

PINNER WOOD SCHOOL



HANDWRITING POLICY

Approval Authority:

Effective From: September 2025

Date Ratified by GB:

Next Review Date: September 2026

Signed by Chair of GB:

PINNER WOOD SCHOOL

HANDWRITING POLICY

Rationale

At Pinner Wood we are very proud of our pupil's handwriting. We are committed to promoting high standards. Handwriting is a basic skill that influences the quality of learning throughout the curriculum. We believe that at 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.

End of Key Stage aims:

FOUNDATION

- Sit in the correct position and hold a pencil correctly using two fingers to allow fluid movement of the nib.
- Improved fine and gross motor skills.
- Forming printed letters using Read Write Inc. letter formation phrases.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

LOWER KEY STAGE 1 (YEAR 1)

- Improved fine and gross motor skills
- Continue to form printed letters using Read Write Inc. letter formation phrases.
- Write legibly using upper and lower case letters
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Form printed letters and understand when they are to be used.
- Understand that letters are written on a base line and there are tall and tiny letters.
- Write letters using the Nelson handwriting scheme.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

KEY STAGE 1 (YEAR 2)

- Improved fine and gross motor skills.
- Write legibly using upper and lower case letters.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.

- Form printed letters and understand when they are to be used.
- Understand that letters are written on a base line and there are tall and tiny letters.
- Write joined up using the Nelson handwriting scheme.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

KEY STAGE 2 (YEARS 3-6)

- Children will use Nelson's joined up style of handwriting. This will be supported by an online resources in either handwriting lessons or small group interventions.
- Write legibly using upper and lower case letters with correct joins.
- Improve quality, speed and stamina of handwriting.
- *Quality*: Ensure letters are consistently sized with equal word spacing (tall and tiny letters).
- *Speed*: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina*: Have the strength and mobility to be able to write for longer periods of time without fatigue.
- Have full knowledge and ability of the different forms of handwriting for different purposes:
 - Neat, joined, linked letters for writing passages and large amounts of text, lists and letters.
 - Printed or capital letters for posters, notices, headings, labelling, and form filling.
 - Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.
 - Using full length of words rather than abbreviated (or text talk) for example l8 instead of late.

Teaching and Learning

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. Letter formation supported by RWI is taught in conjunction with handwriting in the EYFS and KS1 year groups.

Handwriting within each year group

NURSERY:

For our youngest pupils lessons will target:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing through 'flapper dance' lessons.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and iPads. Also by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads.
- Teaching of letter formation learning supported by letter sounds and Read Write Inc
- Children will undertake 'Dough Disco' weekly – a fine and gross motor activity that develops the skills for writing.

RECEPTION:

Lessons in these years will target:

- Gross and fine motor skills exercises.
- Children will be taught to use print form handwriting.
- Letter formation supported by the teaching of letter sounds and Read Write Inc. letter formation phrases.
- Children will learn to form all letters correctly. Children will know where to begin each letter and the orientation of each letter.
- Pupils to develop a neat, legible style.
- Pupils to start Nelson Handwriting scheme in the summer term (if appropriate and children are ready to access the scheme)

YEAR 1:

Lessons in these years will target:

- Gross and fine motor skills exercises.
- Children will be taught to use print form handwriting.
- Letter formation supported by the teaching of letter sounds and Read Write Inc. letter formation phrases.
- Children will learn to form all letters correctly.
- Children will follow the Nelson non-joined handwriting scheme (when appropriate and children are ready to access the scheme)

YEAR 2:

Lessons in these years will target:

- Begin to use Nelson joined up style of handwriting. (All children to have joined handwriting by the end of Year 2 – exception of SEN if necessary and children struggling to access the scheme)
- This will be supported by an interactive resource and worksheets.
- The Nelson letters practiced in handwriting books as well as other learning books.
- This will include reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 3-6:

Lessons in these years will target:

