Hepworth J and I School
Handwriting Policy
2025

Handwriting Policy

At Hepworth J and I School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We base our handwriting upon Letter-join's on-line resources and planning but supplement this with other resources when and where it is judged to be appropriate by the individual teacher. This way we can be confident that ourhandwriting policy as it covers all

the requirements of the National Curriculum.

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.

Handwriting frequency

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 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. Children will need to demonstrate consistency and neatness to use a pen and this is at the teachers discretion.

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.

Handwriting at Home

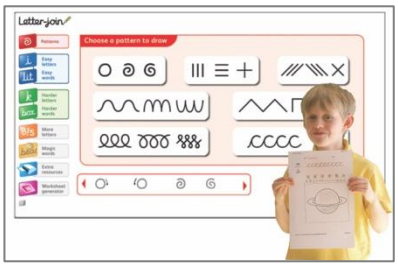
Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

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

Lesson Planners

Module 1 Print: Early Years teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

Our EYFS follow the ReadWriteInc phonics mantras rather than Letterjoin, as it's less for them to remember and reduces the cognitive load. It also allows fidelity to the phonic scheme.

Key Stage 1: Years 1 and 2

We have daily handwriting practice on entry to school as part of our morning tasks. It is also embedded in all literacy and phonics lessons as well as across the entire curriculum. We aim to teach at least one explicit handwriting session each week.
Teaching will include:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice

Module 2 Lesson Planners – Year 1

Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

In Year 1 we expect all children to be using pre-cursive handwriting or 'lead-ins' as we sometimes refer to them. This involves children beginning all lowercase letters from the line, preparing them for the motion and fluency of joined-up handwriting in Year 2.

Module 3 Lesson Planners – Year 2

Name: _____ Date: _____

Sequencing Sentences 1: 1

Rewrite these sentences in the correct sequence:

Meg gave it to Mum.
She picked the flower.
Meg saw a flower.

Meg saw a flower.
She picked the flower.
Meg gave it to Mum.

The sun was warm.
He fell asleep.
Grandad sat in a chair.

Grandad sat in a chair.
The sun was warm.
He fell asleep.

He got wet and muddy.
Spot jumped in a puddle.
It was raining.

It was raining.
Spot jumped in a puddle.
He got wet and muddy.

Letter-join

***Module 3 Cursive: Year 2** includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing. We expct all children to be using joined-up writing by the end of Year 2.

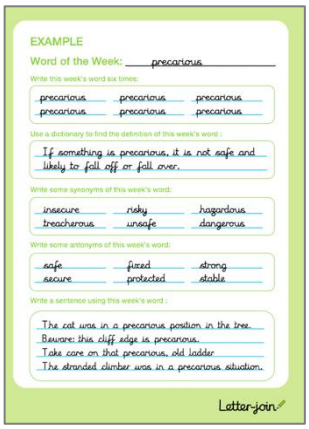
Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Lesson Planner **Module 4 for Year 3** is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner **Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.



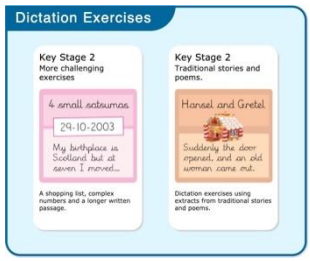
Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

We yeach Year 3 and 4 together. We link all subjects with handwriting for bothe year groups and handwriting pen licenses are issued in Year 4 to those deemed consistent and neat enough to use one.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during a weekly session following the below format but supplemented with other handwriting/editing resources. Handwriting pens also have to earned through consistency and neatness.

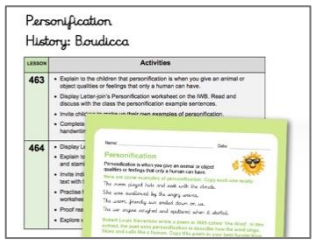


- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Lesson Planner **Module 6 for Year 5** continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.



