



High Aspirations, Moral Strength, Spiritual Depth

RATIONALE

Handwriting is a complex movement skill involving a wide range of cognitive, linguistic, perceptual and motor abilities. It is a skill that children rarely acquire spontaneously. Even with expert tuition, it usually takes some time to perfect. As the child progresses through school, the requirement to write legibly and fluently increases considerably. Children need to be encouraged to adapt the correct pencil grip and writing posture from the start of their school life. They also need regular and constant opportunities to learn, practice and apply specific handwriting skills. This will ensure children 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 correct pencil grip.
 - Knowing all the letters start from the top, except d and e which start in the middle.
 - Knowing the correct formation of all letters.
 - Knowing the correct size and orientation of letters.

At Andrews' Endowed, we believe that it is important for children to develop a neat and legible handwriting style which is used consistently across the curriculum.

AIMS:

To develop a joined, confident handwriting style that is clear, legible and fluent

To encourage pupils to take pride in their work

To help children recognise that handwriting is a life-long skill

To display neatly presented work around the school as a model for pupils to aspire to

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children experience coherence and continuity in learning and teaching across the school as the whole school follows Letterjoin.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.

- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged to use their skills with confidence and pride in real life situations.

Disabilities & Equalities Statement

All children are given full access to the National Curriculum. Staff will endeavour to ensure that all children reach their potential, irrespective of race, gender, age, home-background or ability. Andrews' Endowed CE Primary School is committed to promoting equality. When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity.

PROGRESSION in HANDWRITING:

The Handwriting programme at Andrews' endowed is based on the Letterjoin scheme of work from Reception to Year 6.

On entry, children start with printed letters. Reception children are involved in a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage. Early Years Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, by printing letters in line with our Reading Framework.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. From Year 1, letter formation is consolidated in term 1. From the Spring term, cursive handwriting is taught, joining letter strings.

From Year 2, pupils progress to joins in high-frequency words. Children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

During this stage the children continue to have direct teaching and regular practice of 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 the 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.

Years 3 and 4 focus on consolidation of joins and the development of a confident script.

Children are taught to join descenders with a loop from Y3 upwards.

Years 5 and 6 will develop personal styles and examine different handwriting for different purposes.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

Writing Tools by Key Stage:

In Key Stage 1 and Year 3, children will write using pencils to develop control and consistency in their handwriting.

Starting in Year 4, children will transition to writing with pens. Parents and carers can request guidance on suitable pen options if needed.

2. Use of Pencils:

Pencils should always be used for all mathematics work.

Diagrams, charts, and drawings in any subject should also be created using pencils to ensure precision and neatness.

3. Pen Usage:

Blue ink is preferred when using pens, as it is typically washable and aligns with our school presentation standards. Black ink is permitted in certain contexts if specified.

Biros and gel pens are not permitted to ensure a consistent writing experience.

4. Correcting Errors:

Children should be taught to cross through errors with a single, neat line to maintain clarity in their work.

The use of ink erasers, correction fluid, or correction tapes is generally discouraged to promote good editing practices.

PROVISION:

Handwriting lessons are timetabled as short regular sessions and follows the Letterjoin programme of study. The sessions should include teacher demonstration and the teacher giving the children feedback.

The teacher should act as a model when writing on the board or marking work using the agreed fluent joined style.

Attention to posture and seating arrangements is important.

Left-handed children face particular difficulties and teachers should be aware of these. If possible, left-handers should sit next to other left-handers or on the left side of right-handers to avoid bumping arms or smudging work. Advice should be sought from left-handed adults in the school where necessary.

Children who face specific difficulties in handwriting will be given additional support and may be referred to the SENCo where necessary. Provision may include referral to the Occupational therapist, the use of specific equipment such as rubber pencil grips, hand gym activities or a specific handwriting programme to be followed.

ASSESSMENT:

Teachers assess handwriting as part of their normal marking in line with the marking policy.

MONITORING:

Monitoring of handwriting and presentation is the responsibility of the English co-ordinator. Monitoring may take the form of lesson observations, sampling and moderation of work.

Control Box

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Author	Gemma Gundry	Review Date	Spring 2028
		Responsibility	Head Teacher
Associated Policies, Documents, Agencies: Curriculum Policy Equalities Policy			