



Member of staff responsible: Carmen Dewhurst

Date amended: November 2021

Date to be reviewed: July 2022

Handwriting policy

1. Aims and intent

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. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

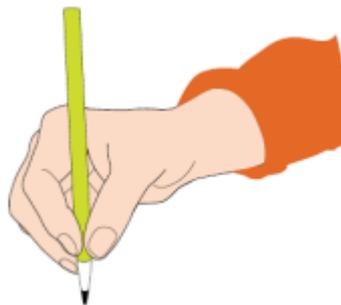
At Longridge CE Primary our overarching intent for English is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for pleasure. Our children will learn how to speak, read and write fluently and confidently.

2. Implementation

Children will be taught to:

- hold a pencil correctly

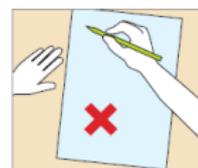
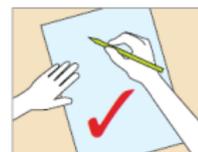
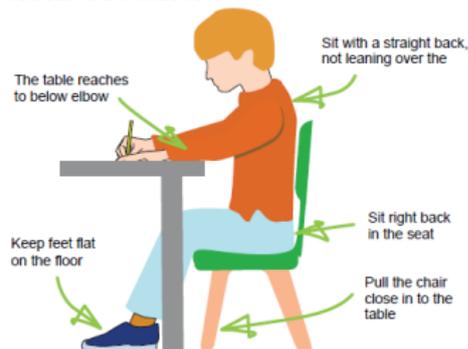
Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



- and adopt the correct posture when writing

Children should be encouraged to adopt the correct writing position as shown below.

SITTING POSITION



Paper position for right-handed children

(children who are left handed should reposition the paper the other way and sit to the left hand side if seated next to a right handed child)

*write from left to right and from top to bottom of the page

*start and finish letters correctly in a cursive style (from the Autumn Term of year 1 onwards)

*form regularly sized and shaped letters

* use regular spacing between letters and words

* take a pride in their written work and the overall presentation.

*The cursive script agreed at Longridge CE Primary school is shown below.



In EYFS the children will be taught to form letters correctly. Letter formation is taught alongside phonic development. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. The children will be taught the correct start and exit points for each letter, which should not include 'lead-in' strokes from the line. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected.

In Key Stage 1 all children should receive a daily handwriting session for 10-15mins.

At the start of Year 1, 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. Our aim is that by the end of year one children will be forming all letters correctly and joining in a cursive script.

In Year 2 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.

In Year 3 children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1. They will continue to have daily handwriting sessions for at least the Autumn Term.

In Key Stage 2 all children should receive a daily handwriting session for a minimum of 10mins at least 3 times per week.

In Years 4,5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum. From Year 4 children can gain a 'pen licence' for correct formation of letters, consistent fluidity and correct joins.

If any child is not on track to reach these expectations, they will receive additional support which could include handwriting homework or a short intervention session.

5. Handwriting Principles

* Handwriting should be taught explicitly, in short, frequent sessions. It should be modelled by the teacher then supervised.

* Where possible, it should be linked to phonic and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings.

* When ready, pupils should be practising on the lines they are going to use in their writing books - High expectations of writing are needed. Children need to repeat work that is not satisfactory.

* Teachers and TAs need to model good handwriting at all times, e.g. when writing on the whiteboard and when marking books.

6. The introduction of Pens

Children will be introduced to the use of pens for handwriting from Year 4. Throughout the year children will make the transition from pencil to pen by earning their 'pen licence.' Black handwriting pens (not biros) will be used. The children will be taught how to 'correct' their work when using pens - 1 neat line using a ruler through the word/words they want to cross out.

9. Marking

All adults responsible for writing in the children's books should write using the continuous cursive style.

10. Teaching

All modelled and shared writing should be using the continuous cursive style and children should be encouraged and supported to use this style at all times

11. SEND

Individual children who are identified as having fine/gross motor problems that affect their handwriting may require a specific pen or pencil grip to support their writing. Planned interventions may also be delivered to support these children. Teachers will differentiate as appropriate.

12. Time

It is important to devote time outside of the daily English lesson to the teaching and practising of handwriting skills.

There will be daily handwriting sessions (10 minutes) in KS1 and also Year 3 (Autumn Term) in order to teach and enable children to practise their skills. Through KS2 this will be reduced to 3 times per

week. At no stage should it be practised unaided as it is important to ensure that the children are forming the letters correctly. To encourage good habits, the teacher should walk around the classroom continuously monitoring and correcting the following where necessary:

- Pencil/ pen grips
- Sitting position
- Letter formation, size or placement.

13. Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility.

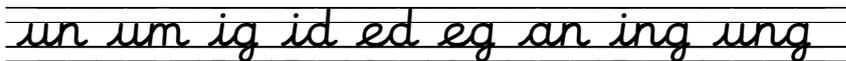
By year 6 children will use cursive handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

Carmen Dewhurst
English Subject Leader

Appendix:

4 basic handwriting joins

1. Join to letters without ascenders



un um ig id ed eg an ing ung

2. Join to letters with ascenders



ch th tl ll ill ck ack ink unk

3. Join horizontal joins



od re ve oon wl vl

4. Join horizontal joins to letters with ascenders

wl vl ff fl

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