Lesson Planner **Module 7 Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

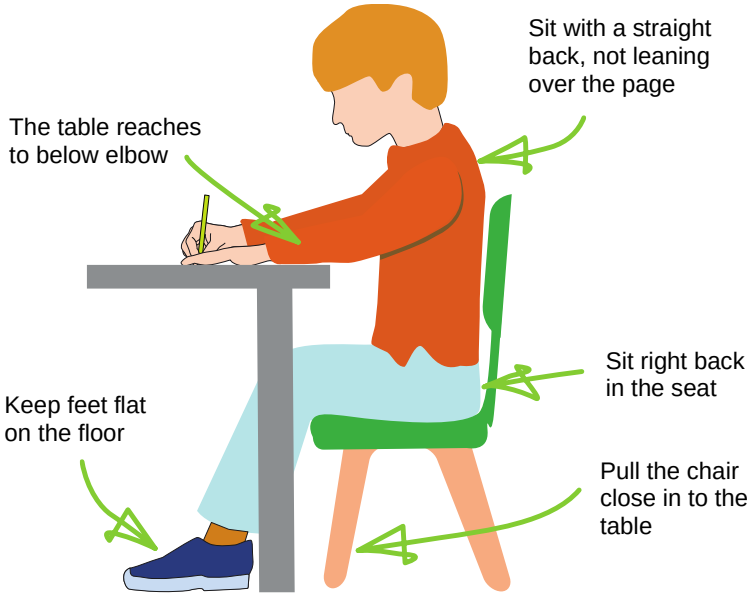
Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

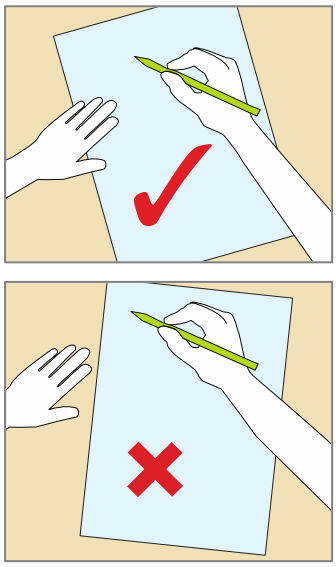
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

Correct posture and pencil grip for handwriting

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

SITTING POSITION



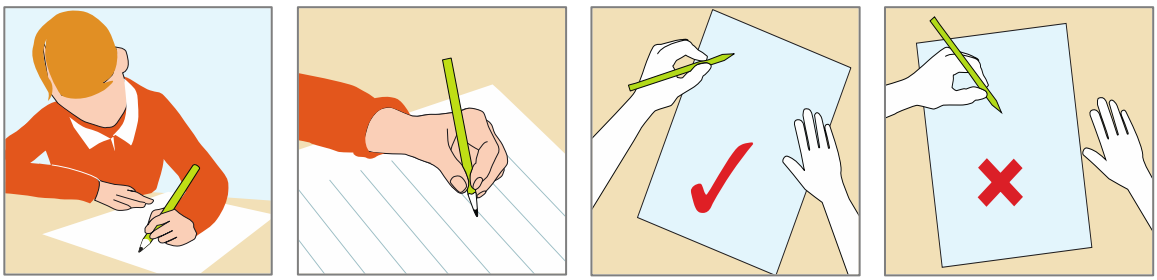


Paper position for right-handed children.

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-handers 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.

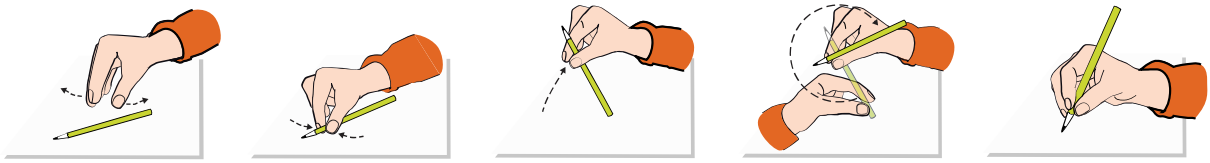


Paper position for left-handed children.

The Tripod Pencil Grip

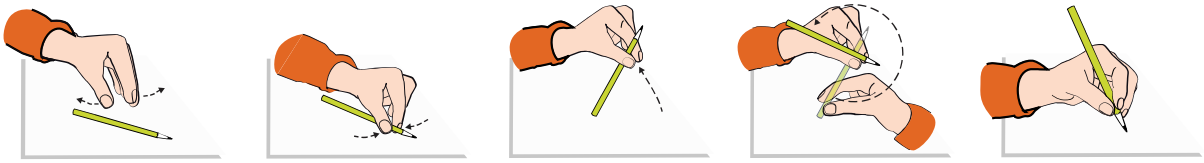
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and grip.

Left-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and grip.