



## **Handwriting Policy**

**Implementation Date-February 2025**

**Review Date - February 2026**

## St Michael's Community Academy Handwriting Policy

### Introduction:

This policy outlines the purpose, nature and management of the teaching of handwriting in our school.

When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible.

The importance of handwriting should not be under-estimated. If children have difficulty, this will limit fluency and inhibit the quality and quantity of their work.

Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

All members of staff (including teaching assistants, supply teachers and pupils) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

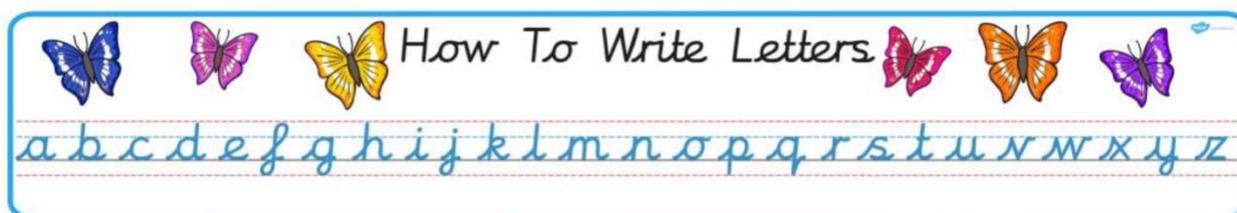
### Intent:

It is our aim to encourage the progression and development of each child's handwriting into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

### Implementation:

At St Michael's Community Academy, children will learn to:

- write from left to right and from top to bottom of the page.
- start and finish letters correctly in a cursive style (from the Autumn Term of year 1 onwards)
- form regularly sized and shaped letters
- use regular spacing between letters and words.
- take a pride in their written work and the overall presentation.
- The cursive script agreed at St Michael's Community Academy is shown below.



Children in the foundation stage will:

- Children in the Foundation Stage do not use cursive handwriting. Instead, letter formation is taught when introducing set 1 sounds in RWI (See Appendix 1). Children will practise this letter on whiteboards and refer to this letter using sounds. Take part in a range of activities to develop gross and fine motor skills and recognition of patterns.
- Cursive handwriting will be modelled and encouraged by teaching staff (See appendix 2).
- Children will be taught how to use a pencil and hold it effectively to form recognisable letters most of which are correctly formed.
- Children will receive instant feedback when errors in pencil grip or formation are seen.

In Year 1 cursive handwriting will be introduced. From Year 1- Year 4, when working in their English books, handwriting is taught at the beginning of each English writing lesson. The teacher will model a letter from the sequence shown below. Children will practise this letter in their books before starting their work.

In Key Stage 1 from Spring 1, children will have a separate handwriting session linked with their Pathways to Spell session. This will be recorded within their handwriting book. Letter formation that has been taught throughout the week should be formed correctly.

Children will be taught letter formation in the following order:

'Around' letter checklists (c a o d g q)

'Down' letter checklists (l t b p k h i j m n r u y)

'Curly' letters (e f s)

'Zig-zag' letters (v w z x)

During the lesson, teachers ensure that the focus letter, is formed correctly. If it is not, the child will be asked to continue to practise this letter below their work. Teachers will model the letter formation using a cursive font. Children will practise this letter in pencil (or pen if they have a pen licence). Evidence will be shown in the child's book. If a child continues to struggle with letter formation, a handwriting intervention will be put into place. Highlighted lines will be used if a child is struggling with their letter size.

In Year Two, following the same order of letters, most children will:

- Write legibly, using upper and lower-case letters appropriately and correct spacing within and between words
- Form ascenders and descenders consistently and correctly
- Practise writing at speed
- Form and use cursive joins

In Year Three most children will:

- Continue to develop joined handwriting
- Further develop writing speed and stamina

- Produce writing which sits on the line most of the time

In Year Four most children will write with:

- Joined handwriting the majority of the time
- Ascenders and descenders in the correct place and on the lines
- Automatically (i.e. not having to think about formation)

In Year Five and Six most children will write with:

- Consistent size and letter spacing
- A cursive, legible, accurate style
- An awareness of the following three speeds of writing:

