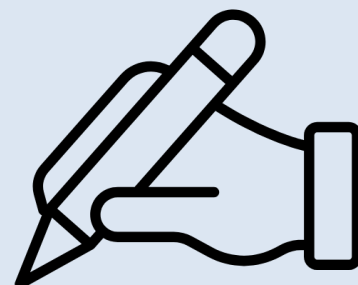


Handwriting

The Importance of Handwriting:

**We recognise that being able to write legibly and fluently is an important skill in being able to communicate language to readers. The National Curriculum 2014 contains the statutory information and additional guidance on how this should be done, and we implement this throughout the year groups and key stages. "Writing also depends on fluent, legible and eventually, speedy handwriting."
(National Curriculum 2014)**

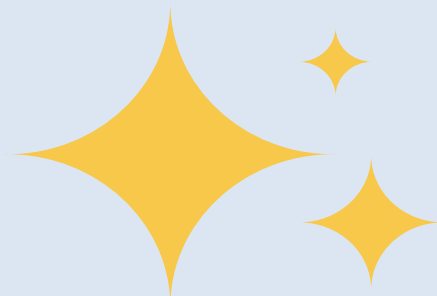
Handwriting is a basic skill that influences the quality of work across the curriculum and is inherent to Strong Foundations in the Early Years and beyond.



Our Handwriting Curriculum Aims:

Handwriting is a movement skill and as such is be taught directly by demonstration, explanation and practice in line with our 'Teaching and Learning Toolkit.' Our handwriting curriculum aims to:

- **To help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.**
- **The children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school.**
- **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.**
- **To make handwriting an automatic process that does not interfere with creative and mental thinking thus reducing cognitive overload.**



Good Practice for Handwriting

Prepare... for P checks

Posture Pencil Paper Pressure



School Expectations:

Curriculum Progression:

Once children have 'strong foundations' in Physical Development, the 'P checks' are used to support the process of handwriting and cover Posture, Pencil grasp, Paper position and Pressure (as recommended by the Handwriting Association).

With 'P checks secure, the 's' factors for handwriting success are progressively taught across school. These build sequentially to ensure 'Strong Foundations' for all children centered around an evidence-informed approach from the National Handwriting Association.

School End of EYFS Expectation – Write recognisable letters and numerals, most of which are correctly formed.

School End of Year 1 Expectation – Begin to correctly form lower-case and upper-case letters in the correct direction, starting and finishing in the right place. If appropriate, a pre-cursive style to be introduced in Summer Term.

School End of Year 2 Expectation – Write legibly using upper and lower-case letters in a pre-cursive style. Some children may be able to write using correct joins.

School End of Year 3/4 Expectation – To use joined handwriting throughout independent writing with diagonal and horizontal strokes that are needed to join letters. This involves an appropriate 'slant' with an understanding of which letters, when adjacent to one another, are best left un-joined.

School End of Year 5/6 Expectation – To write with stamina both legibly and fluently and with increasing speed and style in a quality legible joined-handwriting style.

The Teaching of Handwriting:

The Teaching of Handwriting:

Handwriting is a cross-curriculum consideration and is considered during all lessons. The formal teaching of handwriting is carried out regularly and systematically to ensure Key Stage targets are met. This goes beyond the teaching of Phonics.

In line with Strong Foundations guidance and the Writing Toolkit (2025) we implement a phased approach to the development of joined handwriting at Parish, leading to a fluent joined cursive style.

Our approach ensures that pupils practise handwriting regularly and consistently to develop legibility and ultimately maintain fluency.

Our teaching approach is underpinned by the following principles:

- **Taught daily, within a discrete handwriting session in addition to Phonics (if relevant) for all learners.**
- **Taught in small steps with lots of opportunity for practice.**
- **Sequenced in a cumulative way so that teachers build on what pupils have learned previously and children can visualise to memory (without the need to copy).**
- **Revisited when further practice is needed.**

Teaching Resources:

We use Read Write Inc Handwriting as the basis of our handwriting sessions to progressively cover all the requirements of the 2014 National Curriculum.

