Hippings Methodist Primary School

Handwriting Policy

'As a family we do our best with God in our hearts'
I can do all things through Christ who strengthens me: Philippians 4 verse 13

Our loving school endeavours to provide the best possible all-round education in a Christian setting. We will be a family that does our best with God in our hearts, understanding that we are all His children. We aim for all within our school to develop spiritually, morally, academically and culturally.

Date of Policy: September 2025
Policy Review Date: September 2027

Handwriting Policy

At Hippings Methodist Primary School, we are very proud of our pupils' handwriting and take particular care in our handwriting style. We use Red Rose Rhymes handwriting resource as the basis of our handwriting policy as it covers all the requirements of the National Curriculum. From Year 2, when cursive handwriting is introduced, we use the Twinkl Cursive Handwriting resources to support the formation of letters when joining.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By 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.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:



- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group, in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school:
Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

HandwritingFrequency

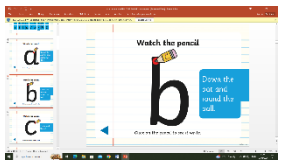
Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically in specific year groups to ensure Key Stage targets are met.

Pens and Pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

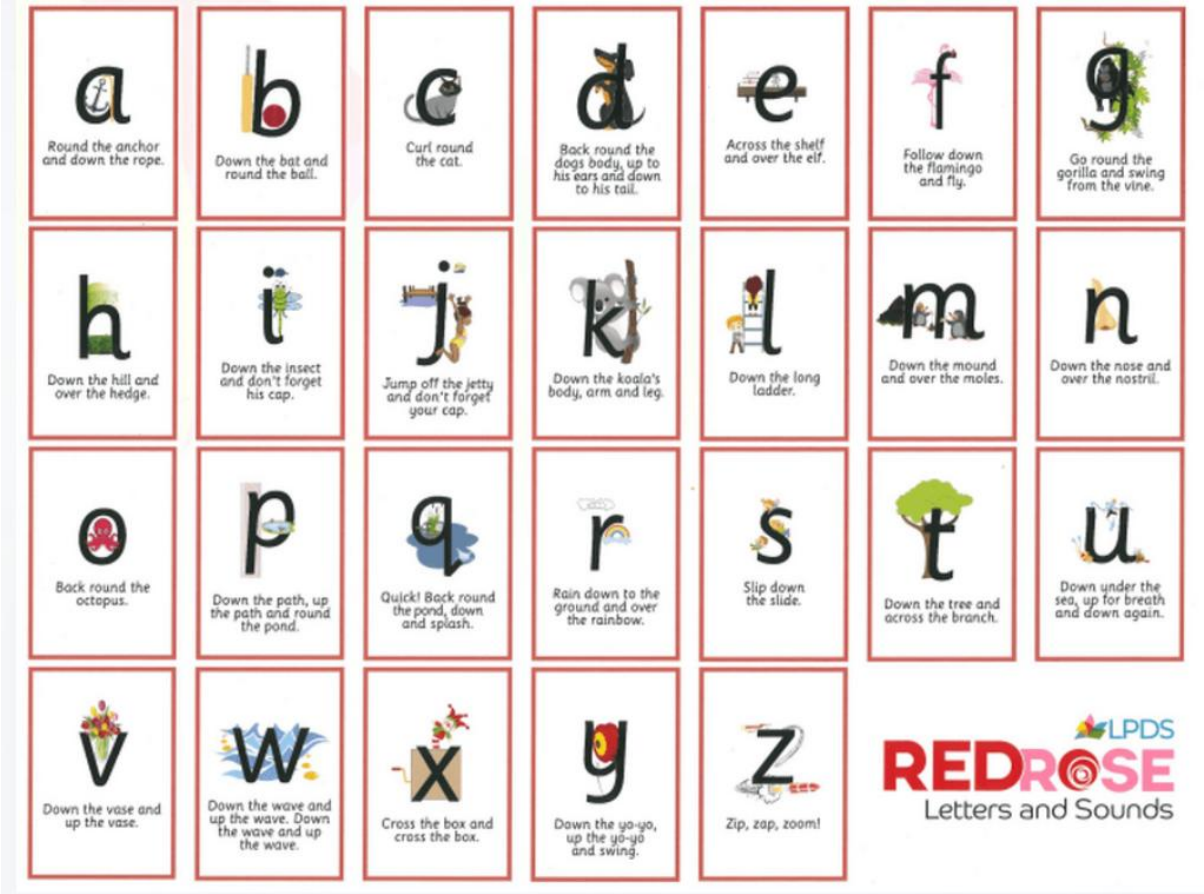


Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- Enhancing gross motor skills such as air-writing, pattern-making and physical activities.
- Exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- Becoming familiar with letter shapes, their sounds, formation and vocabulary.
- Correct sitting position and pencil grip for handwriting.



In Key Stage 1, pupils have regular opportunities to revisit and consolidate letter formation. They use a handwriting book and over time use lines to form letters consistently and evenly, focusing on the comparative heights of each letter. Pupils apply their handwriting skills across the curriculum and take pride in the quality of their work.

Pupils continue to be taught handwriting skills explicitly and strong connections are made between handwriting and spelling.

