

The background features three large, semi-transparent blue circles of varying sizes. Two thin blue lines intersect: one runs diagonally from the top-left towards the center, and the other runs diagonally from the top-right towards the bottom-right.

Handwriting Policy

Rudyard Kipling Primary School

Autumn 2024

Review: Autumn 2025



Rudyard Kipling Primary School and Nursery Handwriting Policy

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Why do we need to teach handwriting?

The skill of handwriting needs to be taught as it is not a natural skill that will grow and develop like speaking or walking. Handwriting is a motor activity; a movement stored in the body rather than in the conscious memory. Our hands and fingers control the movements involved in handwriting. It is in our hands that the kinaesthetic memory lies. This controls the direction and shape of each letter.

This handwriting policy is based on a style that is quick and easy to learn and teaches the children to write in a neat, legible and fast style. Pupils should eventually develop the ability to produce letters without thinking. This automatic handwriting style then enables the brain to concentrate on other ideas i.e. spelling, grammar, syntax style and content.

Continuous Cursive Style

Continuous cursive handwriting teaches pupils to join letters in words as a series of continuous flowing movements or patterns. All words can be written without taking the pencil off the page. The style is quick, particularly when it is practised from an early stage. The final product is neat and fast. Children should be introduced to the joined handwriting from an early stage as to avoid learning two different styles of writing and having to unlearn one in order to write the other.

Continuous style:

- Provides a directional left, right movement. This rhythmical flowing movement aids speed and accuracy.
- Reduces the chance of reversing letters by eliminating the need to lift the pen/pencil between letters. The spaces between words become distinct.
- Forms loops only on letters, which descend below the line. This encourages a fluid movement and makes a distinction between ascenders and descenders.
- Distinguishes clearly between upper and lower case letters.

The Benefits of the Continuous Cursive Style

Pupils with specific learning difficulties find continuous cursive useful because the pencil stays on the page throughout every word, thus simplifying the movement.

The motor memory of the child's hand and fingers helps the child to spell, as each word becomes one movement. Ideas, images and descriptions can flow more easily from the child's pen/pencil as they have fewer decisions to make as to where each letter starts and how letters are formed.



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How we teach handwriting at Rudyard Kipling

It is important to devote time outside of the daily English lessons to the teaching and practising of handwriting skills. **This may be incorporated into other session's e.g. English lessons, guided reading or phonics/spelling.**

Until children are confident, practice of handwriting skills must be carried out with adult guidance. At no stage should it be practised unaided, as it is important to ensure that the children are forming the letters correctly.

To encourage efficient habits, the teacher should walk around the classroom continuously monitoring and correcting the following where necessary:

- Pencil/ pen grips
- Sitting position
- Letter formation, size or placement.

Remember that the purpose of handwriting practice is to learn to write well. Children should not practise 'incorrect' writing- it is better to practise one accurate letter than a page of inaccurately formed letters- quality should be the focus as opposed to quantity.

| Progression of handwriting at Rudyard Kipling | | |
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| Year Group | The modelling and teaching of handwriting: | Type of Activity |
| N | <p>Birth to Three:</p> <p>Use large and small motor skills to do things independently, for example manage buttons and zips and pour drinks; learn how to use a knife and fork.</p> <p>Develop manipulation and control. Eg. Imitate drawing simple shapes such as lines and circles</p> <p>Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo.</p> <p>Make marks on their picture to stand for their name.</p> <p>Three to Four-Year-Olds:</p> <p>Use one handed tools and equipment, for example making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils (Develop pincer grip, no longer whole hand grasp; hold pencil near point).</p> <p>Show preference for a dominant hand.</p> <p>Pre-writing patterns, moving onto copying letters e.g. From their name. Introduce starting position for letter print and explore retracing vertical lines.</p> <p>Write some or their entire name, left to right in print formation</p> <p>Write some letters accurately e.g. 'm' for mummy (in print</p> | <p>Examples of daily continuous provision:</p> <p>Fine motor activities to develop finger muscles.</p> <p>Pincer grip activities: use of tweezers to move marbles</p> <p>Dough disco.</p> <p>Pre-writing patterns e.g. with chalk, sticks in mud, finger in rice/sand.</p> <p>Pencil grips</p> <p>Nursery by Summer term: name cards for children to trace copy and write their name.</p> <p>Examples of pre-writing development</p> |



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| | formation) | (Stage - updated March 23 - Guidance – Development Matters 2020 Areas of learning - Physical Development and Literacy) <ul style="list-style-type: none"> • Creating patterns using a variety of tools e.g. felt tips, chalks, paint and glitter pens. |
| R | <p>Develop the foundations of a handwriting style (in print form), which is fast, accurate and efficient</p> <p>Daily gross and fine motor activities as continuous provision to develop their small motor skills so that they can use a range of tools competently, safely and confidently. E.g. pencils, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor (important for handwriting resilience).</p> <p>Writing books start from autumn</p> <p>Adults: Model letter formation when writing on the flipchart e.g. English, continuous provision and phonics.</p> <p>Autumn: adults model print form</p> <p>Spring: adults continue to model and children secure print form (expectation that children use this for all writing – praise high quality letter formation).</p> <p>Summer: adults model pre-cursive. Aspirational: Children, who are ready to be introduced to pre-cursive (to lead in and out) in small groups.</p> <p>Early Learning Goals: Hold a pencil effectively in preparation for fluent writing - using tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which, are correctly formed - Children will be taught letter formation in print form.</p> | <ul style="list-style-type: none"> • Use chalks and water in squeeze bottles to create patterns on the ground. • Art activities such as finger painting, painting over pre drawn spirals and wavy lines. • Use a variety of surfaces e.g. whiteboards, chalk boards, different coloured paper, horizontal and vertical surfaces. • Stimulate touch by using different materials such as textured boards. <p>Expectation of writing on the line by the end of Reception.</p> |