EYFS:

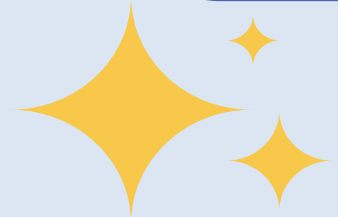
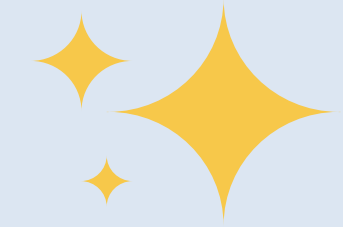
EYFS have a daily discrete session timetabled to develop their Physical Development before this is built upon throughout all areas of provision. Children continually practise manipulative skills (including fine and gross motor skills). This will include movements to enhance gross motor skills such as air-writing, pattern making, dancing as well as exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets. This builds towards letter learning to familiarise letter shapes, formation and vocabulary. Letter formation is also practiced, modelled and consolidated daily in RWI sessions.

Years 1 and 2:

Four 10-minute sessions taught and modelled handwriting sessions each week in line with specific year group expectations outlined above supported by Read Write Inc resources. Through adult modelling or correct letters formation in books and on the board RWI daily modelling to build on work in daily discrete handwriting sessions.

KS2

Four 10-minute sessions taught and modelled handwriting sessions each week in line with specific year group expectations outlined above supported by Read Write Inc resources. Content is progressively taught with a focus upon dictation activities supporting the 'S' factors for success to be mastered. Through adult modelling or correct letters formation in books and on the board.



Our Rainbow Promises In Handwriting:

Resilience and Perseverance:

Resilience and perseverance are crucial skills we cultivate within our handwriting lessons as they help students not only improve their handwriting but also develop their overall learning abilities. By embracing challenges and engaging in deliberate practice, pupils build confidence and a positive attitude towards their handwriting.

Articulate Learner:

Handwriting activates multiple areas of the brain including: the Motor cortex (movement), Visual cortex (letter recognition and spacing) and Language centres (word formation and grammar).

This integrated process helps learners: develop a stronger connection to language, remember and articulate vocabulary more naturally and create more coherent and organised thoughts.

Influence Aspirations

Over time and as handwriting improves learners see visible growth, which boosts self-esteem

They realise that effort leads to improvement which fuels motivation and ambition in other areas.

Nurture Curiosity

Teachers nurture curiosity by creating an environment that encourages exploration and engagement with the process of writing.

Beginning in EYFS (with a focus on physical development) this fosters a love for learning rather than just a focus on perfect execution.

British and Christian Values

Our Handwriting sessions promote patience, imperfection, and a willingness to learn – all central to the Christian value of humility.

They invites us to accept where we are and grow slowly, without rushing to "master" everything.

Opportunities to Build on Knowledge and Skills

Our progressive curriculum ensures that from EYFS through to Y6, knowledge and application through handwriting is progressive.

Formal teaching of handwriting is carried out regularly and systematically to ensure Key Stage targets are met.

Wellbeing and Health

Handwriting lessons require focus, patience, and resilience and perseverance, which:

- **Reduces stress levels**
- **Encourages a meditative state, similar to mindfulness or breathwork**
- **Helps you stay present with your body and thoughts**



Inclusive Practice in Handwriting:

EYFS as the Bedrock of Learning:

Approaches that educators can use to support the physical development of children, as described by the EEF (2024), include:

Promoting physical activity: educators can encourage and provide opportunities, including play, for children to regularly engage in physical activity, both indoors and outdoors.

Teaching the skills needed for movement and handling: educators can aim to improve physical development by explicitly teaching and consolidating movement and handling skills.

Teaching the skills needed for mark-making and letter formation: educators can support the development of the skills and mechanics required to actively engage in mark-making opportunities



Meeting the needs of all learners:

All pupils need a chair that enables them to sit with their feet flat on the floor and their knees at right angles. Tables should allow space between the knees and underside of the table while good lighting is also essential.

It is then the responsibility of class teachers, in liaison with other staff (including our SENCO and our English Leader) to ensure that the work set and subsequent adaptations are appropriate to child's skills and level of development. Children need to be ready to progress built upon 'Strong Foundations' in the First Years of School and beyond.

Teachers will need to be sensitive to the needs of children with Special Educational Needs and to genuine developmental needs. Tangible examples, including (but not limited to) pencil grips, slopes, hand exercises, hand eye co-ordination games and exercises to improve fine and gross motor skills are all used when deemed appropriate to the pupil. Appropriate interventions are also put in place to support children if necessary.

Strong Foundations

Handwriting is crucial for strong foundations in literacy and cognitive development because it strengthens connections between brain areas involved in thinking, memory, and motor skills. It also improves fine motor skills, essential for other daily tasks and academic pursuits.

We ensure that our children have enough teaching and practice for them to become fluent in foundational knowledge and skills, such as in handwriting and composing simple sentences and complex tasks are not introduced too soon.

