



# St. Michael's CE Primary School



Diocese of Salisbury  
Academy Trust  
*'Beyond expectations for all of God's children'*

## Our five core Christian values

*Trust, Honesty, Compassion, Respect and Kindness*

are centred on **'Do to others as you would like them to do to you.'** (Luke 6:13)

Through these values we inspire children to be the best they can be. Encouraging high aspirations and expectations that will allow them to achieve, explore, succeed and prepare for their own path through life.

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## HANDWRITING POLICY

Policy Date: September 2024

Review Date: September 2025

At St Michael's we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Write Rules and Letter-join's on-line handwriting resources and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

## Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

## Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

## Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

### *Consistency throughout the school*

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

## Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used.

## Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

## Teaching and Progression

In **Foundation Stage** children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chalks, paint brushes, finger paints, shaving foam etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement. They will practise the main handwriting movements and be taught to form letters correctly starting using *Write Rules* guidance on letter formation.

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.

In **Key Stage 1** all children should receive a daily handwriting session for 10-15mins.

In **Year 1** children will continue to refine their letter formation. Here they will secure pencil grip and sizing. In addition to these children will learn to correctly form Capital letter in this year.

In **Year 2** for children who are ready during the Autumn Term cursive handwriting will be introduced starting with beginning each letter from the line and going up individually before then moving on to joining them together to form words. Our aim is that by the end of year two children will be forming all letters correctly and joining in a cursive script.

In **Key Stage 2** all children should receive a daily handwriting session for a minimum of 10mins.

In **Year 3** children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1.

In **Years 4,5 and 6** children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible 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.

## **Impact**

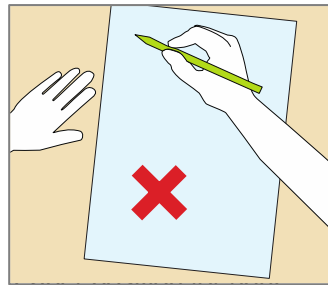
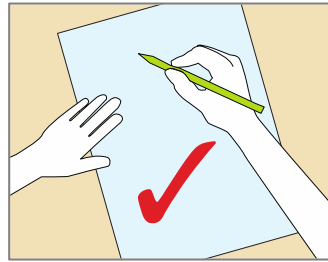
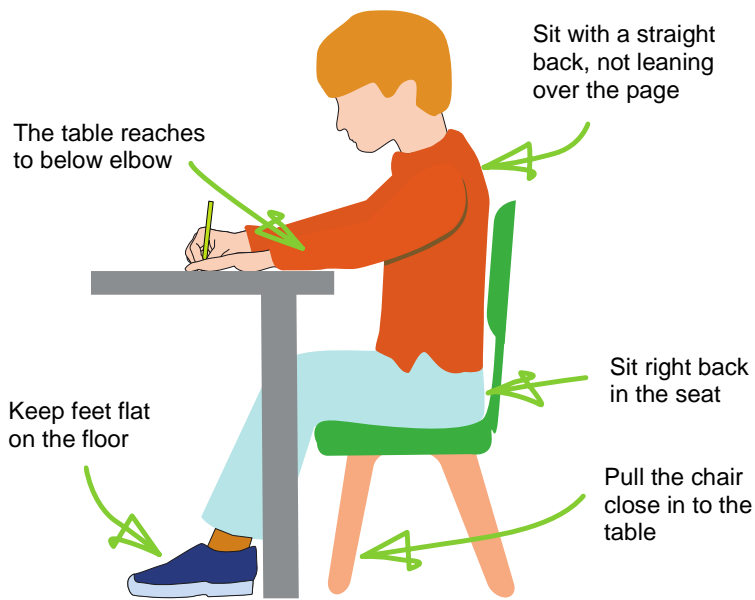
Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility.

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.

## Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

### SITTING POSITION

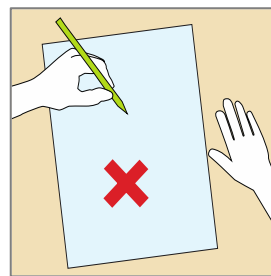
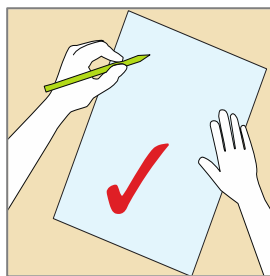
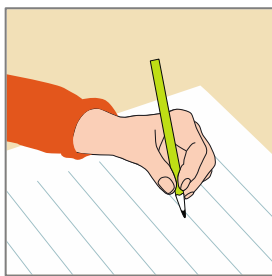


*Paper position for right-handed children.*

### LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

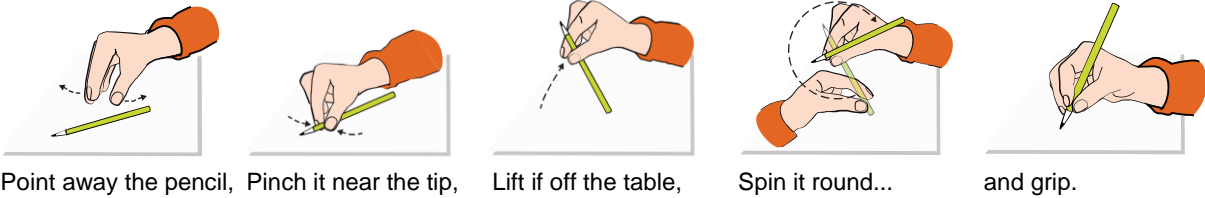


*Paper position for left-handed children.*

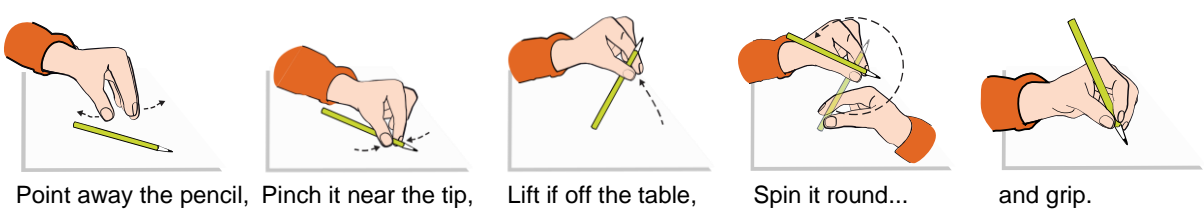
# The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:































## Right-handed pencil grip



## Left-handed pencil grip



## Write Rules – Letter formation and Word families

 Start at the top	 No lifting	 Curly C		 Falling over
				
				
				
				
				
				

Letter Join- Cursive Lower Case Letters

Cursive Lower Case Letters

