needed
- Where needed, the SENCO will liaise with external agencies in order to find the most appropriate means of recording learning.

## **4 Left Handed Children**

We recognise that at least 10% of pupils are left handed. This means that we need to make specific provision in order for these children to achieve in line with their peers. Paper should be positioned correctly and at the most beneficial angle to make it comfortable for the writer

- Left handed pupils should be encouraged to grip the pencil in a way that does not obstruct their vision.
- Seating arrangements should be considered carefully to allow pupils the space to write effectively without being obstructed or obstructing others.
- Pupils may need support in practising left to right orientation of their writing

## **7 Feedback**

Children should be given feedback in the usual way in accordance with our Marking and Feedback Policy. This includes self and peer assessment and responding to feedback. Some positive and constructive feedback should be left on a regular basis; once a week as a minimum.

### **Linked Policies**

Marking and feedback policy

SEND policy



## Handwriting

### Handwriting at Featherstone Wood School

At Featherstone Wood we believe it is important for every child to learn a neat and legible style of handwriting. If the children have learnt from a young age a cursive script then this will support joining into key stage 1.

a b c d e f g h i j k l m n o p q r s  
t u v w x y z

She will fill the bucket at the well.

If the dog has a bad leg, the vet can fix it.

Will Azam and Liz win the quiz? Yes!

He did up the zip on Zinat's jacket.

#### Remember:

- Capital letters are double the size of the lower case
- All lowercase letters start on the line.
- You should always have a good posture for writing.