

Newbold Church of England Primary School

HANDWRITING POLICY (VERSION 3)



Review: H Burn October 2025

Approved: GB

Signed: Chair of Governors _____

Signed: Headteacher _____

Next Review: October 2027

“By nurturing academic achievement and social development in a supportive Christian environment, we will cherish individual talents and abilities, enabling everyone at our school to successfully fulfil their potential.”

Nurture

Encourage one another and build up each other, as indeed you are doing

1 Thessalonians 5:11

Cherish

Jesus said "Love one another. Just as I have loved you, you should also love one another."

John 13:34

Succeed

Let us not become weary in doing good, for at the proper time we will reap a harvest if we do not give up

Galatians 6:9



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1. Intent

We want all of our children to take pride in their presentation and we advocate a pre-cursive/cursive style of handwriting throughout school. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. We promote and teach pre-cursive handwriting in Year 1 and cursive, joined-up handwriting in Year 2. Whilst the children in Y2 are taught how to use cursive handwriting, they are not required to always use this and may prefer, at times, to write pre-cursive. As children progress through key stage 2 they will continue to work on the size and orientation of their letter formation. Once a consistent, fluid and correctly orientated script is achieved children will write in handwriting pen.

The key advantages of our chosen school script are:

- By making each letter in one movement, children's hands develop a 'physical memory', making it easier to produce the correct shape;
- The starting and finishing points for all continuous cursive letters are easier to remember (they all start on the line);
- As letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (e.g. b/d, p/q);
- There is a clear distinction between capital letters and lowercase;
- The transition to joined-up writing is simpler and occurs sooner, allowing children to concentrate on the composition of the writing, rather than thinking how to form letters;
- Words written in one set of movements, without the pencil being taken off the paper, helps the motor memory store spellings;
- The continuous flow of writing ultimately improves speed and spelling.

We provide an environment which is conducive to good writing by ensuring that tables and chairs of a suitable size and height are available for the children's use; that there is adequate space and good lighting; that the atmosphere is calm and purposeful; and materials are accessible, suitable and varied, and of good quality.

Children are introduced to a variety of writing tools and equipment as they progress through the school: pencils, felt pens, handwriting pens, biros, chalk, crayons and paper of different colours, shapes, textures and types. Classrooms are equipped with a variety of materials and writing tools, to encourage and motivate children to write for their own pleasure and enjoyment, and to give them opportunity to practise handwriting skills.

Aims

The national curriculum aims to ensure all pupils:

- Write clearly, accurately, and coherently, adapting their language and style to their audience, context, and purpose.

2. Progression

First, children experience the foundation of handwriting through multi-sensory activities, then correct letter formation is taught, practised, applied and consolidated

Nursery

Squiggle time

Squiggle time is an Early Writing Program created by Shonette Bason.

Squiggle Whilst You Wiggle uses dance and large movements to help children develop the fine muscle control they need for writing. They will learn a new gross motor movement to a piece of music. They will dance using this movement and use it to make marks. Through Squiggle While You Wiggle, children begin using 'Flipper Flappers' to rehearse a range of shapes, which lead to children mark-making with chunky pens, in preparation for more formal writing.

Handwriting

Pupils should be taught to:

- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand
- Write some letters accurately. (for example some letters in their name)

EYFS

Funky Fingers

We use 'funky finger' activities within nursery and reception as it encourages the development of fine motor and language skills that are essential for hand writing. Funky finger activities are differentiated to address physical needs and work different parts of the shoulder, arm, wrist, palm and fingers. We find that these activities have many benefits including;

- Promotes fine motor skills
- Encourages communication and language skills
- Supports hand writing skills through fine motor strength and control
- Repetitive fine motor skills in a fun way
- Through improving fine motor skills children develop independence in things such as buttoning their own coats or opening their own packets

Reception

Handwriting

Pupils should be taught to:

- Sit correctly at a table,
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Use a range of small tools, including scissors, paint brushes and cutlery.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Write recognisable letters, most of which are correctly formed.

Year 1 programme of study

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 (pre-cursive)
- 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.

Year 2 programme of study

Handwriting

Pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.
- Use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined (cursive).
- 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.

Lower key stage 2 – years 3 and 4

Joined handwriting (cursive) should be the norm, and they should be able to use it fast enough to keep pace with what they want to say.

Years 3 and 4 programme of study

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 un-joined.
- Increase the legibility, consistency and quality of their handwriting.

Years 5 and 6 programme of study

Handwriting

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 tool that is best suited for a task.

3. Implementation

Our children begin their writing journey in nursery, with gross motor activities and playful fine motor activities (funky fingers). More formal letter formation begins in reception and is part of the daily routine. Children are supported and taught how to hold a pencil correctly and mark make, leading on to letter formation. In KS1 and KS2, children are provided with the opportunity to practice their handwriting skills throughout the week on a daily basis, with designated handwriting slots included on the timetable (either in isolation or within lessons, for example, spellings). For those children who require more assistance, intervention time is agreed. For children who are able to use the cursive style in Y2 and beyond, time is spent during handwriting practice supporting them in developing fluency and their own style.

Staff should ensure that they model to correct style to the children they are working with (pre-cursive EYFS and Y1 and cursive Y2-Y6). Other examples of handwriting can also displayed in class (for example print) to raise children's awareness of more than one style.

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

The five boxing wizards jumped quickly.

4. Monitoring and Review

This policy is reviewed by NCS's Local Trust Committee (LTC) body and the headteacher.

Any changes made to this policy will be communicated to all members of staff.

All members of staff directly involved with teaching handwriting are required to familiarise themselves with all processes and procedures outlined in this policy.