The Slough and East Berkshire C. of E. Multi Academy Trust

Colnbrook C. of E. Primary School

Handwriting Policy

Owner:	English Lead
Date Reviewed:	June 2025
Date Policy to be reviewed:	June 2027

"Be strong and courageous. Do not be afraid; do not be discouraged, for the Lord your God will be with you wherever you go." Joshua 1:9

Our Vision Statement

At Colnbrook we want to grow young people who believe in themselves, so they are confident and courageous and not discouraged from their path. They are resilient when faced with challenge. We want our pupils to believe in each other and to feel supported; never alone on their journey.

Our pupils will have the strength of character to set themselves aspirational goals in learning and life. They will achieve their best and create their own inspirational story and memories.

These values are at the heart of everything we do here at Colnbrook Church of England Primary School. They reflect the qualities that staff and governors want the children to develop and display in all that they do.

Aspiration, Resilience, Respect, Responsibility, Community, Compassion.

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically.

Aims

At Colnbrook C of E Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically ~~and~~ in their ~~independent~~ writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in teaching and learning handwriting across the school.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged to use their skills with confidence and pride in real life situations.

Knowledge, Skills and Understanding

Early Years

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, e.g. form letters using their index finger in sand or using paint as well as build muscles in their hands, e.g. playdough, threading beads etc. Children should begin to learn how to correctly hold a pencil (see Tripod Grip in appendix A). Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the both pre-cursive style (appendix A) as well as without lead ins, to their full potential at that age.

Key Stage 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. 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 accurately. Practice will be done in handwriting books and in booklets (appendix C). By the end of

Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

Year 1

Children should be taught to:

- 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 (appendix B).

N.B. The cursive script has a lead in and exit line that naturally encourages the children to join their handwriting. The children are to begin to join when they are ready.

Year 2

Children should be taught to:

- form lower case letters of the correct size relative to one another
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- use spacing between words that reflects the size of the letters

N.B. If they have not already done so, children should begin to join their handwriting, not joining capital letters.

Key Stage 2

Within Lower Key Stage 2 the children continue to have weekly direct teaching and daily practice of handwriting. Upper Key Stage 2 will have regular opportunities to practice their handwriting linked to their spellings and modelling from the teacher/teaching assistant. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Year 3 & 4

Children should be taught to:

- increase the legibility, consistency and quality of their handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

N.B. When the children are producing consistently formed, sized and joined handwriting, and then they are expected to write in pen across the curriculum excluding maths.

Year 5 & 6

Children should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices
- choosing the right implement that is best suited for a task

Techniques for teaching letter formation and joins

All staff will:

- always model good handwriting when writing for children
- demonstrate formations of letters
- talk through the process of forming an joining letters
- encourage children to verbalise the process

Pupils will:

- form letters in the air and on parts of the body
- finger trace over tactile letters
- write in sand with finger or a stick

Basic structure of a handwriting session:

- Gross and fine movement warm up
- Posture check: feet flat on the floor, back straight and touching the chair
- Children practising independently with a teacher model, then from memory

Provision for left-handed children

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

- Paper should be positioned to the left for right-handed pupils and to the right 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; (see Tripod Grip in appendix A)
- Pupils should be positioned so that they can place their paper to their left side;
- 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.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Pupils with special educational needs or disabilities

The SENCO will provide resources for those who have difficulty with fine motor skills – pencil grips, fine motor control programmes and referrals where necessary.

Capital letters

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher at all times when writing.

The Learning Environment

In all classes, pencil pots with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries. All captions for displays, that have been created by the teacher, should be in either cursive handwriting or ~~the~~ cursive font.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home through a help sheet (appendix D).