The skills taught and learned in Key Stage 1 follow this pattern:

1. Revisit and practise each letter family from EYFS
2. Revisit and practise vowel formation
3. Revisit and practise the formation of capital letters
4. Introduce and practise diagonal joins (e.g. at, th, in, cr, id, ng)
5. Introduce and practise horizontal joins (e.g. op, oy, one, oa, ol, wh, of, if)
6. Introduce and practise break letters ((j, g, x, y, z, b, f, p, q, r, s)
7. Introduce a wider range of joins (ar, as, ws, si, su, rs, ft, fl, qu, ff, ss)
8. Capital letter practise

Key Stage 2

Pupils continue to benefit from skilful, explicit teaching of handwriting. Pupils use line guides in plain books across the curriculum.

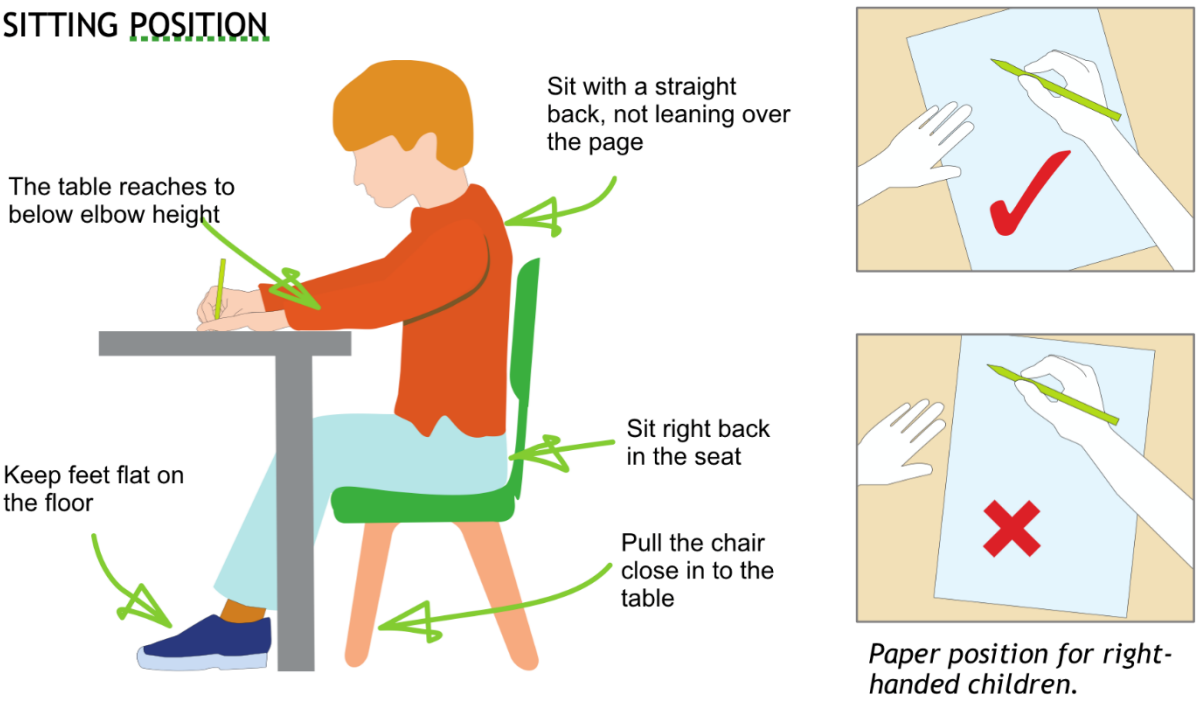
Teachers use their assessments to intervene in a timely way when pupils demonstrate misconceptions and misunderstandings in handwriting.

Pupils have the opportunity to:

1. Revise letter formation and joins from Key Stage 1
2. Introduce and practise a wider range of joins (e.g. ba, pa, ph)
3. Develop relative sizes of letters
4. Work on consistency in layout, spacing, speed and fluency
5. Develop their own style of handwriting.

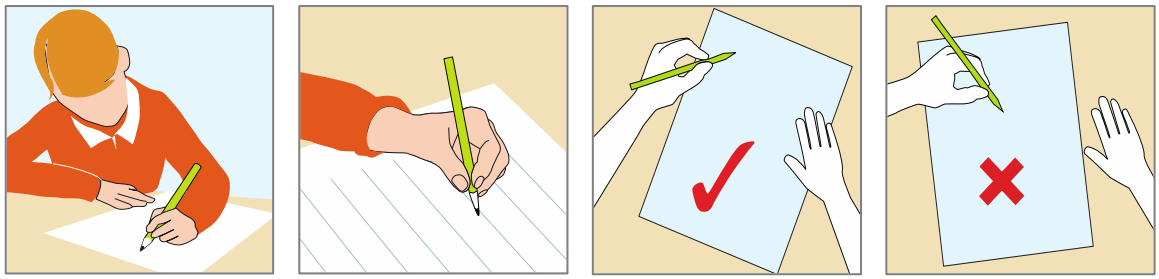
Correct Posture and Pencil Grip for Handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.



Paper position for right-handed children.

Left-Handed Children



Paper position for Left-handed children.

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handed learners on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip

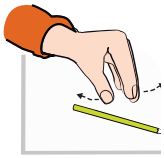


Point away the

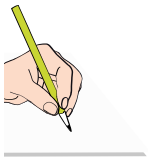
Printed Plus lower case letters

ip.

Left-hande



Point away the



ip.

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

Cursive Lower Case Letters

a b c d e

f g h i j k