



Handwriting policy

Overview

At Ingol Community Primary School, and in line with the primary curriculum statutory expectations, children are taught to write with ease, speed and legibility. We believe that handwriting is a vital part in developing writing skills. It is important that a child's handwriting becomes a skill that ultimately requires limited use of their working memory so that creative and physical energy can be focused on the content of writing. As a school, we aim for children to have secure automatic generation of letters and by using a well-structured, progressive handwriting program with explicitly taught handwriting sessions, the children will build up a good skills base.

Handwriting is of fundamental importance to educating our pupils. The mastery of automaticity in handwriting is therefore one of the key priorities. Handwriting is a physical activity that involves movement and recognition skills that need to be learned and become part of the automatic cognitive skill set of the pupil.

Pupils should be taught:

- Handwriting both implicitly and explicitly
- The expected standard of handwriting appropriate for their year group (using the handwriting progression document)
- Increasing fluency through the year groups
- To sit correctly at a table, holding a pencil comfortably and correctly using the tripod grip
- To form the letters correctly, starting and finishing in the right place
- To write in a clear, joined, fluent and legible style
- To have fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- To have the stamina and skills to write at length, with accurate spelling and punctuation.
- To have competence in transcription (spelling and handwriting) and composition.
- To write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Procedures and Progression of Skills

- Handwriting will be taught discretely and explicitly within and outside Phonics and English lessons.
- Children on the SEND register or with specific needs may need supporting activities, handwriting tools e.g., pen grips, tracing patterns, prescribed fine motor / gross motor activities as well as additional small group work.
- We recognise that as children progress through school, they will develop their own style and may do so provided it remains clear, joined, fluent and legible.
- We will introduce and ensure children who join the school after EYFS are taught to use our style and maintain our standards.
- Ensure that a cursive script font is available on teacher laptops to use where appropriate and to support, encourage, demonstrate, and enable clear writing script
- All adults working with the children will model the correct formation of letters and joins

- All children will be supported to be ready to write. Children will be supported in posture for writing, and pencil grip

EYFS

In EYFS, the order of teaching the lower-case letter formation follows the Essential letters and sounds phonics programme. As phonemes are introduced, children are taught the corresponding graphemes. Children are taught to have the correct posture for writing, using the posture prompts and holding a pencil comfortably and correctly. Children are supported to make progress towards using a tripod grip through a variety of gross and fine motor activities. Each child will receive dedicated weekly fine motor handwriting tasks to support the development of tripod grip and letter formation.

Key Stage 1

In Year 1 and Year 2, explicit handwriting lessons take place every day. Links between letter families are reinforced to aid the children with their writing. Children are explicitly taught ascenders and descenders, along with how to form capital letters correctly. All capital letters are simple print letter shapes which do not join other letters. The children also start to use their spelling words/patterns within handwriting sessions, so they get more exposure. In Year 2, children are then taught to join letters in a cursive handwriting script with letters of the correct size relative to one another.

Key Stage 2

When the children move to Year 3, all children continue to have explicit handwriting lessons where teachers reinforce the cursive handwriting script taught in KS1. Handwriting is taught explicitly every day in KS2 to ensure the formation and legibility are consistent. Children are also reminded of the different letter families as in KS1 so they can see the links between letters. They will be taught to write legibly, fluently and with increasing speed.

Children with SEND

Children on the SEND register or with specific needs may need supporting activities that further develop their gross and fine motor control, or handwriting tools. For example, a pencil grip, funky finger sessions, handwriting overlays as well as additional small group interventions. Whilst we have high standards for all children, and support children in reaching Key Stage expectations in handwriting, we do acknowledge that for some children, reasonable adjustments should be made.

The key principles of our handwriting sessions:

- To build physical strength that underpins writing and concentration.
- To ensure that writing is mastered individually before being used in combination.
- To ensure letters are learned as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.
- To ensure posture is important in developing the correct position for handwriting

- To ensure that children are taught the correct pencil hold from the start (ie as soon as a tri-pod grip is developmentally appropriate).

Each thread of the handwriting approach builds up upon each other and allows the children to develop their writing. We link handwriting with each year groups spellings and as the children become confident with the letter formation, they start to use these within handwriting sessions. Handwriting underpins the majority of curriculum areas and is integral to self-esteem.