



Eskdale Junior School  
Handwriting Policy  
2023-24

Review Date: September 2024

## Handwriting Policy

At Eskdale, we have high expectations and promote a Take Care attitude, as exemplified in pupils' neat, cursive handwriting style. Children who are able to write accurately and quickly are better able to concentrate on the content of their writing (Education Endowment Fund research 2017). At Eskdale, specific handwriting skills are often taught in conjunction with other aspects of writing, including spelling strategies.

### We believe:

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 (e.g. note-taking, book work, labels for diagrams or maps or display writing).

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

### We strive:

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.



## We achieve by:

All teaching staff being encouraged to model the cursive style in all their handwriting, whether on whiteboards, working 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.

## Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons, especially Phonics in lower school, as it forms part of our phonic routines. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

## Pens and pencils

The school teaches a cursive style of handwriting that builds on the work of our partner infant school. By the end of KS2, we want children to be able to write legibly, fluently and with increasing speed, and to be able to make decisions about when to join letters, selecting the writing implement most suited to a task.

The aim is to have taught all the basic joins by the end of Lower School. In Years 3 and 4, children will receive regular handwriting lessons. During these lessons a range of strategies will be used to model and practice skills. In Year 3 and for the majority of Year 4, most children will write in pencil.

In Years 5 and 6, the children apply their handwriting skills in all written work, aiming to develop a personal, fluent style.

As soon as children demonstrate, fluent, joined handwriting in all writing, in any year group, they receive a Pen Licence and will write in black pen. The expectation is that all pupils by Year 6 will have earned their pen licence.

## 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, including differentiated activities and resources for extra practice or challenge where necessary.

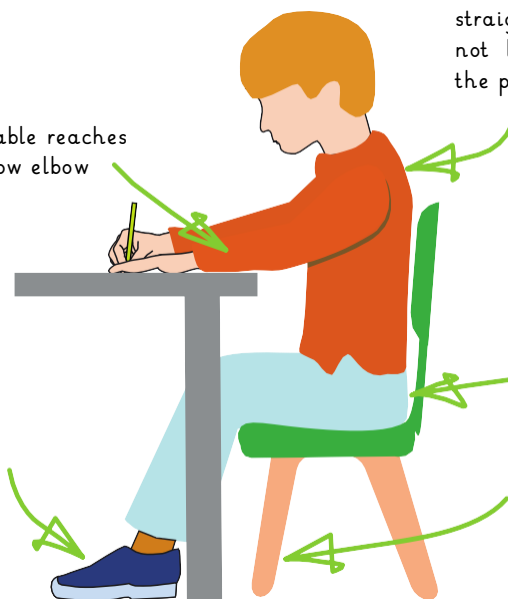
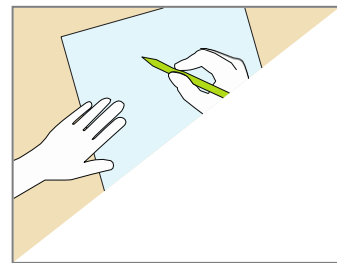
## Correct posture and pencil grip for handwriting

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

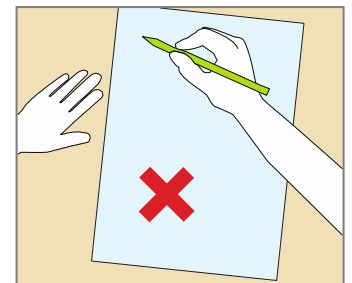
### SITTING POSITION

The table reaches to below elbow

Sit with a straight back, not leaning over the page



Sit right back in the seat

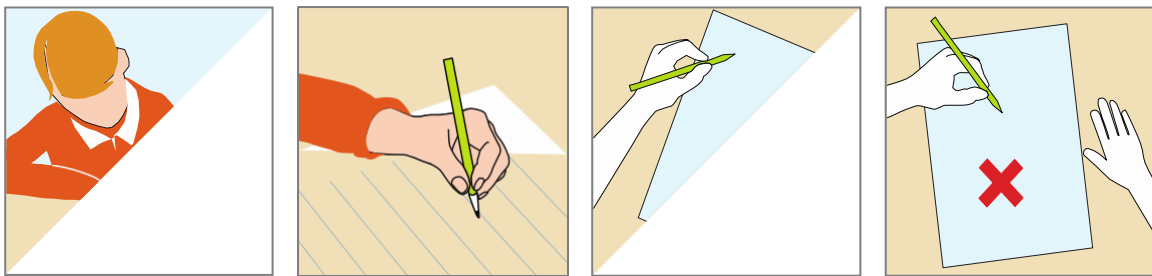


Keep feet flat on the

## 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

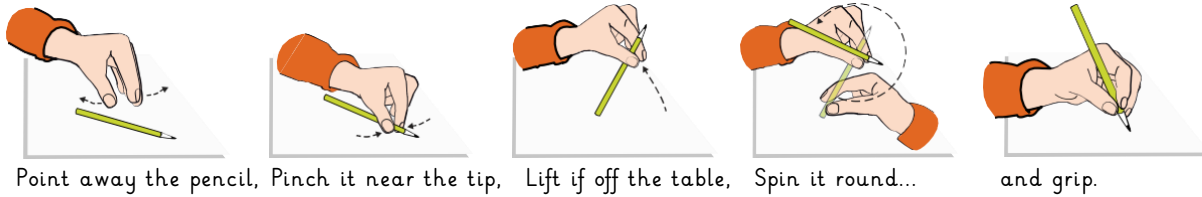
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

### Right-handed pencil grip



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

## Left-handed pencil grip



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

## Letter and number formation

The following exemplifies the correct letter and number formations to be taught and used in school. Letter-join software is installed to enable teachers to create documents and screens using the correct font.

a b c d e f g h I j k l m n o p q r s t u v w x y z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

a b c d e f g h I j k l m n o p q r s t u v w x y z  
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z  
1 2 3 4 5 6 7 8 9 0

The quick brown fox jumped over the lazy dog.

0 1 2 3 4 5 6 7 8 9 10  
11 12 13 14 15 16 17 18 19 20

