

GREAT CHART PRIMARY SCHOOL

Handwriting

SEPT 2025



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

Handwriting remains an important life skill as a tool for learning, self-expression, and communicating language. We recognise that children's ability to handwrite effectively for the rest of their lives depends on the firm foundations established in this primary school.

Intent:

- To learn and practise appropriate handwriting skills at each stage of development, working towards comfortable handwriting which is legible, fluent and fast.
- To develop as confident 'hybrid writers' with the skills to communicate through both handwriting and technology.

Implementation:

EYFS:

Pupils take part in pre-writing activities to develop their fine and gross motor skills. The recognition of patterns is used to encourage mark making skills, using a wide variety of media, within our continuous provision. The children should begin to learn to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Children will begin to form recognisable letters, most of which are correctly formed by using the formation patten (Appendix 1).

Year 1:

Pupils will continue to develop their handwriting skills and tripod grips for fluency. Handwriting lessons will be taught discretely and discussed within phonics sessions, when appropriate. All letters to be formed correctly in handwriting lessons, using the formation patten (Appendix 1) and most letters to be formed correctly within independent writing. Children will be given lined exercise books with wide spacing.

Those children, who are not yet able to form most letters correctly will receive targeted interventions.

Year 2:

Pupils should revise and practise correct letter formation frequently, with an emphasis on clear ascenders and descenders. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation. The children will be taught the diagonal and horizontal strokes needed to join letters, in preparation for a fluent cursive script. This will be delivered within discrete handwriting lessons. Pupils will move to narrow lined books when ready.

Those children, who are not yet ready to write cursively will receive targeted interventions.

Year 3 & 4:

Pupils will use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. This will increase the legibility, consistency and quality of their handwriting. There is an emphasis on spacing letters consistently and on keeping ascenders and descenders in proportion. Pupils will be encouraged to use joined handwriting throughout their independent writing.

Year 5 & 6:

Handwriting and presentation-

Pupils should be taught to write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Handwriting empowers children to develop their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion.

Pupils are taught about the difference in expectation between informal jottings and final presented versions and given opportunities to practise these. A range of contexts, from writing addresses to labelling maps and diagrams, help them learn the contexts in which joined or unjoined writing is most appropriate

SEND:

Pupils who have not yet reached age related expectations in handwriting, will be supported through intervention and adult supported sessions. Children whose handwriting is limited through their fine motor skills, will be supported through individual/group interventions, such as Beam, Fizzy and clever hands.



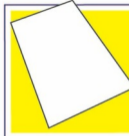

Left handed Pupils-

Teachers will make sure that paper and writing materials are in the correct position for pupils who write with their left hand. Pupils will have access to left handed resources if needed.









Whole school development of teaching and learning



The '**P checks**' are used to support the *process* of handwriting and cover **Posture, Pencil grasp, Paper position and Pressure and fluency.**

<p>Pupils to sit upright on chair with feet flat on the floor. Pupils to sit approximately a fist-distance away from the table.</p>	 <p>Posture</p>	<p>Pupils to use a tripod pencil grip and address inappropriate pencil grips with adaptive grips or specialist pens or pencils.</p>	 <p>Pencil</p>
<p>Paper will be tilted and offset according to the writing hand and held in place with the non writing hand.</p>	 <p>Paper</p>	<p>The act of writing should leave a clear trace on the paper. Neither too faint or too dark.</p>	 <p>Pressure</p>















Teaching steps	Year group	Summary
	EYFS: Reception NC:KS1	Once a child is ready to write, the first important task is to learn how to form the letters correctly – best taught as a motor skill. (This will save many problems at later stages.)
	NC:KS1	Children need to understand that spaces need to be left between words so they can be easily read.
	NC:KS1	Once children are secure in forming letters correctly they need to know where to position them in relation to the base line.
	NC:KS1	... and also to their relative sizes:
	NC:KS1&2	Joined or cursive writing is the next step towards fluency.
	NC:KS2	Students in KS2 & 3 need to be able to write legibly and quickly
	NC:Yr5+	Students in KS2 & 3 need to be able to write legibly and quickly.
	NC:Yr5+	Students should be encouraged to develop a style of writing that works for them.

Impact-

Our whole school approach is based on consistency and continuity, therefore all learners develop handwriting skills across the curriculum and, as a result, achieve well

Appendix 1 Lower case letters

 <p>Start at the top. Go round, down, and back around</p>	 <p>Start at the top. Go all the way round, up to the top, down and flick.</p>	 <p>Start at the top. Go straight down, and round. Lift your pencil, and cross the 't'</p>
 <p>Start at the top. Go straight down, and flick. Lift your pencil and put a dot at the top.</p>	 <p>Start at the top. Go straight down, up to the top, and all the way round.</p>	 <p>Start at the top. Go down, up and over, down and flick.</p>
 <p>Start at the top. Go down, up and over, down, up and over, down, and flick.</p>	 <p>Start in the middle. Go all the way round, all the way up to the top, straight down, and flick</p>	 <p>Start at the top. Go all the way round, up to the top, straight down, and round.</p>
 <p>Start at the top, and go all the way round.</p>	 <p>Start at the top, and go round.</p>	 <p>Start at the top. Go straight down, back up, over and round, down and flick</p>



Start at the middle. Go all the way round, all the way up to the top, straight down, and flick.



Start at the top. Go down, round, back up to the top, down, and flick.



Start at the top. Go straight down, back up and over, and flick.



Start at the top. Go straight down, up and over, down, and flick.



Start at the top. Go straight down, back up, and all the way round.



Start at the top. Go round, and straight down. Lift your pencil, and cross the 'f' in the middle.



Start at the top. Go straight down, and flick.



Start at the top. Go straight down, and round. Lift your pencil and put a dot at the top.



Start at the top. Go down, and back up to the top.



Start at the top. Go down, back up to the top, down, and back up to the top.



Start at the top. Go down to the bottom. Lift your pencil to the top, and down across the other way



Start at the top. Go down and round, back up to the top, then straight down, and round




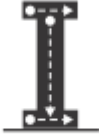










Start at the top. Go straight across, diagonally to the bottom, and across.



Start at the top. Go all the way round, up to the top, straight down, and flick.

Appendix 1 Capital letters

 <p>Round, and back round.</p>	 <p>Down, lift, down, lift and across.</p>	 <p>Down, lift, and across.</p>
 <p>Down, across at the top, across at the bottom</p>	 <p>Down, lift, and round till you stop.</p>	 <p>Down, lift, down and across, and up.</p>
 <p>Down, lift, down and across, up and across, and down.</p>	 <p>Down, lift, and round.</p>	 <p>Round, up, and down.</p>
 <p>All the way Round.</p>	 <p>Round.</p>	 <p>Down, lift, out from the middle up, lift, out from the middle down.</p>



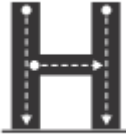
Down, and across, lift, across at the top, lift, across in the middle.



Down, round, and up.



Down, lift, and round till you stop, out from the middle, and down.



Down, lift, down, lift and across in the middle.



Down, lift, and round till you stop, and round till you stop.



Down, lift, across at the top, lift, across in the middle.



Down, and across.



Down, and round, across at the top



Down, and up.



Down, up, down, and up.



Down and across, lift, down and across.



Down and across, lift, and all the way down and across.



Straight across, down and across, and straight across.



All the way round, lift, and down.