

Our Vision



An efficient and neat handwriting style enables children to write with confidence and creativity. This ensures that pupils craft every piece of work carefully and produce work at every age group of which they can be **proud**. An effective handwriting style also enables pupils to concentrate on learning **making the most of every lesson**. Our school ethos of **no excuses** means that we set high standards for handwriting and offer learning opportunities which enable children achieve these expectations. Our focus on **resilience** means that we encourage children to persevere even when attaining a neat handwriting style is difficult and celebrate with them when they achieve this.

Ratified by the Governing Body: Monday 10th July 2023


Date for review: July 2025

Signed by:




Chair of governors Marc Stevenson

Headteacher Tracie Langfield

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The importance of handwriting

Fluent, well-formed and efficient handwriting enables children to increase the speed of their writing and helps them to communicate their meaning effectively. With focus on the development of handwriting throughout the primary years, children will develop *embedded* skills relieving them of the concentration and pressure that would otherwise be required to write neatly. Efficient handwriting develops children's *writing stamina* and allows them to focus on the quality of their content. Good handwriting demonstrates pride as well as an awareness of audience. Handwriting supports all areas of the curriculum. Confidence in one style of handwriting will then lead to greater creativity when older: this will eventually lead to independence.


Handwriting the Astley way

To support the development of handwriting, all children from Year One will use lined books with a mid-line guide to support correct formation of letters.



Children will use the letter style from the Letter Join scheme, initially learning how to print the letters from Reception. Once mastered, children will learn how to join letters together using *lead in and out* strokes along with the loops seen above. We follow this practice because the printed letter is closer to the letter

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children will see in books and so aids reading; the joined formation aids flow and efficiency.

Consistent letter formation will include:

- Only one size of capital letter that reaches to the same height as the lower-case ascender.
- No capital letter descends below the line.
- There are three sizes of lower-case lettering: small letters [a, c, e etc]; those that ascend above the small letters [b, d, k etc]; those that descend below the line [j, q, y etc].
- Each of the three sizes of lower-case lettering must be consistent in size.


In Reception, handwriting will be taught alongside the letter sounds as they are introduced in the Read, Write Inc scheme. Letter formation will be rehearsed daily.

In Key Stage One there will be a discrete handwriting lesson of no shorter than ten minutes 3-5 times each week. Size and position of letters will be expected in all lessons where writing is occurring.

In Key Stage Two handwriting will be focus in each Autumn Term, when there will be discrete handwriting lesson each week. Discrete handwriting lessons will then be taught to pupils according to their specific needs, in order that pupils with a secure joined handwriting style may use their learning time productively.

Children identified with specific motor skill or fine motor skill difficulties will be included in intervention groups to address these. For example: Jimbo Fun, Smart Moves, Dough Disco, Write Dance

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Age related expectations:

Early Years - Nursery

From Development Matters 2021, children aged 3 to 4 years will be taught to:

Physical Development:

Use a comfortable grip with good control when holding pens and pencils.

Use one-handed tools and equipment, for example, making snips in paper with scissors.

Literacy:

Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.

Write some or all of their name.

Write some letters accurately.

Reception

From Development Matters 2021, children in Reception will be taught to:

Physical Development:

Develop the foundations of a handwriting style which is fast, accurate and efficient.

Literacy:

Form lower-case and capital letters correctly.

At the end of Reception, children are assessed against the ELG's.

Writing ELG

Write recognisable letters, most of which are correctly formed.

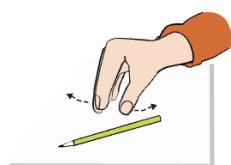
Spell words by identifying sounds in them and representing the sounds with a letter or letters.

Physical Development

Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases.

Begin to show accuracy and care when drawing.

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Right-handed pencil grip

Point away the pencil,



Pinch it near the tip,



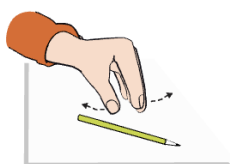
Lift it off the table,



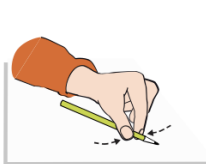
Spin it round...



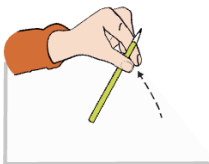
and grip.

Left-handed pencil grip

Point away the pencil,



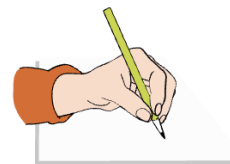
Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.


Children will primarily write with pencils but may use a wide range of writing tools to make marks. A wide range of paper will be used, but wide, lined paper is used when practising handwriting specifically. Letter formation will be printed.

The Statutory guidance: National curriculum in England: English programmes of study (Updated 16 July 2014) states the following expectations for Key Stage One and Key Stage Two pupils:

Year 1

Pupils will 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]

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Year 2

Pupils will 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.

Year 3 and 4

Pupils will 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.
- Increase the legibility, consistency and quality of their handwriting, for example by ensuring that the *downstrokes* of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that *ascenders* and *descenders* of letters do not touch.

Joined up handwriting should be being used throughout all 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.

Year 5 and 6

Pupils will be taught to write legibly, fluently and with increasing speed by:

- 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.

Pupils will understand when to use an unjoined style, for example when labelling diagrams, writing an email address. They should be able to match their handwriting to the given task, for example: quick notes or a finished piece. Although there is no fixed rule, children are generally expected to use pen from Year 5.

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How is handwriting assessed?

Handwriting will be continually assessed through writing across the curriculum. Adults will provide supportive and constructive feedback during the writing process. Handwriting will be reported to parents through parent consultations and end of year reports.

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