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| Y1 | <p>The expectation is that the (majority of) children will be using the continuous cursive style from the Spring Term onwards.</p> <p>Adults: Model cursive handwriting formation when writing on the flipchart e.g. English, phonics e.g. the teacher and children can write digraphs and trigraphs cursively.</p> <p>Teacher led 3 x a week handwriting sessions could focus on one letter, CVC words, to Year 1 common exception words. Use a handwriting book with visualiser for whole class, or use the interactive whiteboard.</p> <p>To encourage efficient habits, the teacher should walk around the classroom continuously monitoring and correcting the following where necessary:</p> <ul style="list-style-type: none"> • Pencil/ pen grips • Sitting position • Letter formation, size or placement. | <p>Lead in and out lines introduced to whole class.</p> <p>Correction of formation – stop children and get the children to edit their letter formation.</p> <p>Expectation of writing on the line</p> <p>Using handwriting books (the red ones)</p> <p>Focus group work for children who need extra support.</p> |
| Y2 | <p>The expectation is that the (majority of) children will be using the continuous cursive style from the Autumn Term onwards.</p> <p>Adults: Model cursive handwriting formation when writing on the flipchart e.g. English, phonics e.g. the teacher and children can write digraphs and trigraphs cursively.</p> <p>Teacher led 4 x a week handwriting sessions could focus on Year 2 common exception words and Year 2 spellings/phonics. Use a handwriting book with visualiser for whole class, or use the interactive whiteboard.</p> <p>To encourage efficient habits, the teacher should walk around the classroom continuously monitoring and correcting the following where necessary:</p> <ul style="list-style-type: none"> • Pencil/ pen grips • Sitting position • Letter formation, size or placement. | <p>Children practise common exception words, spellings/phonics/short poems in their handwriting books.</p> |
| Y3 | <p>The expectation is that the (majority of) children will be using the continuous cursive style from the Autumn Term onwards.</p> <p>Teacher led 3/4 x week handwriting sessions could focus on Year 3 statutory spellings words and Year 3 spellings/phonics.</p> | <p>Children practise Year 3 statutory spellings words, Year 3 spellings/phonics, and short poems in</p> |



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| | <p>Use a handwriting book with visualiser for whole class, or use the interactive whiteboard.</p> <p>To encourage efficient habits, the teacher should walk around the classroom continuously monitoring and correcting the following where necessary:</p> <ul style="list-style-type: none">• Pencil/ pen grips• Sitting position• Letter formation, size or placement. | their handwriting books. |
| Y4 | <p>The expectation is that the (majority of) children will be using the continuous cursive style from the Autumn Term onwards.</p> <p>Teacher led 3/4 x week handwriting sessions could focus on Year 4 statutory spellings and Year 4 spellings.</p> <p>Use a handwriting book with visualiser for whole class, or use the interactive whiteboard.</p> <p>To encourage efficient habits, the teacher should walk around the classroom continuously monitoring and correcting the following where necessary:</p> <ul style="list-style-type: none">• Pencil/ pen grips• Sitting position• Letter formation, size or placement. | Children practise Year 4 statutory spellings words, Year 4 spellings/phonics, and short poems in their handwriting books. |
| Y5/6 | <p>The expectation is that the (majority of) children will be using the continuous cursive style from the Autumn Term onwards.</p> <p>Teacher led 3/4 x week handwriting sessions could focus on Year 5/6 statutory spellings and Year 5/6 spellings.</p> <p>Use a handwriting book with visualiser for whole class, or use the interactive whiteboard.</p> <p>To encourage efficient habits, the teacher should walk around the classroom continuously monitoring and correcting the following where necessary:</p> <ul style="list-style-type: none">• Pencil/ pen grips• Sitting position• Letter formation, size or placement. | Children practise Year 5/6 statutory spellings words, Year 5/6 spellings/phonics, and short poems in their handwriting books. |

Teacher assessment framework at the end of Key Stage 1:



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Working towards the expected standard:

- form lower-case letters in the correct direction, starting and finishing in the right place
- form lower-case letters of the correct size relative to one another in some of their writing
- use spacing between words.

Working at the expected standard:

- form 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.

Working at greater depth:

- use the diagonal and horizontal strokes needed to join some letters.

Teacher assessment frameworks at the end of Key Stage 2:

Working towards the expected standard:

- write legibly

Working at the expected standard/ Working at greater depth:

- maintain legibility in joined handwriting when writing at speed.

Monitoring of handwriting:

It is the role of the Headteacher, Head of Key Stages and the English team monitor the teaching and learning of handwriting throughout the school and school year. This could be during book looks, 360 observations and from drop ins.

The introduction of Pens in Year 2:

Black handwriting pens (not biros) will be used and these are available from the school office. No pens from home.

The children will be taught how to 'correct' their work when using pencils - 1 neat line using a pencil and ruler through the word/words they want to cross out.

Marking:

All adults responsible for writing in the children's books should write using the continuous cursive style in the green and orange pens (as stated in the marking policy).

SEND:

Individual children who are identified as having fine/gross motor problems that affect their handwriting may require a specific pen or pencil grip to support their writing. Planned interventions may also be delivered to support these children.

Print/laptop writing accepted during writing lessons for children who have been identified as needing support for fine motor skills. However, we still give these children the opportunity to practise cursive writing during handwriting sessions.



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APPENDIX 1

'Whole School Cursive Alphabet'

'A sentence using all the letters'

