



THE BEDIFFERENT FEDERATION



HANDWRITING POLICY

Mrs N Bull
September 2024





INTRODUCTION

Being able to confidently write legibly in the cursive style is an essential skill and must be actively taught by demonstration, explanation and practice across the whole school. A good standard of legible handwriting is a life skill, which enhances the presentation of work across different areas of the curriculum.

Children must be able to write with ease, speed and legibility. Cursive handwriting teaches children to join letters and words as a series of flowing movements and patterns. The development of this fluid style allows children to apply their energy into the content of their writing instead of the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

AIMS

At the BeDifferent Federation, our aims are:

- To ensure a consistent approach to the teaching of handwriting
- To improve handwriting and achieve a higher standard in presentation skills in all subjects throughout the school
- To embed handwriting practice into everyday lessons through every piece of writing
- To encourage children to take pride in their work and to instil a positive attitude towards handwriting
- To ensure that all children are using a cursive handwriting style
- To demonstrate a balance between speed and legibility
- To provide equal opportunities for all children, including left and right-handed children and those with SEND
- To make sure that all children know the difference between upper and lower case letters
- To ensure that the skills taught in the Early Years continue to develop as the children move through the school and into Key Stage Two
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources

INCLUSION

Handwriting in all subject areas will be regularly monitored. The majority of children will be able to write legibly and fluently. However, some children may need more support. Children who find handwriting difficult will be targeted for daily handwriting intervention and activities to develop gross and fine motor skills, along with plenty of pre-writing activities. Slanted writing boards, rubber pencil grips and gross and fine motor skills interventions may be used to help children who find handwriting difficult.





ROLES AND RESPONSIBILITIES

The classteacher will:

- Follow the school policy to help each child to develop legible and fluent handwriting
- Use all opportunities for writing as handwriting practice, regardless of subject
- Observe children, monitor progress and determine areas for development
- Use and model the correct letter formation and joined up handwriting
- Correct poor letter formation and joined up handwriting
- Support children to have correct posture – sitting comfortably, upright, with both arms on the table and feet flat on the floor
- Teach the correct pencil grip and writing pressure
- Help improve muscle strength for handwriting through exercise
- Make provision for left-handed children to develop free flowing writing
- Ensure correct letter formation at all times through the close monitoring of individuals
- Ensure each child has a suitable implement before they begin – pencils will be adequately sharpened and a good length and pens will be offered for fluent writing for presentation purposes

By the end of Year 6, children will be able to:

- Demonstrate fluid fine motor control
- Understand the importance of correct posture, sitting position and paper position whether left or right-handed
- Use a pen/pencil and hold it correctly
- Write from left to right and top to bottom on a page
- Start and finish letters correctly
- Form letters of consistent size and shape
- Understand the language of writing and how to use the correct terminology (e.g. ascenders, descenders)
- Put regular spaces between words
- Form upper and lower case letters
- Write legibly in both joined and printed style
- Use different styles of writing for different purposes
- Understand the importance of neat and clear presentation in order to communicate meaning effectively
- Develop greater control and fluency as they become increasingly confident





TEACHING HANDWRITING PROGRESSIVELY

Foundation Stage

- Development of fine and gross motor skills
- Recognition of letter shapes and patterns
- Exploring letter shapes through: using their index finger in sand, sky writing with both hands, making patterns on each other's backs and using large equipment to make marks (e.g. big chalks, jumbo pencils and crayons)
- Learning how to correctly hold a pencil – tripod grip
- Learning how to correctly sit (posture) – upright, both arms on the table, feet flat on the floor
- Talking about shapes and letters
- Focusing on letter formation rather than size or positioning at this stage
- Learning that all letters start at the same place (on the left, on the line) with a lead in
- Errors in pencil grip and letter formation are immediately addressed, modelled and corrected
- Letter formation is taught alongside phonic development and in 'letter formation groups'. By formation groups I mean letters that are made with similar stroke pattern. For example, 'r', 'n', and 'm' all start in the same way.

Letter Formation Groups

l, t, i, j, u, y

r, n, m, h, b, p

c, o, a, d, g, q, s, f, e

v, w, z, x, k

By the end of Reception, all children should be able to form all letters correctly.

Key Stage One

- Continuing to develop fine and gross motor skills
- Learning about comfortable and efficient pencil grip and writing pressure
- Reinforcing previous learning around letter formation
- Focusing on neatness and correct letter formation
- Making links between handwriting and spelling – copying of 'rule breakers' and letter patterns to develop good visual and writing habits





- Copying and tracing whole words and linking handwriting to patterns already learnt, developing motor memory
- Greater focus on independent writing and spelling
- Meeting the specific needs of left-handed children and those with SEND
- Children will be familiar with the horizontal and diagonal strokes needed to join letters in their writing and will start to use the strokes needed to join letters together
- Instant feedback from teachers about pencil grip, writing pressure, sitting position or letter formation
- Marking includes reference to handwriting and spelling
- Children must be made aware of:
 - Where the letter starts and finishes
 - Where the letter stands on the baseline
 - Ascenders and descenders
 - Spacing and finger spaces between words
 - Consistent writing size
 - Capital letters and their appropriate size
- By the end of Year 1, children will be able to write most letters using a comfortable and efficient pencil grip
- By the end of Year 1, children will be forming all letters correctly and joining in a cursive script
- Letters are formed and orientated and children put spaces between words
- By the end of Year 2, children will be able to print legibly using upper- and lower-case letters appropriately within words, with ascenders and descenders clearly distinguished and observing the correct spacing within and between words
- By the end of Year 2, children will be able to use a cursive script confidently

Key Stage Two

- Building on knowledge from Key Stage One to help embed letter formation
- All children will know the diagonal and horizontal strokes needed to join letters and all will start to increase the legibility of their joined up handwriting
- There is a greater focus on increasing the legibility, consistency and quality of the handwriting (down-strokes are parallel and equidistant, lines of writing are spaced sufficiently)
- A focus on increasing the fluency of writing which will in turn support composition and spelling
- In Years 4, 5 and 6, children will be expected to use the cursive style in all areas of the curriculum





- By the end of Year 6, children will be able to adapt their handwriting for different purposes, such as:
 - A neat, legible style for finished, presented work
 - A faster script for note making
 - An ability to print for labelling diagrams or for algebra
 - Capital letters for filling in a form

By the end of Year 6, most children will have developed a clear, consistent joined handwriting style and will be able to write neatly and legibly in pen.

WHAT DOES OUR CURSIVE SCRIPT LOOK LIKE?

