



Handwriting policy

Date of issue:	November 2020
Review Date	November 2023
To be reviewed	Headteacher and Governors
Authorised by	Headteacher and Governors

Rationale

Handwriting is a tool for communication and as such needs to be neat, legible and fast. Pupils should eventually develop the ability to produce letters without thinking. An automatic style releases the brain to concentrate on other ideas i.e. spelling, syntax, grammar, style and content. A neat handwriting style is also central to the high standards of presentation expected of all children across the academy.

At Holy Trinity CE Academy we have adopted a cursive style of handwriting. This is because cursive handwriting helps to;

- minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- aid the left to right movement through each word across the page and helps develop a child's visual memory.
- aid sequencing and prevents reversals, inversions and omissions.
- increase the speed of writing by promoting a flowing style.

A cursive style of handwriting is also recommended by the British Dyslexia Association.

Aims

- To provide equal opportunities for all pupils to achieve success in handwriting and develop a cursive style.
- To have a consistent approach across the whole school, to ensure high levels of presentation.
- To adopt a common approach towards handwriting, by all adults, when writing in children's books and modelling to children.
- To ensure that children see examples of cursive, and other scripts in different contexts e.g. on displays and notices around the school.
- For children to develop fluency and speed whilst writing, so that eventually the children are able to write letters with confidence and correct orientation without conscious effort.

Handwriting progression

As with all skills, children's handwriting develops at different rates and some children will require significantly more repetition and support than others. Class teachers will use their professional judgement to determine which letters children need to practise. The Handwriting Progression attached to this policy contains the progression in which letter formation is taught in Reception, organised into the letter "families" and the way in which those letters join into each other. As this is a new style being adopted across the school, each class teacher will need to explicitly teach and model the formation of every letter and move on to joining them at a pace which suits the individuals in their class, being sympathetic to those children who have already established their own styles.

Holy Trinity decided to adopt a cursive handwriting script in 2017, and it was expected that the reception cohort of that academic year would meet cursive letter formation before they

entered Year 1. During their time in Year 1 every cohort in the years following on from 2017-18, would rehearse and refine their cursive letter formation meaning that by Year 2 the script would be sufficiently embedded to start joining.

The Covid lockdown of 2019-20 has somewhat meant that we have had to reconsider where children are, as the vast majority of our children were at home during the period of lockdown. Handwriting lessons were not formally conducted and work received from home did not always have a handwriting dominant focus. As year groups have returned, we will aim to get the Year 1s, 2s and 3s back into the practise of writing in a cursive script and getting back on course with the agenda.

The end of year expectations for handwriting from the Early Year Foundation Stage and National Curriculum, for each year group, are detailed below.

Early Years Foundation Stage

Pupils should be taught to:

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Year 1

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' (ie letters that are formed in similar ways).

Year 2

Pupils should be taught to:

- 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.

Lower KS2

Pupils should be taught to:

- 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 (descenders g, j, y and the tail of an f should not loop back up)
- increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines

of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Upper KS2

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task