### Resources and Writing Materials:

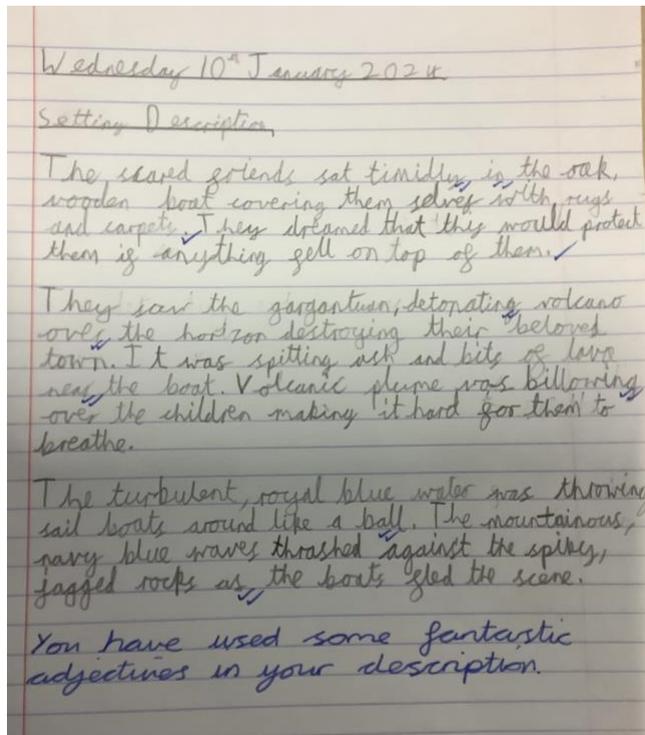
- Children sit on a chair at a table where they can see the teacher's example.
- Children will sit with their feet flat on the floor and their chair pulled up to the table. One hand should be holding the page, while the other is used to write.
- Children are taught handwriting initially in Reception in a plain exercise book for letter formation, moving onto spaced lines when able.
- In the Early Years Foundation Stage, children are given experience of a variety of writing tools.
- In Year 1- Year 6, children may use 'handwriting books' for intervention handwriting lessons.

### Pen licence

When children can form legibly, using cursive strokes and are able to join all letters correctly (See example), they are awarded with a pen licence.



Once a pen licence has been given, a child may use a black handwriting pen (not a biro). If standards are not maintained, a pen licence may be revoked. Discussions with the child and their parents will be held before this occurs.



### 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 looks.

### Provision for left-handed children

Children should always sit on the left side of right-handed children, so that they are not competing for space. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### Special Educational Needs:

#### Inclusion

Children with special needs in handwriting will be helped by appropriate teacher intervention. Additional support and advice is available from our Special Needs Co-ordinator.

Children at both key stages will have access to a range of writing tools (including pencil grips and specialist pens and pencils) and will be given guidance about which are best suited to their needs: Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of a word.

### Impact:

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children can 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.

## Appendix 1

## Read Write Inc Handwriting Rhymes and Characters

Sound	Rhyme
a	Round the apple and down the leaf (apple)
b	Down the laces to the heel, round the toe (Boot)
c	Curl around the caterpillar ( caterpillar)
d	Round his bottom, up his tall neck and down to his feet (dinosaur)
e	Lift off the top and scoop out the egg (egg)
f	Down the stem and draw the leaves (flower)
g	Round her face, down her hair and give her a curl (girl)
h	Down the head to the hooves and over his back (horse)
i	Down his body, and a dot for his head (insect)
j	Down his body, curl and dot (Jack in the box)
k	Down the kangaroo's body, tail and leg (kangaroo)
l	Down the long leg (leg)
m	Down Maisie, over the mountain, over the mountain (Maisie and mountains)
n	Down Nobby, over his net (football net)
o	All around the orange (orange)
p	Down his plait and around his head (pirate)
q	Round her head, up past her earrings and down her hair (queen)
r	Down his back, then curl over his arm (robot)
s	Slither sown the snake (snake)
t	Down the tower across the tower (castle tower)
u	Down and under, up to the top and draw the puddle (umbrella)
v	Down a wing, up a wing (vulture)
w	Down up, down up (worm)
x	Down the arm and leg and repeat the other side (exercise)
y	Down a horn, up a horn and under his head (yak)
z	Zig - zag- zig (zip)

Bouncy vowels	Bouncy consonants	Stretchy consonants
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Appendix 2:

