Logo, icon

Description automatically generated

Handwriting

The Old School Henstead

|  |  |
| --- | --- |
| Written by: | WJM/Reviewed by MJC |
| **Version** | 1 |

Handwriting policy

**Intent**

Step One aim to help children to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting: to show good control and coordination in large and small movements, to move confidently in a range of ways while safely negotiating space, to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.

Steps Two and Three (Forming Letter Families and Positioning & Pre-Cursive) aim to teach children the statutory objectives from the Year 1 and Year 2 curriculum: to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another, to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters, to understand which letters belong to which handwriting ‘families’, to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

Steps Four and Five (Joining Letters and Fluency, Style & Speed) aim to teach Year 3 - Year 6: to use the diagonal and horizontal strokes that are needed to join letters; to increase the legibility, fluency, consistency and quality of their handwriting; to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch; to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task.

The intent, therefore, intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling.

**Level Expected at the end of EYFS**

Pupils should be taught to:

* show good control and coordination in large and small movements.
* move confidently in a range of ways, safely negotiating space.
* handle equipment and tools effectively.
* safely use and explore a variety of materials, tools and techniques.

**End of Key Stage One Expectations**

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.
* form lower case letters of the correct size relative to one another.
* start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
* 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.

**End of Key Stage Two Expectations**

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, by 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.
* write 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