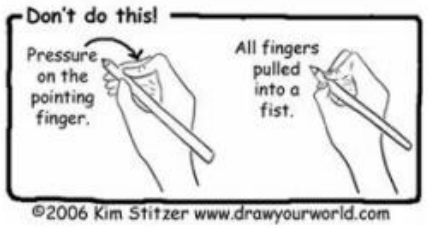
Resources

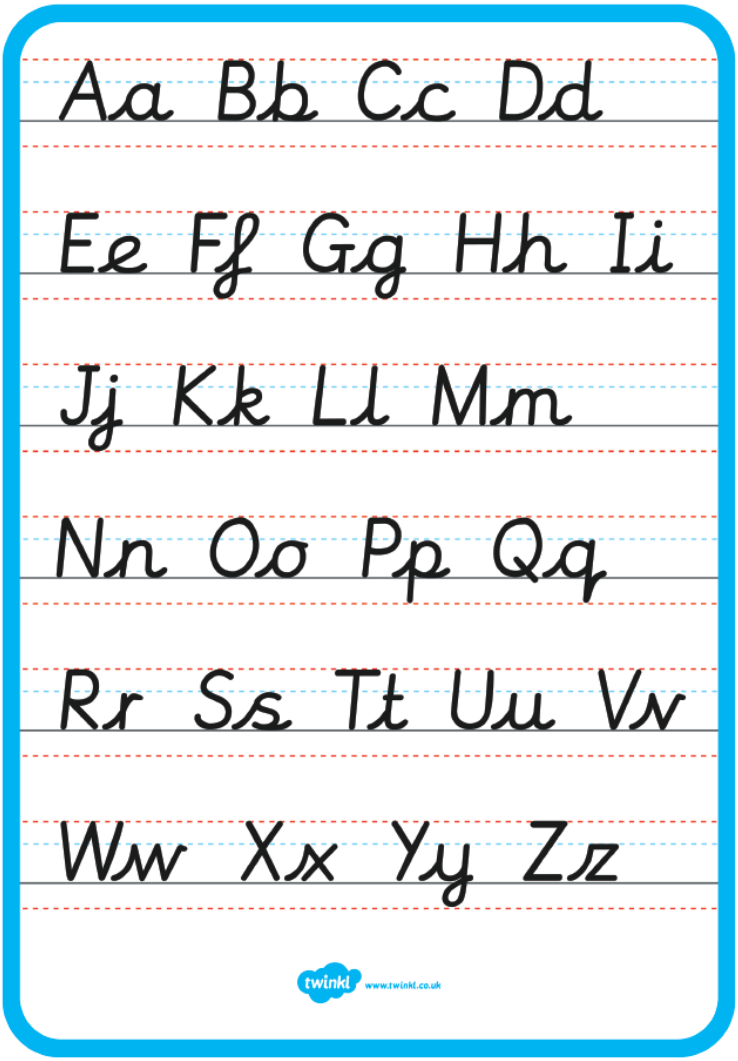
Resources are available on the shared system in the folder 'English/Handwriting.'

Children are given experience of a variety of writing tools. Pens (handwriting pens not biros) should be used by those who have achieved a consistent, cursive style. All children should write in blue ink. Children will be allowed to bring in a pen of their own choosing. Guidelines should be used when writing on plain paper.

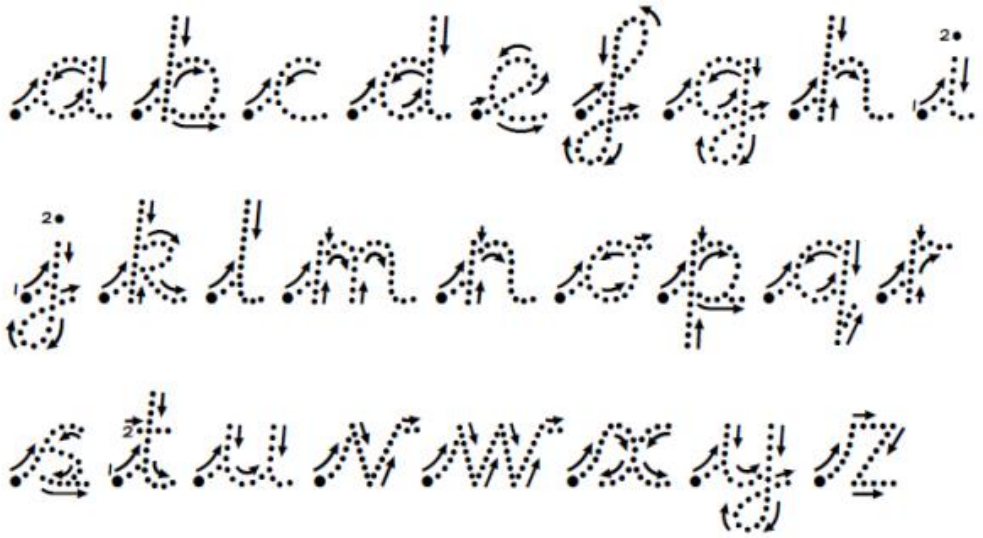
Appendix A


Tripod Grip
3
1
2
1 - Tall Finger (side)
2 - Thumb (pad)
3 - Pointing Finger (tip)
All fingers are slightly bent.


