



**BRETHERTON ENDOWED CE PRIMARY SCHOOL  
Handwriting Policy**

*“Learning together, growing together, achieving together, caring together  
within our Christian family”*

**This policy is for Bretherton Endowed CE Primary School and The Hub, Bretherton Endowed Out of School Provision.**

At Bretherton Endowed Church of England Primary School we believe that neat, well-formed handwriting and presentation of written word helps to raise standards. In addition to this, well presented work is something the children can take a pride in. The focus on handwriting in the new curriculum is much greater, highlighting its importance and making the connection between a child’s handwriting and their composition and spelling ability.

### **Aims and Objectives**

To teach children to:

- Form all letters correctly using an appropriate tripod pencil grip.
- Write with a fully cursive, joined style

### **Teaching and Learning**

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important. It is not sufficient to require children to copy models from a published scheme or worksheet. A mixture of whole class, small group and individual teaching should be planned to best meet the needs of the children.

The role of the teacher is to:

- Follow the school policy to help each child develop legible and fluent handwriting
- Provide direct teaching and accurate modelling
- Provide resources and an environment which promotes good handwriting

### **Environment**

We endeavour to provide a handwriting rich environment with lots of examples of handwritten text available on displays for children to see. Classroom and other school displays should not consist entirely of printed script and should include handwritten text where appropriate. Text which is printed should be done so in cursive font where possible. This is to ensure that the children are regularly seeing neatly presented handwritten text in the school environment.

## **Planning**

Handwriting will be planned on the literacy planning document and will be afforded at least one taught session per week with other regular opportunities for practice being provided through continuous provision, homework and during literacy lessons.

## **Foundation Stage**

The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting with the right entry point and following the correct direction) learned at this stage becomes automatic and has a profound influence on later fluency and legibility. Close attention should be paid at this stage to the pencil grip, correct posture and the positioning of the paper. Children should be provided with plenty of opportunities to mark making; to use a range of writing materials and to access a multi-sensory approach to help children feel the movement of the hand.

## **Key Stage One**

Building on the foundation stage, pupils at key stage 1 develop a legible style and begin to use a pre-cursive script and then join their letters as soon as the class teacher deems it suitable. This is achieved by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing.

## **Key Stage Two**

The target for pupils in key stage 2 is to produce a fluent, consistently formed style of fully cursive joined handwriting with equal spacing between the letters and words. Although children will be taught specific letter formation throughout school, there will be the flexibility within KS2 for the children to develop their own style.

## **Cross Curricular Themes**

It is acknowledged that handwriting is used throughout the curriculum. It should be made clear that all presentation handwriting should be neat and careful at all times. Planning and drafting work should be clearly defined and suitable flexibility about the standard of handwriting should be applied.

## **SEN/Able Pupils**

SEN pupils will be fully included in the teaching of handwriting but additional practice, gross or fine motor skills intervention will also be provided where appropriate to support their additional needs.

Left handed pupils (See appendix A): teachers should be aware of the specific needs of left-handed pupils and make appropriate provision. Where possible handwriting should be modelled specifically for left handed pupils and the correct grip and posture should be ensured.

### **Writing materials**

Pupils in the Foundation stage will have access to a triangular pencil or wider pencil; children in KS1 and KS2 will be provided with a thin style triangular pencil if pencil grip is an issue; and otherwise a traditional HB pencil. In KS2 children will work towards using a handwriting pen and this will be provided at the teachers discretion when the teacher feels an individual pupil is ready for it. Children can choose to continue to write in pencil if they so wish. Pencils will always be used for mathematics work and for the drawing and completion of diagrams.

### **Resources**

To support pupils:

- Where possible, printed resources should be in a pre-cursive or cursive script.
- Teachers should also ensure that handwriting is modelled by hand.
- Handwriting practice should be completed in literacy/handwriting books as well as worksheets where appropriate.

### **Monitoring and Review**

Monitoring of handwriting will be undertaken by the class teacher on an ongoing basis. The subject leader will carry out monitoring of handwriting and presentation during all work scrutinies.

Adopted by Governors : Jan 2020

Review no later than : Jan 2023

## Appendix A

### Left Handers: Notes for Parents and Teachers

Left-handed children need extra attention.

- If necessary, model practice movements and letter formations for left-handed children (away from the rest of the class) with own left hand so that children do not have to make mental reversals of the movements.
- Encourage left-handers to tilt their paper to the right so that they can see what they are writing.
- Encourage children to ‘jump’ with their pencil to make a space between words when putting in a finger space is difficult.
- Left-handers may need slightly more space because they find it more comfortable if the paper is placed to the left of their mid-line.
- Encourage them to grip the pencil slightly higher up than a right-hander.
- Seat a left-hander so that the movement of his/her left arm does not clash with the right arm movements of a right-handed child.

## **Appendix B**

### **National Curriculum for English**

#### **Handwriting Year 1 Statutory Requirements**

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. NB The Year 1 curriculum focuses on teaching letter formation. As we teach this earlier in EYFS, by Y1, correct formation should be an automatic habit. Shape, Space, Size, Sitting on the line are also taught in Y1, so that good habits are established.

#### **Year 2 Programme of Study Statutory Requirements**

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.

### **Years 3 & 4 Programme of Study Statutory Requirements**

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 and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

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

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.

### **Years 5 & 6 Programme of Study 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

**All aspects of our policy intends to comply within the Data Protection ( GDPR) legislation.**

