



St Michael's CE Primary School

Handwriting Policy

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Review: September 2027

Our School Vision

As a school community, we aspire to develop life-long learners who have the confidence to explore the world around them and grow as unique individuals. We provide a safe family environment, inspired by Christian values, in which the flourishing of each enables the flourishing of all.

'This little light of mine, I'm going to let it shine!'

'Let your light shine before others, so that they may see your good works and give glory to your Father who is in heaven.' Matthew 5:15

1. Curriculum Statement

At St Michael's CE Primary School, the importance of children being able to write legibly, fluently and at a reasonable speed is recognised. With these skills, children have a much greater chance of being able to reach and demonstrate their true potential throughout their school careers and in their lives beyond school.

In the EYFS, children are taught to use their phonic knowledge to write words in ways which match their spoken sounds, as well as some common words with irregular spellings. Planned opportunities are provided for the children to develop writing simple sentences which can be read by themselves and others. Children develop the use of effective pencil grip throughout their time in Ducklings.

In KS1, handwriting practice focuses on ensuring that children form lower-case letters of the correct size relative to one another. It develops their use of the diagonal and horizontal strokes needed to join letters and promotes understanding of which letters, when adjacent to one another, are best left un-joined. Children also develop accuracy in writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters. Children are taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Throughout KS2, emphasis is placed on children's development of writing legibly, fluently and with increasing speed. Emphasis is placed on children being taught to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters, as well as choosing the writing implement that is best suited for a task.

To ensure a consistent approach, the school follows the **Twinkl cursive handwriting scheme**. This systematic approach ensures development in the skill of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their own use of the cursive script. Outcomes in children's wider curriculum work, as well as in their English books and school displays, evidence the progress that children make in this area, as well as the consistency of the approach across the school.

2. Teaching and Learning

In order for children to achieve a high standard of handwriting, they need to be explicitly taught the skills needed. At St Michael's CE Primary School, we use and teach the Twinkl cursive style, letter formations and joins in handwriting to ensure consistency across the school.

We have high expectations in handwriting lessons and make sure that children are expected to apply the same standards in other writing as well. Each session provides allocated time for children to practise the specific handwriting skill. Teachers will make sure that children are concentrating on 'the 3 'P's' during handwriting sessions:

- Paper: the paper children write on should be angled slightly away from the writing hand.
- Posture: sitting up straight, both feet on the floor, adequate desk space.
- Pencil grip: tripod grip is the most efficient way of holding a pencil (held lightly between thumb and forefinger, about 3cm from the point with the middle finger providing additional support).

3. Assessment

Teacher assessment

Teachers will assess children's handwriting progression during lessons as they write as well as once they have completed their writing. Criteria for assessment may include:

- Does the child adapt the correct posture?
- Does the child hold the pencil correctly?
- Does the child use the correct movements when forming/joining?
- Does the child write fluently?
- Is the writing legible?
- Is the writing appropriate?
- Is the child's handwriting developing in-line with statutory curricula?

Pupil assessment:

The expectation for a high standard of handwriting is communicated prior to writing tasks. When explicitly indicated in the children's success criteria, this is an aspect of the outcome which is reviewed and assessed by each child on completion of the task. Neat presentation is always recognised and praised by the class teacher and children are encouraged to review their handwriting as part of the writing process.

Whole-school assessment:

The subject leader for English (Writing) will regularly assess handwriting across the school. Criteria for whole-school assessment may include:

- Is the handwriting generally legible and pleasant?
- Are letters being shaped correctly?
- Are joins being made correctly?
- Are spaces between letters, words and lines correct?
- Is writing size appropriate?
- Are the writing standards demonstrated by the majority of children in line with statutory curricula?

4. Writing Equipment

Children in EYFS and KS1 will write using a sharpened HB pencil. In KS2, children begin writing in pencil but have the opportunity of writing with a handwriting pen if they earn their pen license. Grips are provided to support children with writing if/when required. Additional resources to support children with fine motor control difficulties can be obtained from the SENCo and each individual case assessed to ensure it meets the child's need.

5. Parent support

We recognise how important the home-school link is for children to make outstanding progress in all areas of learning – including handwriting.

Parents will be informed of their child's standards of presentation and will be encouraged to support with any additional handwriting practice where necessary. In Reception children are given letter formation homework as and when they learn a new sound. From then on, handwriting homework will only be given if a child needs additional support to make good progress in their handwriting and presentation.

Community

Creativity

Courage

Compassion