Don't do this!
Pressure on the pointing finger.
All fingers pulled into a fist.
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Aa Bb Cc Dd
Ee Ff Gg Hh Ii
Jj Kk Ll Mm
Nn Oo Pp Qq
Rr Ss Tt Uu Vv
Ww Xx Yy Zz
twinkl
www.twinkl.co.uk

Appendix B



The Rockin' Round Letters

a	lead up, rock back, lead on
c	lead up, rock back
d	lead up, rock back, three quarter up, three quarter back, lead on
o	lead up, rock back, loop round, lead on
g	lead up, rock back, drop down, loop round

The Tallees

b	lead up, three quarter line, drop back down, pop, lead on
h	lead up, three quarter line, drop down, over the hill, lead on
k	lead up, three quarter line, drop down, pop, lead on
l	lead up, three quarter line, drop down, lead on
t	lead up, three quarter line, drop down, lead on. Cross over

The Rollercoasters

e	lead up, loopdeloop
s	lead up, curly-wurly, lead on
x	lead up, backwards c, forwards c
z	lead up, zig, zag, zog
f	lead up, three quarter line (with a hat), drop down, three quarters, loop to lead on

The Up-downs

y	lead up, drop down, smiley, drop down, loop
u	lead up, smile, lead on
i	lead up, drop down, lead on. Dot
m	lead up, drop down, over the hill, over the hill, lead on
n	lead up, drop down, over the hill, lead on
r	lead up, drop down, back up, lead on with a hat
v	lead up, zig zag, lead on
w	lead up, down, up, down, up, lead on

The Drop-downs

j	lead up, drop down, three quarters, loop round, lead on
p	lead up, drop down, three quarters, back up, pop, lead on
q	lead up, rock back, drop down

Appendix C

My Handwriting Booklet

Book 1: The Anticlockwise Letters



Appendix D

Handwriting
A Parent's Guide

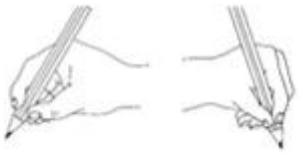
This leaflet is to explain why and how we teach handwriting at Colnbrook C of E Primary School. It also includes ideas on ways in which you can help to develop your child's handwriting.

Our aim is that pupils will be supported to develop a cursive handwriting style which is clear, joined and fluid. Inevitably some will be neater than others, but each child can acquire a consistent and fluent style. Cursive style letters start from the line and are taught in families.

It is important that children hold their pencil correctly and ensure their posture is correct.

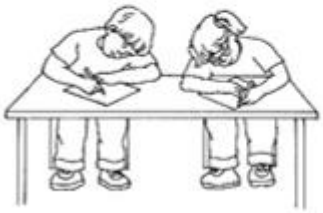
Pencil hold

- Pencil held between finger and thumb
- Middle finger provides extra support



Posture

- Feet flat on the floor
- Head up, not resting on the desk or hand
- Paper at the correct angle
- Spare hand steadies the paper



<u>How can you help your child?</u>

- Have a small selection of handwriting materials readily available at home. Soft pencils and some sheets of A4 typing paper are enough for a start.
- Encourage your child to write on a line, even if they have to draw it themselves
- Encourage your child to join his/her writing in any work brought home
- Let handwriting play a part in your family's daily life, for example:
  - making lists and labels
  - keeping a family diary
  - leaving notes for each other in busy households
  - keeping in touch with distant friends and relatives
  - designing and making home-made notepads and greetings cards.
- Many children like to do their homework lying on the floor, but don't let them! So do your best to provide somewhere where your child can work, the end of the kitchen table is perfect!
- Praise, praise praise!

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