



# Handwriting Policy

**Approved by:** Head – R Hancock **Date:**01.09.2025

**Last reviewed on:** September 2025

**Next review due by:** September 2026

## **Aims**

Our aims in teaching handwriting are that:

- all children should develop a fluent, joined and legible handwriting style
- all staff use a clearly structured framework for the development of handwriting throughout the school
- the teaching of handwriting is planned effectively and consistently throughout the school
- Children should develop an awareness of the importance of clear, neat presentation.

## **Handwriting Style**

A style of handwriting has been adopted that will allow a child to gradually develop clearly formed and correctly orientated cursive letters. This will finally lead to a handwriting style that is joined, clearly fluent and, where appropriate, adapted to a range of tasks.

We use the *New Nelson Handwriting* materials and resources to help teach the sequence of handwriting in the appropriate order.

If a pupil arrives from another school with a joined, fluent handwriting style of their own they should continue with this style. Those who have not mastered a joined style should learn the Norbreck Academy adopted style.

## **Guidelines**

Children will be taught:

- Correct seating position – with particular reference to left handed pupils
- Correct paper position
- Correct tripod grip
- Handwriting at least twice per week – this should be linked to spelling work where possible
- Parents will be given examples of the school adopted script for reference
- Pencils with different types of grip are available for pupils who experience difficulties with writing

## **Left Handed Pupils**

- Care will be given to seat these pupils in such a way that their writing hands are not coming into conflict with right handed pupils.
- Special care will also be given to ensure that the development of their handwriting is supported by appropriate resources and tasks.

## **Progression of handwriting throughout the school:**

### **EYFS**

- To use a variety of media (sand, paint brushes, crayons etc) to develop the gross and finer motor controls necessary for pre writing skills
- To access Little Wandle handwriting resources to develop correct letter formation.
- To become comfortable with efficient pencil grip
- Correct formation of lower case letters, developing joining connectors

### **Years 1 & 2**

- To consolidate letter formation and orientation from EYFS.
- Practise handwriting patterns to increase fluency.

- To begin using and practising basic handwriting joins in Year 2 (when ready)- Red then Yellow Nelson resources.
- Ensuring all 'c family' letter formations and sizes are consistent. (by the end of Year 1)
- Correct formation of all upper and lower case letters (by the end of Year 1).
- Diagonal joins to letters with and without ascenders (when basic letter formation is mastered).
- Horizontal joins to letters with and without ascenders (when basic letter formation is mastered).
- Identify letters which are not joined (Year 2).
- Correct letter formation and size (of all letters – by the end of Year 2)
- Year 1 will use Little Wandle resources and Year 2 will use the Red and Yellow Nelson resources.

### **Years 3 & 4**

- To reinforce work from Y 1/ 2.
- To ensure consistency in size and proportions of letters.
- To ensure consistency in spacing between letters and words.
- To build up handwriting speed, fluency and legibility through practise and application.
- Y3 pupils should use pencils.
- Nelson Thornes handwriting resources are to be used.
- Pen licenses are not be given out.

### **Years 5 & 6**

- If fluent, to be encouraged to develop own handwriting style, ensuring speed, fluency and legibility.
- To use different forms of handwriting for different purposes.
- Year 6 pupils will automatically start the academic year using blue pen and will be encouraged to develop their handwriting using this medium.
- Pen licenses will not be given out anymore as these can have a detrimental effect on confidence and self-esteem.
- Nelson Thornes resources to be used.

### **Maths Books**

No pens will be used by pupils at any time in maths/Red Rose books. However, the handwriting scheme will still be applied, and presentation will be of a high quality.

### **Assessment**

There is no formal testing of handwriting. However, teachers will expect the highest standards, encourage development and address problems throughout the year. Where formal end of key stage tests are carried out for writing, any handwriting assessment will be carried out where necessary. Informal assessment occurs throughout every lesson through discussion and evaluation of the children's written output. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of the handwriting lesson.

Teachers will have the same high expectations of pupils' handwriting/presentation in *all* of their writing, in all areas of the curriculum.

### ***Displays and worksheets***

A lot of lettering and writing on displays and worksheets should be created using the Nelson Handwriting font as far as possible. This does not apply to materials, Powerpoints and resources uploaded from the internet. Sometimes, using a different font for a specific reason must be left to the staff's discretion.

### ***Communication with parents***

Parents and carers are introduced to the school's handwriting scheme from EYFS. At induction evening, Reception teachers will give out laminated name cards for the new intake of children to practise their name using the school handwriting font.

### ***Inclusion***

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We plan to make all our teaching fully inclusive and recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

### ***The Role of the Headteacher***

In consultation with the English Team, the Headteacher:

- determines the ways HANDWRITING should support, enrich and extend the curriculum
- decides the provision and allocation of resources
- decides ways in which developments can be assessed, and records maintained
- ensures that HANDWRITING is used in a way to achieve the aims and objectives of the school
- ensures that there is a HANDWRITING policy

### ***The Role of the English Team in handwriting***

The English Team should:

- ensure the development of a scheme of work for the HANDWRITING curriculum
- promote the integration of HANDWRITING within appropriate teaching and learning activities
- manage the provision and deployment of resources and give guidance on classroom organisation support
- lead INSET within the school and act as a contact point between the school and support agencies
- provide technical expertise;
- co-ordinate the evaluation and review of the school's handwriting policy.
- bid for & manage the budget for this curriculum area
- monitor & review the Handwriting provision within the school

### ***Staff Handwriting.***

The teachers' handwriting is the model for the children. All teachers and teaching assistants should aim to produce quality writing at all times.

### ***Monitoring and Evaluation***

The teaching of Handwriting will be monitored by the English Team leader in the first instance and then by the Senior Leadership Team and the Head teacher.