



**Holland Moor  
Primary School**

**Holland Moor Primary School**

**Cornbrook**

**Skelmersdale**



## **HANDWRITING POLICY**



## **Aims and Objectives**

- To teach a consistent script from Early Years throughout school and share this style with parents and carers.
- For all children to join their handwriting by the end of Key Stage 1.
- To encourage the flow of independent writing.
- To raise standards of presentation.
- To use handwriting as an aid to learning spellings.

## **Nursery and Foundation**

In the Early Years children work on letter shapes with a wide variety of materials including body shapes and body movement to the name of the letter. Children work towards joining digraphs and key words. Parents are given a guidance sheet on letter formation and language to use when describing letter formation. These helpful hints are repeatedly sent home once a year throughout Key Stage 1.

## **Progress of Handwriting**

Teachers will use a common language when teaching handwriting. A variety of materials will be used.

## **Modelling**

- Teacher modelling used as part of demonstration teaching.
- Display labelling in similar style.
- Marking as modelling.

## **RECEPTION**

- To use a comfortable and efficient pencil grip;
- To produce a controlled line which supports letter formation;
- To write letters using the correct sequence of movements.

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## **YEAR 1**

- To develop a comfortable and efficient pencil grip;
- To form lower case letters correctly in a script that will be easy to join later.
- To practise handwriting, in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.

## **Year 1**



Pupils should be taught to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower- case letters in the correct direction, starting and finishing in the right place
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

## **NOTES AND GUIDANCE**

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs,

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## **YEAR 2**

- To practise handwriting patterns from Year 1;
- To begin using and practising the four basic handwriting joins:
  - Diagonal joins to letters without ascenders e.g. *ai,dr,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,ul,it*.
- To practise handwriting patterns from Year 1;
- To practise handwriting in conjunction with the phonic and spelling patterns above (word level objectives);
- To use and practise the four basic handwriting joins (refer to examples above).
- To practise handwriting in conjunction with the phonic and spelling patterns above (word level objectives)
- To use the four basic handwriting joins with confidence and use these in independent writing.



## **KS2A**

- To use joined handwriting for all writing except where other special forms are required;
- To build up speed e.g. particularly for notes, drafts, lists;
- To know when to use:
  - A clear neat hand for finished presented work;
  - Informal writing for every day informal work, rough drafting etc.
- To ensure consistency in size and proportions of letters and spacing between letters and words.
- To use joined handwriting for all writing except where other special forms are required;
- To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words;
- To use a range of presentational skills e.g.;
  - Print script for captions, sub-headings and labels;
  - Capital letters for posters, title pages, headings;
  - A range of computer- generated fonts and point sizes.

Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency and quality of their handwriting (for example, be ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### **NOTES AND GUIDANCE**

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.



## **KEY STAGE 2B**

Pupils should be taught to:

- Writing legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

### **NOTES AND GUIDANCE**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, filling in a form.



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This policy was last  
reviewed in August 2019.

*M Beale*