



Handwriting Policy

1. Title Page

Revision	Revision Date	Description
1A	December 2018	First Issue
1B	January 2021	Reviewed
2A	January 2024	Reviewed and re-formatted

Prepared.	V Levy	26/01/24
Reviewed.	C Grattan	31/01/24
Authorised and issued.	Head Teacher	22/02/24
Date for next review.	January 2027	



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3. Introduction

At Higham Primary School we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. Handwriting is a basic skill that influences the quality of work throughout the curriculum. At 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. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly and children must practice by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

4. Aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing. By the end of year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

5. Handwriting Principles

- Handwriting should be taught explicitly, in short, frequent sessions. It should be modelled by the teacher then supervised. Children should be self/peer assessing, looking for consistency.
- Handwriting is a cross-curriculum task and will be taken into consideration during all lessons.
- Where possible, it should be linked to phonic and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings
- When ready, pupils should be practising on the lines they are going to use in their writing books.
- High expectations of writing are needed. Children need to repeat work that is not satisfactory.
- From Year 3 children can gain a 'pen licence' for correct formation of letters, consistent fluidity and correct joins. This is re-set at the beginning of Year 4 and Year 5. Pupils pen licence may be reviewed if presentation and handwriting standard is no longer acceptable. This would be discussed with the pupil.
- Teachers and teaching assistants model the agreed joined-up cursive style for all handwriting tasks including marking, writing on white board/interactive board and any handwritten displays.
- Teachers always use the specific letter join font either cursive printed (Year R, 1 & 2) or cursive joined (Year 2, 3, 4, 5 & 6) to produce learning objectives and success criteria that are stuck into books. Teachers also use the letter join font to produce worksheets and typed displays, however it is not the expectation that all will be produced using the font as children also need to be exposed to different typed fonts.



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Our cursive script

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

Our upper case letters

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

Our lower case letters with correct formation
arrows

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

6. Specific Progression and Teaching

Please see Higham Whole Progression document for further details and the teaching sequence that is followed.

7. Foundation Stage

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib. Pupils are encouraged to correct any errors in grip or stature.

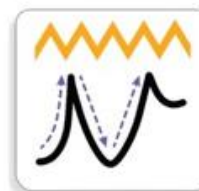
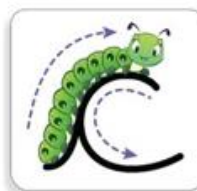
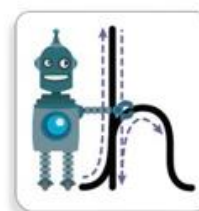
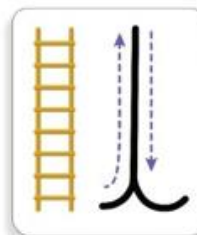


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- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language needed to describe pencil movements in preparation for letter formation.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Children are free to select a writing implement of their choice in child initiated learning.
- To write in a straight line from left to right.
- Use of rulers for labelling is modelled by teachers and rulers are available for child initiated learning.
- Understand different shaped letter families; ladder letters, one-armed robot letters, curly caterpillar letters and zigzag monster letters.



8. Key Stage 1

- Write legibly using upper case and lower case letters with correct join.
- Ensure letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line. (Reversal of numerals to be corrected by the adult)
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.
- They are taught how to underline and label neatly with a ruler.

9. Key Stage 2

The focus during Key Stage 2 is to improve quality, speed and stamina of handwriting:

- Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.
- Pen Licenses: Pupils from Year 3, work towards earning their "pen licence" for correct formation of letters, consistent fluidity and correct joins. This is re-set at the beginning of Year 4 and Year 5. Pupils who have earned their "pen licence" can write in blue pen (not biro).



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- Presentation: Pupils are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Pupils are expected to have a full knowledge and ability of the different forms of handwriting and be able to select the most appropriate presentation style for different writing genres.
- Neat, joined, cursive letters for writing passages and large amounts of texts, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts such as + instead of and, can be used.

10. Inclusion

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment being used.