



Guyhirn Church of England Primary School & Pre-school

Member of the Diocese of Ely Multi Academy Trust

This policy was ratified in:	February 2016
Reviewed:	March 2019, 2021, 2022, 2024
To be reviewed:	March 2026

Handwriting Policy

Our Vision

Agape – To live, to learn, to love together

Through our Christian values we aim to inspire all of our school community to show equality and tolerance to all in a safe, challenging environment.

Developing resilient, aspirational and compassionate individuals who are enthused by all faiths and lifestyles showing faith and belief in one another.

“Live in agreement with one another. Do not be proud but ready to mix with everyone. Do not think yourself better than others.” - Romans 12:16

“An intelligent heart acquires knowledge, and the ear of the wise seeks it out.” - Proverbs 18:15

“Love the Lord your God, and love your neighbour as yourselves.” - Matthew 22:37

Our Values

We are a small, family centered Church of England Primary School that is committed to promoting our Christian values of Thankfulness, Compassion, Creativity, Peace, Hope, Endurance, Forgiveness, Tolerance, Kindness, Respect, Trust and Friendship each linked with the core value of Love.

We are determined to create an inclusive culture of learning where everyone will be challenged in their thinking, to succeed to the best of their abilities and strive to become lifelong learners.

We will empower our children to become respected citizens to enable them to make valuable contributions locally, globally and to contribute to our world's sustainable future.

Aims

For Teachers

- To know the correct style, letter formations and joins in handwriting to ensure consistency across the school
- To understand the progression in handwriting so that pupils are taught in every lesson and pupils' handwriting develops and improves
- To ensure high expectations in handwriting lessons and that pupils are expected to apply the same standards in other independent writing

For Pupils

- To know the importance of clear and neat presentation in order to communicate meaning effectively
- To write legibly in both joined and printed styles with increasing fluency and speed by:
 - Having a correct pencil grip
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Model used

Lower case letters

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

Capitals

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

Joined Script

abcdefghijklmnopqrstuvwxyz

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

The break letters (letters that aren't joined **from**) are:

x (See appendix 1 for examples of the break letters)

How do we teach handwriting?

- Teachers are to model correct letter formation and joining in daily Sounds Write teaching. Examples of correctly formed letters should be prominently displayed in every classroom and referred to both using ICT and handwriting versions.
- The Debbie Hepplewhite Join font is to be used for teaching and learning and displays for the children and should be the font setting on children's devices.

Teaching time

- There should be 1 discrete handwriting lesson each week in EYFS-Year 6, as well as time to practise.
- Handwriting is however, to be practised daily, through Sounds Write and cross-curriculum activities.

Early Years Foundation stage

- Encourage children to show a preference for the dominant hand.
- Teach correct pencil grip - pencil held between thumb and forefinger with the pencil resting on the third finger. The grip should be relaxed so that the fine movements required for writing are possible.
- Encourage good posture for writing activities- chair pulled under table; paper tilted slightly; not being jostled by someone else's arm; non-writing hand steadies paper and bears some body weight.
- Teach activities designed to develop gross motor control :- long slow/ quick, jumpy body movements; ribbons on sticks; body shapes/ actions to music; sky writing; patterns in the air or on each other's backs; letter shapes in damp sand, out of string etc...
- Teach activities designed to develop fine motor control: - patterns on pegboards; sewing and weaving; finger rhymes playing with numbers and sounds; making patterns.
- Teach pattern making which encourages left to right direction and spaces between words [pattern then gap].

Children must be supervised when practising handwriting until letter formation is secure and any difficulties identified and addressed quickly before bad habits creep in.

Key Stage 1 [see statutory requirements from National Curriculum in Appendix 3]

- As above where appropriate
- Encourage good posture for writing.
- Introduce narrowing lines to write on as children become secure in letter orientation, formation and proportion Year 1.
- Give opportunities to make a 'best copy' so that handwriting can be practised without concerns over composition for display and competition purposes.

Key Stage 2 [see statutory requirements from National Curriculum in Appendix 3]

- As above where appropriate
- Increase legibility, consistency and quality of handwriting
- Down strokes are parallel and equidistant
- Spacing ensures that ascenders and descenders of letters do not touch
- Choosing writing implements suited to a task
- Increasing speed and accuracy
- Handwriting will be practiced straight into exercise books rather than handwriting books to ensure skills are taught correctly in the books used.

Left-handed children

- Know who these children are in your class.
- Model letter formation, sitting and writing specifically for them.
- Sit them to the left of right handed children or on the ends of tables so writing arms don't clash.
- Remind them to have paper to the left of centre and tilted to the right.
- Position fingers about 1.5 cm from the end of the pencil to avoid smudging.

Special Educational Needs and Support for Learning

- Children who experience difficulties in developing the necessary skills may be supported in small groups or individually, with targets specified.
- Children who are experiencing difficulty with their handwriting will be brought to the attention of the SENCO.
- Continued concern following the implementation of this programme may result in referral to the Occupational Therapist for assessment and advice.
- Interventions will be used to support children with poor fine motor skills.
- Left handed resources are available e.g. pencil grips and scissors.

Teaching Resources Available:

On 'Word' our Debbie Hepplewhite Join Font is available to allow you to create your own worksheets using this font and also to produce work for the pupils to copy / trace etc. or to send as home-learning.

Presentation in maths exercise books

- Work will be done on squared paper.
- One digit will be recorded in each square.
- The identification numbers/letters of problems should be distinct from the numbers in the problems (one square in between the question number and the calculation)
- Problems should be well spaced on the page.

Parental Involvement

- Parents will be informed of the school's policy on handwriting at New Intake meetings and it will be available on the website. Sheets with letters showing the correct formation will be distributed as necessary and to all parents as part of induction.
- Children will receive handwriting homework when appropriate.
- Handwriting Policy is accessible to parents with an appendix showing letter formation.

Guyhirn C of E Ethos

We are working hard to improve standards of writing across the school and to encourage our children to be confident, effective writers who enjoy the writing process. Handwriting is just one element of this and should not in any way impede our children from expressing themselves on paper and loving writing.

Appendix 1

Handwriting requirements from the new National Curriculum

Quotes concerning handwriting taken from the text:

- Pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised ('Purpose of Study' p13)
- Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. (6.3 Language and literacy - Reading and Writing)
- Writing also depends on fluent, legible and, eventually, speedy handwriting. (Programmes of study and attainment targets - Aims of English p15)

Detailed requirements for Notes and guidance (non-statutory)

Years 1-6: Programme of study (statutory requirements)

Key stage 1 Year 1

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs

Year 2

In writing, pupils at the beginning of year 2 ... should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower key stage 2 Years 3-4

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Upper key stage 2 - Years 5-6

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).