

## POLICY FOR HANDWRITING

<b>Policy Number:</b>	NSP 22	<b>Created by:</b>	English Lead
<b>Reviewed by:</b>	Headteacher	<b>Responsibility:</b>	Headteacher
<b>Last Review:</b>	Autumn 2025	<b>Next Review:</b>	Autumn 2026
<b>Review Cycle:</b>	Annually	<b>Ratified by GB:</b>	n/a

This policy is available in large print. Please contact the school office who will be happy to arrange this for you.

### Purpose of Policy

The purpose of this policy is to explain the process and our commitment to handwriting at Purbrook Junior School. For skilled writers, transcription is mainly automatic and unconscious but novice writers need to apply considerable attention and effort to it. The EEF says: *"If children have to concentrate to ensure their handwriting and spelling is accurate, they will be less able to think about the content of their writing..."*. Gaining automaticity requires explicit teaching, extensive practice and effective feedback.

### References

- DfE The Writing Framework 2025
- The Education Endowment Foundation (EEF), Improving Literacy in Key Stage 2 Guidance Report, 2017
- LetterJoin (models of positioning and pencil grip)

### **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 for pupils to achieve automaticity in handwriting.

### **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.
- To learn to choose handwriting appropriate to purpose, using their best presentation for final published pieces and quicker, functional handwriting for notes, etc.

### **Expectations**

#### *Consistency throughout the school*

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

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. High importance should be placed on handwriting and successes celebrated through shared work and displays.

### Handwriting frequency

All pupils are to take part in taught handwriting sessions. Some pupils may receive additional handwriting support or interventions.

#### Lower school:

Daily 10-minute taught handwriting input at the start of each writing lesson with teacher modelling using the class visualiser. To work from PJS Handwriting Progression document. All children to record handwriting in handwriting books. Opportunities for transferring handwriting skills into writing books to be taken as appropriate and when applicable to the child's writing (once a week as minimum).

#### Upper school:

Whole class 10-minute handwriting lessons take place 2-3 times per week with teacher modelling using the class visualiser. To work from PJS handwriting progression document. Children working at ARE to record in writing books. It may be more suitable for some children to continue to use handwriting books/highlighted lines.

### Pens and pencils

Children should write with a sharpened pencil or biro pen. At the teacher's discretion, a child may be permitted to choose to write in pen in subjects other than maths. This decision should be discussed jointly by the pupil and teacher and opportunities to rehearse writing in pen should be provided. The choice to write in pen should be viewed as a privilege and can be withdrawn should a child's care with handwriting decline. Some pupils may voice their preference to continue to choose to write in pencil when pen is offered and this preference will be acknowledged.

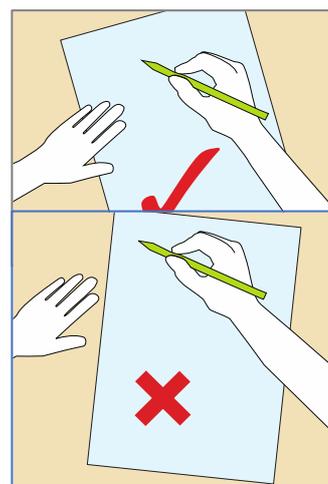
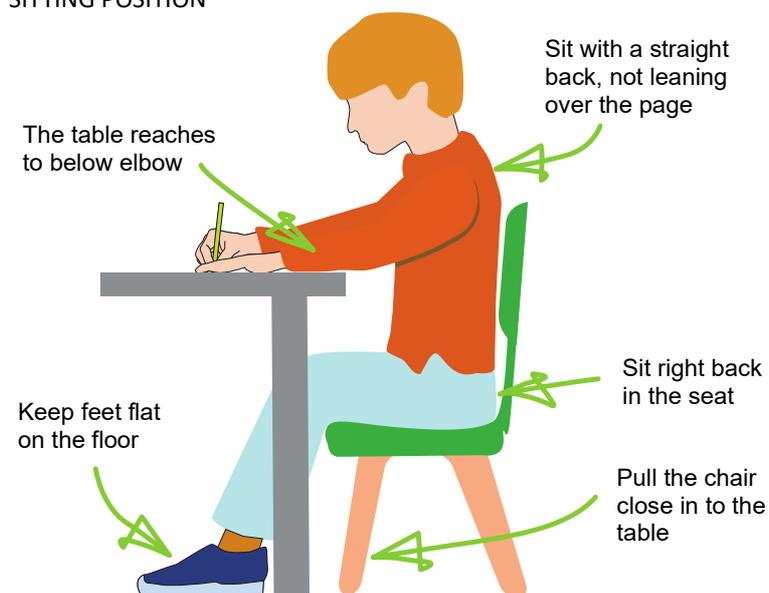
### Inclusion

For children who experience handwriting difficulties, including those who are left-handed and those with SEND, the appropriate additional support will be put into place. This may include resources such as pencil grips, writing slopes, and resources or activities to develop fine motor skills such as hand gym.

### Correct posture and pencil grip for handwriting

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

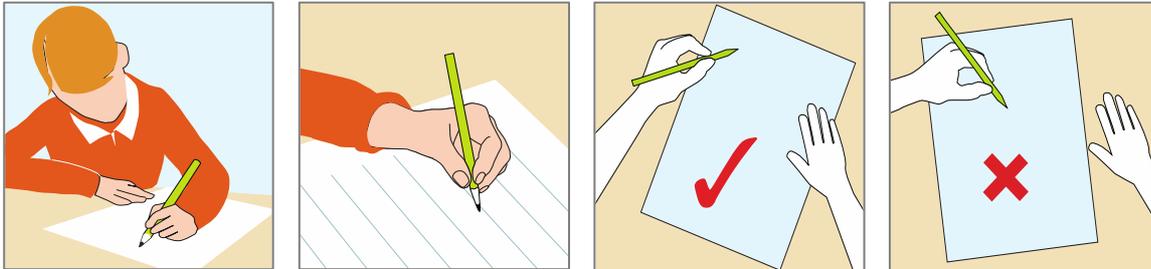
#### SITTING POSITION



#### 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). It may be necessary for teachers to 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.

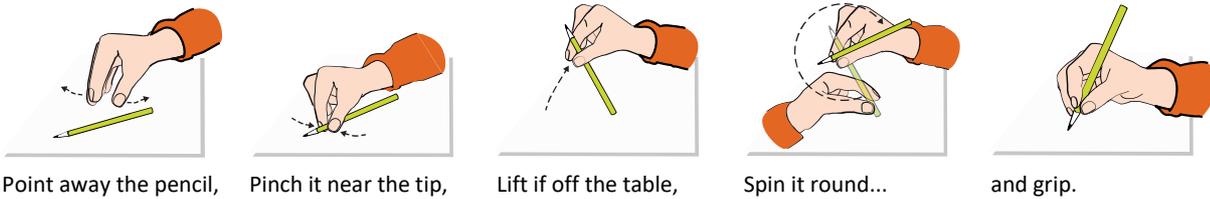


*Paper position for left-handed children.*

### 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



#### Left-handed pencil grip

