**ST JULIE CATHOLIC PRIMARY SCHOOL**

**ECCLESTON**



Handwriting Policy

Reviewed by Governing Body and staff

July 2025

**ST JULIE CATHOLIC PRIMARY SCHOOL**

**MISSION STATEMENT:**

***A caring, family school where we learn, grow******and walk in the footsteps of Jesus.***

In consequence of our school mission, it is a fundamental aim of St. Julie’s to be an inclusive school. To be a school which:-

* Has a sense of community
* Provides equal opportunities
* Offers partnership between school parents and parish
* Reflects upon the teachings of Christ and puts them into practice
* Values all members of the school community
* Its members show respect for themselves and each other
* Is a caring community.

We define an inclusive school as one where…

* Everyone, irrespective of age, gender, ability or disability, race or religion is encouraged and given equal opportunity to participate in the full life of the school,
* All members of the school community are given the opportunity and support to achieve their true potential,
* All members of the school community, and the contributions they make to the life of the school, are valued and where everyone is treated with mutual respect, care and consideration, and
* Everyone feels empowered to play a full an effective role in the school.

Handwriting policy

The staff at St. Julie Catholic Primary School are committed to the development of a neat, legible and efficient style of writing in all of our children.

As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.

AIMS

That all children will:

* Understand the importance of clear and neat presentation in order to communicate meaning clearly.
* Take pride in the presentation of their work and therefore approach handwriting with a sense of enjoyment and achievement.
* Be aware of the correct letter formation with lead ins and flicks being encouraged from the Foundation Stage.
* Develop a fluent, joined handwriting style.
* Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
* Be encouraged to use their skills with confidence and pride in real life situations.

**Knowledge, Skills and Understanding**

Throughout the first year in school children will have opportunities to watch adults writing and for children to write for themselves. They will be encouraged to attempt writing for various purposes using features of different forms such as lists, labels, captions, stories and instructions. They will also write their own names and begin to form simple sentences, sometimes using punctuation.

During and at the end of the Foundation Stage it is expected that all children will be able to use a pencil and hold it effectively to form recognisable letters [with ‘lead ins and flicks], ***most*** of which are correctly formed.

At Year 1

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities.

Handwriting should be discussed within and linked to phonics sessions. Children should be taught handwriting in short bursts each day accompanying phonics work. As letter blends are taught, they will be done so in joined script.

Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words and writing both upper and lower case letters which are, correctly formed.

At Year Two:

Children will be expected to write legibly, using upper and lower-case letters with correct spacing within and between words.

They will be expected to form and use the four basic handwriting joins.

• diagonal joins to letters without ascenders, e.g. ai, ar, un

• horizontal joins to letters without ascenders, e.g. ou, vi, wi

• diagonal joins to letters with ascenders, e.g. ab, ul, it

• horizontal joins to letters with ascenders, e.g. ol, wh, ot

By the end of Year 2 all children should be working towards a fully joined up handwriting style.

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for different purposes, such as, a neat, legible hand for finished work, a faster script for note making and the ability to print for labelling diagrams, headings etc.

By Key Stage 2 children should understand the language of handwriting e.g. descenders, ascenders, orientation etc.

In Year 3 children should practise correct formation of basic joins from Year 2 and use these in independent writing. They should be encouraged to build up handwriting speed, fluency and legibility through practice.

By Year 4 children should build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

They should also be aware of presentational skills, e.g.

• print script for captions, sub-headings and labels.

• capital letters for posters, title plates, headings.

Year 5 and Year 6 will be expected to use a fluent joined handwriting style for all writing except where other special forms are required.

Provision for left-handed children:

At least 10% of the population is left-handed. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

• paper should be positioned to the right for right-handed pupils and to the left for left-handed.

pupils and slanted to suit the individual in either case.

• pencils should not be held too close to the point as this can interrupt pupils’ line of vision.

• left-handed pupils should sit to the left of a right-handed child so that they are not competing

for space.

• extra practice with left-to-right exercises may well be necessary before pupils write left-to

-right automatically.

• Children should be encouraged to have the correct sitting posture for good handwriting e.g. the bottom of the back to go into the back of the chair.

Inclusion:

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support, and provision will be made for this within the class or through a personal education plan.

Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

All members of staff (including teaching assistants, supply teachers, and students) are expected to promote the agreed handwriting style by their own example when writing on the board, when marking or if writing for display purposes.

Materials

It is important that a correct grip is taught from as soon as possible and be consistent throughout the school.

The pen or pencil should be held between the thumb and index finger about 3cm from the tip. The remaining three fingers should be curled under and used as a base for the hand to rest on the paper.

(tripod grip)

Good quality HB pencils will be provided for all children, with pencil grips being available for children who find gripping a pencil challenging.

All children will use pencils for all their written work up to the end of Year 4. By Year 5 it is expected that children will use pens for their extended writing activities, and that by Year 6 they will be using pens on a consistent basis to prepare them for secondary school.

Pencils will still be used for mathematics.

Reception children will begin writing by mark making on plain un-ruled paper but maybe introduced to lines as they progress through the year.

Year 1 children will have books with 15mm lines, with year 2 pupils having access to books with 10mm lines.

Key Stage 2 pupils will use ruled paper with 8mm lines and a margin.

Year 2 and 3 will also use specific handwriting books with double lines to help with the correct sizing of individual letters.

Time Allocation

It is generally thought that little and often is more effective than a lot rarely.

In the Foundation stage letter formation will be covered in ‘Letter families’

* **long ladder** letters l i j t k u y
* **one-armed** **robot** letters r b h k m n p
* **curly caterpillar** letters c a d e g o q f s
* **zigzag** letters z, v, w, x,

In Key stage 1 Children should be taught handwriting in short bursts linked to phonics or linked to the common exception words Year 2 children are expected to know.

In Key Stage 2 handwriting should be linked to spelling patterns.

##### ICT as a handwriting resource.

Letter formation programmes can be a useful tool for class demonstrating correct formation of individual letters or words.

Twinkl has letter formation power points for individual letter in the cursive script and also an upper and lower case powerpoint, which demonstrates the formation of both letters side by side on the same slide.

The letters are presented in alphabetical order but there is an option to select any letters at random.

The growth in the use of word processing and desktop publishing has increased pupils’ awareness of the importance of presentation and the variety of handwriting styles/fonts available. Pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.