



## **ST ANDREW'S CE PRIMARY SCHOOL**

### **HANDWRITING POLICY**

This Policy reflects St. Andrew's Church of England Primary School's vision: At St Andrew's CE Primary School, we aim to bring children to a place where they can realise their full potential. Our Christian values are the foundation of all we do and each one is a facet of the central value, love, which 'always protects, always trusts, always hopes, always perseveres.' (1 Corinthians 13:7)

#### **Aims**

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.

#### **Teaching and Learning**

Children should:

- experience coherence and continuity in learning and teaching across the school;
- develop a recognition and appreciation of pattern and line and be given support in forming a triangular grip;
- understand the importance of clear and neat presentation in order to communicate meaning clearly;
- be encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement;
- be supported in developing correct spelling quickly through a multi-sensory approach to handwriting in the Early Years and by joining graphemes in KS1;
- be shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.

#### **Teaching time**

EYFS	Daily – as part of phonics teaching
Year 1	15 minutes daily
Year 2	15 minutes daily
Year 3	10 minutes daily
Year 4	15 minutes once a week
Year 5	15 minutes once a week
Year 6	15 minutes once a week
KS2	Handwriting interventions with literacy support teacher and as part of the Early morning intervention scheme

St Andrew's Primary School teaches a continuous cursive handwriting style and teachers use the 'Letter-join' font on their computers when producing labels, letters and worksheets for the children.

**Lower case letters:**

abcdefghijklmnopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz

**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

**Numbers:**

1 2 3 4 5 6 7 8 9

**EYFS**

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns as part of continuous provision; for example, to form letters using their index finger in sand or using paint. Children begin to learn how to hold a pencil correctly, then how to use a pencil and hold it effectively to form recognisable letters most of which are correctly formed. When children are ready, they are given opportunities to practise handwriting on lines. These lines should be well spaced (about 2cms apart).

**Year 1**

Children continue to develop fine and gross motor-skills with a range of multisensory activities. Handwriting is taught discreetly and discussed within and linked to phonics sessions. When they are ready, they move on to wider lined exercise books and participate in more formal handwriting sessions. Correct pencil grip and posture is modelled as part of everyday practice. Handwriting books are introduced when the children are seen to be ready.

**Year 2**

Handwriting is timetabled and, where appropriate, linked with revision of phonics. Most children will continue on wide lined handwriting books until ready to use regular lined books.

All children use unlined paper *from time to time* so that they can practise to apply skills and consider issues of presentation and aesthetics.

By the end of Key Stage 1 the majority of children are able to write legibly, using upper and lower-case letters appropriately and correct spacing between words.

**Key Stage 2**

During this stage the children continue to have direct teaching and regular opportunities to practise handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

**Teaching Sequence**

To develop independence the following teaching technique would be seen across Key Stage One:

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)

- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Independence.

Techniques for teaching letter formation:

- Model good handwriting all the time.
- Demonstrate.
- Talk through the process.
- Encourage children to verbalise the process.
- Children form letters in the air.
- Finger trace over tactile letters.
- Write over highlighter pen (or dotted letters).
- Draw round templates.
- Write in sand with finger or stick.
- Write with chalk on chalkboard.
- Wax resist letters.
- Form letters with pegs on pegboard.
- Form letters with beads in plasticine.
- Finger trace the outline of letters on the back of the person in front of you.

### **Getting ready to write**

Seating and posture

- Chair and table should be at a comfortable height.
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor.
- Encourage children to sit up straight and not slouch.
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor.
- Tables should be free of clutter.
- Rooms should be well lit.
- Left handed pupils should sit on the left of their partners.

### **Pencil grip**

- Children should write with a pencil (or pen when introduced) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil.

*For right handers*

- Hold lightly between the thumb and forefinger about 3cm away from the point.
- The paper should be placed to the right tilted slightly to the left.
- Use the left hand to steady the paper.

*For left handers*

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger.
- Hold about 3cm from the tip.
- The hand should be kept below the writing line.
- The paper should be tilted slightly to the right at about 20 - 30°.
- Use the right hand to steady the paper.

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

### **Assessment**

Teachers and senior leaders monitor children's writing and presentation in books regularly (at least termly). The following is considered:

Is the writing generally legible?

- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the Level?

## **Descriptors in the National Curriculum**

Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the National Curriculum statutory guidelines?

## **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this through intervention using 1-1 support sessions. Teachers of children, whose handwriting is limited by problems with fine motor skills, should develop an individual programme designed to meet the specific needs of the individual child.

## **Links to spelling**

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting is practised using letters, blends, strings or digraphs so that patterns are internalised.

We use **Look – Say – Cover – Write – Check**

The child:

Looks at the word carefully.

Says the word.

Covers the word so that it can't be seen

Writes the whole word from memory. Checks the word is written correctly.

If not, repeat.

Resources:

- Variety of pencil grips
- Different size pencils
- Handwriting books
- Handwriting grid lines on IWB

## **National Curriculum Requirements (Statutory and Non Statutory)**

### **Foundation Stage (4-5 years old)**

#### **Early Learning Goal – Writing**

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

*'Early years outcomes'*; September 2013; Department of Education.

*'Statutory framework for early years foundation stage'* March 2014, effective September 2014; Department for Education.

### **Key Stage 1 (5-7 years old)**

#### **Statutory Requirements - Handwriting**

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' (i.e. letters that are formed in similar ways) and to practise these.

#### **Notes and guidance (non-statutory)**

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**

#### **Statutory Requirements – Handwriting**

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.

#### **Notes and guidance (non-statutory)**

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 KS2 (Year 3 & 4)**  
**Statutory Requirements – Handwriting**

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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

**Notes and guidance (non-statutory)**

Pupils should be joining 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 what they want to say. This, in turn, will support their composition and spelling.

**Upper KS2 (Year 5 & 6)**  
**Statutory Requirements – 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.

**Notes and guidance (non-statutory)**

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, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

**Review**

This policy has been ratified by our Governors and disseminated to all staff. This policy will be reviewed by the literacy subject lead in the Spring term 2027

Written: March 2024

**Date: March 2024**

**Review date: March 2027**

**Signed: .....**

**(Chair of Governors)**

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