

MANOR ROAD PRIMARY SCHOOL



HANDWRITING POLICY

December 2020





Manor Road Primary School

Handwriting Policy

Aim

The aim of this policy is to ensure that children are able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school.

As joined handwriting is linked to improved spelling and greater fluency in writing tasks we aim for children to be joining their writing as soon as possible.

In order to achieve this, children are taught to form each letter using a cursive style, which enables a natural progression into a joined handwriting style.

Teachers should take every opportunity to model cursive writing, although it is acknowledged that there is a place for printed script when note taking etc. This choice of style should be communicated to the children clearly when modelling writing.

For displays, staff will use XCCW Joined 14a font on Microsoft which produces text in a cursive style.

Examples of work are displayed in school for all children to see.

Copies of formation sheets are available on the school website (see Appendix 1).

Our expectations for handwriting follow the National Curriculum statutory requirements as in Appendix 2. When teachers feel that handwriting is sufficiently well developed, children may be introduced to a pen on a trial basis. This may be from Reception, if children are ready to write individual letters, digraphs and trigraphs. Those children who are currently working in pen should be identified during transition meetings in the Summer Term.

Policy written by: Karen Marshall
Policy written: October 2010

Policy updated by: Tracy Lucas
Policy updated: September 2016

Policy updated by: Brogan Smedley
Policy updated: December 2020

Policy to be reviewed: As required

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

National Curriculum for Key Stage 1 and 2

Below are the requirements for handwriting teaching in Years 1 to 6 in England, quoted directly from the National Curriculum 2014.

Quotes concerning handwriting taken from the text:

- **Pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised** ('Purpose of Study' p13)
- **Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation.** (6.3 Language and literacy - Reading and Writing)
- **Writing also depends on fluent, legible and, eventually, speedy handwriting.** (Programmes of study and attainment targets - Aims of English p15)

Detailed requirements for Years 1-6:

Programme of study (statutory requirements)	Notes and guidance (non-statutory)
<p>Key stage 1 Year 1 Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.</p>	
<ul style="list-style-type: none"> • 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 • 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. 	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs</p>
<p>Year 2 In writing, pupils at the beginning of year 2 ... should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • 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. 	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>

<p>Lower key stage 2 Years 3-4 Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters are clear. 	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
<p>Upper key stage 2 – Years 5-6</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters • choosing the writing implement that is best suited for a task (e.g. quick notes, letters). 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>

The national curriculum in England Framework document July 2013
https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_frame_work_document_-_FINAL.pdf



www.nha-handwriting.org.uk