



Handwriting Policy
May 2022

Our school's commitment to handwriting

Following EEF guidance around fluidity in writing, we at Tetney Primary School strive to instil the importance of handwriting in our pupils, using a cursive style. Depending on the year group, the style of handwriting taught, scheme followed and equipment used varies in order to best support our pupils at each stage of their physical development.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2, all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking, following EEF guidance around how pupils that need to consider what they are transcribing (in terms of the joins etc) have that thought process impact on the actual content as it interrupts the flow of ideas.

Aims

- To develop a neat, legible and speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out daily in all classes to ensure Key Stage targets are met.

Equipment

Broadly, our expectations for tools that pupils will use are as following:

- Pencil in Key Stage 1 (EYFS, Year 1 and Year 2);
- Easiwrite or handwriting pens in lower Key Stage 2 (Year 3 and Year 4); and
- Ballpoint pens or personal preference (e.g. a pen that was enjoyable to use in Year 4) in upper Key Stage 2 (Year 5 and Year 6).

This supports development of pupils' muscles.

For those who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, appropriate additional support will be put into place.

Examples of handwriting

Pupils will be taught using the following styles:

- EYFS and Year 1 = Read Write Inc. handwriting scheme to support work carried out in RWI lessons, including rhymes to help remember letter formation (see [here](#)) – [this link](#) explains the letter formation expected. At this stage, pupils will be taught simple letter formation and become aware of how to write each letter.

The quick brown fox jumps over the lazy dog.

- Year 2 and Year 3 = application of the Pen Pals handwriting scheme from Cambridge University Press (more information [here](#)) following the Letter-join style of cursive writing (see below). At this stage, pupils will build on what was taught previously and learn how to use lead-in and lead-outs (the strokes that make a letter cursive and join to any subsequent letters in a word). Graphemes may be taught using cursive style, to help pupils understand how their relationship creates a single sound (e.g. the 'ai' in 'plain' may be taught using a cursive style).

The quick brown fox jumps over the lazy dog.

- Year 4 upwards = application of the Pen Pals handwriting scheme from Cambridge University Press (more information [here](#)) following the Letter-join style of cursive writing (see below). At this stage, pupils will be expected to consistently use lead-in and lead out strokes, regardless of what book is being used or the topic.

The quick brown fox jumps over the lazy dog.

Letter-Join handwriting scheme in full:



Handwriting lessons

Every pupil will be taught handwriting daily, during a session of approximately fifteen minutes.

All pupils will be explicitly shown how to form letters following the guidance relevant to their year group, with opportunities to follow along as a teacher models that include active engagement from the pupils (e.g. following along with their pen as the teacher demonstrates, writing in the air, using a finger to write on a partner's back etc). Teachers will model during every session. This will be either using line guides on an interactive whiteboard or by using a handwriting book placed under a visualiser; the importance is for pupils to see what is being taught modelled to them.

Feedback from a teacher is also key – this could be verbal during a lesson, written feedback if accurate handwriting is seen in other lessons, through certificates during weekly celebration assemblies etc.

Pupils will also be asked to self-assess using a blue editing pen and give themselves areas for development. For example, this could be putting a tick above a join they are proud of and/or putting a dot above a word they could have formed more accurately, then using their blue pen to write the word out again for further practice.

Pen Pals lessons vary depending on the year group.

In EYFS and Year 1, lessons may include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities;
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc;
- becoming familiar with letter shapes, their sounds, formation and vocabulary; and
- correct sitting position and pencil grip for handwriting.

In Year 2 and Year 3, lessons may include the following:

- continuing with gross and fine motor skills exercises;
- strengthening cursive handwriting, learning and practice;
- numerals, capitals and printed letters; where and when to use, learning and practice; and
- KS1 SATs SPaG exercises (including revision of these for Year 3).

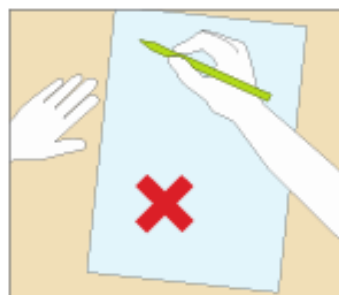
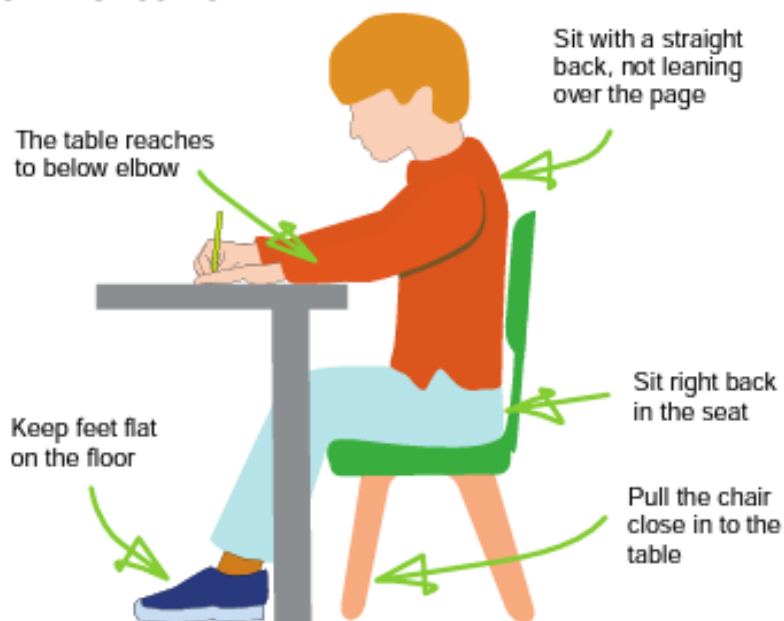
From Year 4, lessons may include aspects of the following:

- building the cursive style, specifically lead-ins and lead-outs using consistently;
- double letters, number vocabulary, palindromes, tongue twisters, words from other languages, topic-specific vocabulary (e.g. words from Geography or Science), etymology, onomatopoeia, simile and other poetic devices, statutory spellings;
- legibility, consistency and quality of handwriting;
- labelling using printed and capital letters;
- dictation exercises to promote note-taking and speedy handwriting; and
- KS2 SATs SPaG exercise.

Posture

Pupils will be taught to sit correctly at a table, holding their writing instrument comfortably and correctly.

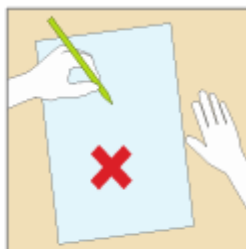
SITTING POSITION



Paper position for right-handed children.

Left-handed pupils may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers will demonstrate to left-handed pupils on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown below.
- Pencils should not be held too close to the point as this can interrupt pupils' vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

The Tripod Pencil Grip

Pupils are encouraged to use the tripod grip, which allows the pen / pencil to be held securely whilst allowing controlled movements of the pen / pencil nib.

Right-handed pencil grip



Left-handed pencil grip

