

Stanley Crook Primary School

Handwriting Policy 2025



Stanley Crook Primary School is committed to improving outcomes for all pupils through delivering a book-led, reading rich curriculum, which is dynamic, fun and meaningful in a safe, secure and stimulating learning environment with high standards and expectations.

We are passionate about developing lifelong skills, which will enable all pupils to be resilient, respectful, independent and successful citizens of the future.

Our Mission:

*To try our best, to tell the truth, to look after each other
and our community.*

Stanley Crook Primary School is committed to improving outcomes for all pupils.

SAFEGUARDING IS EVERYONE'S RESPONSIBILITY

Intent

Handwriting is a complex skill involving fine motor control, visual observation and muscle memory. Children need to have good hand-eye co-ordination as well as gross and fine motor control. It is a skill that needs consistent practice. The aim of handwriting is to produce clear, well-formed legible writing that is consistent and neat in appearance. Teachers should have a high expectation of the presentation of work in all areas of the curriculum. There is a weekly handwriting lesson where letter formation is modelled by the teacher and also handwriting intervention as part of early work which is individualised to the pupil. Teachers should be rigorous in monitoring letter formation, particularly in KS1 where it is essential that there is correct adherence to both pencil grip and letter formation. We follow a semi cursive script. As children master joining and correct formation, the focus should be on writing neatly, consistently and at a reasonable speed.

Objectives:

- For children to develop the correct pencil grip in order to have good control.
- For children to write from left to right and top to bottom.
- To form all letters correctly, using the letter families.
- To form letters of regular size and shape.
- To put regular spaces between words.

The letter families are:

Straight line family – letters based on a single vertical line:

i l t j

The Coathanger family – letters based on a c shape:

c o a d g q e

The Bridge family - letters that have a vertical down stroke followed by a diagonal movement to the right:

n h m r b p k

Zig -Zag family – both start on the top solid line and have diagonal downward stroke:

v w

The Smile family – Both start on the top solid line, begin with a downward stroke and curve back up to the top solid line then down to the solid bottom line.

u y

The Misfits – Letters that are unique and individual that do not fit with any other letter group:

s f x z

Capital letters

Capital letters should be taught as tall letters. They do not join on to the letter which follows.

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Implementation Stages of learning handwriting:

Children will be taught to:

- hold a pencil correctly

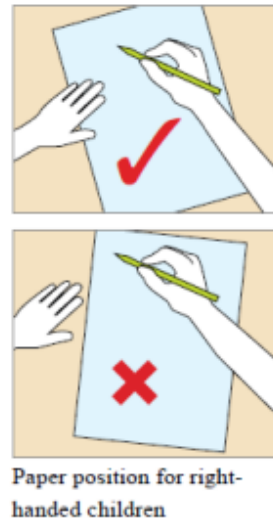
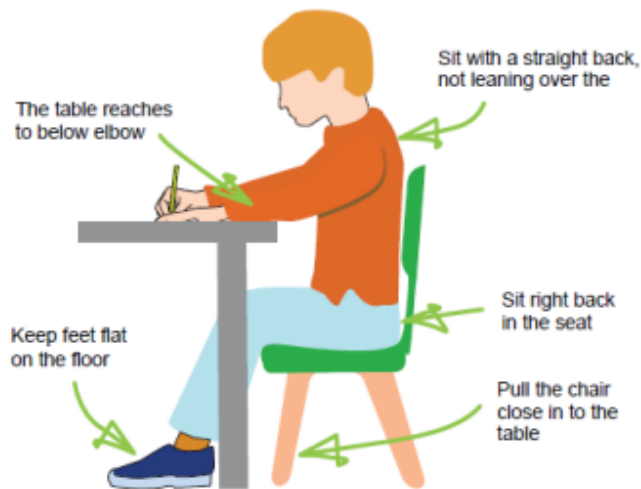
Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



- and adopt the correct posture when writing

Children should be encouraged to adopt the correct writing position as shown below.

SITTING POSITION



(children who are left handed should reposition the paper the other way and sit to the left hand side if seated next to a right handed child)

- write from left to right and from top to bottom of the page
- start and finish letters correctly in a cursive style
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in their written work and the overall presentation

Penpals for Handwriting is used throughout the school from Reception to Year 6 and is taught once per week.

In Foundation Stage, children will be taught to form letters correctly starting using Twinkl Phonics guidance on letter formation using the Twinkl Phonics mnemonics to aid the correct letter formation. Letter formation is taught and modelled alongside phonic development. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Initially foundation children will use unlined paper as the focus is correct formation rather than size or positioning. In writing tasks children are provided with lines.

In Year 1 during the Spring Term, children are introduced to diagonal joins to ascenders. They will also continue to link their handwriting to their phonic development as they learn to write new sounds using a cursive writing style.

In Year 2 adults will model cursive writing from the beginning of the year. The children will be encouraged to continue the development of basic joins. Our

aim is that by the end of year 2 children will be forming all letters correctly and joining in a cursive script.

In Year 3 and 4 children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1 and in Year 4 using cursive handwriting within their pieces of extended writing.

In Years 5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum.

Those children whose writing is neat and legible in Key Stage 2 may be encouraged to use handwriting pens. If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups.

Handwriting Equipment

Children will use line sizes appropriate to their stage in writing. During handwriting sessions year group specific Penpals booklets will be used.

Children should use a sharp HB pencil for all handwriting initially. When in KS2 teachers assess that children are competent at joined handwriting so they should be allowed to use a black handwriting/biro pen. In some cases, depending on the specific needs of individual, children may use pencil grips or pens with a specific grip.

Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and monitored through lesson observations and book scrutiny.

Marking and Feedback

We emphasise constructive feedback. In our feedback policy we have clear systems for feedback of children's work which is adhered to throughout our handwriting sessions. In handwriting sessions and during independent work it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs.

Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility. By year 6 children will use cursive handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

Policy Written by: Mrs M.Norris

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