- All children using Nelson joined up style of handwriting. (exception of SEN if necessary and children struggling to access the scheme)
- This will be supported by an interactive resource and worksheets.
- The Nelson letters practiced in handwriting books (age appropriate) as well as other learning books.
- Numerals, capitals and printed letters: where and when to use, learning and practice.
- This will include reinforcement, learning and practice.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

- By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Use of pens and pencils

Children are encouraged to start handwriting using a triangular pencil. When fine motor skills have been established and teachers feel children are using currently joined, neat, legible handwriting children will be granted their pen license. When a child receives a 'pen licence' a triangular grip handwriting pen can be used for writing in all lessons. At Pinner Wood we aim for most children to obtain a pen licence by the end of year 3. All children will have access to triangular grip pencils in class. Children should be writing with dark blue pens.

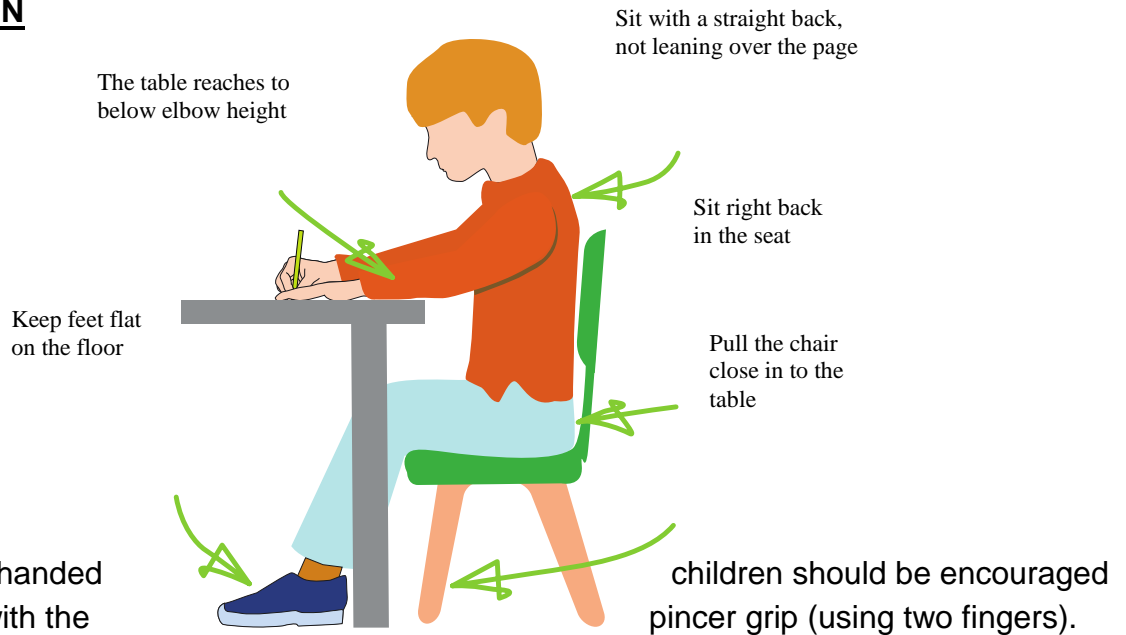
Monitoring

The English leads (Writing and Reading) alongside the Curriculum lead should monitor the teaching of Handwriting, the ease children can access and complete the programme and the suitability of the programme for targeted children. Book looks and observations should be completed and adaptation put in place as needed.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly. This should begin from Reception when children are writing within their RWI lessons.

SITTING POSITION



PENCIL GRIP

Both right and left handed to grip the pencil with the



Children will be encouraged to rest their pencil on the area resting between their thumb and index finger that is referred to in the programme as the 'helicopter pad'.

Children will be encouraged to use their thumb to hold their paper and support their writing. This is referred to in the programme as the policeman thumb.

Handwriting Posture



Frog leg fingers



Policeman thumb



Pencil on the helicopter pad

Back straight



Feet flat on the ground



Chair tucked in



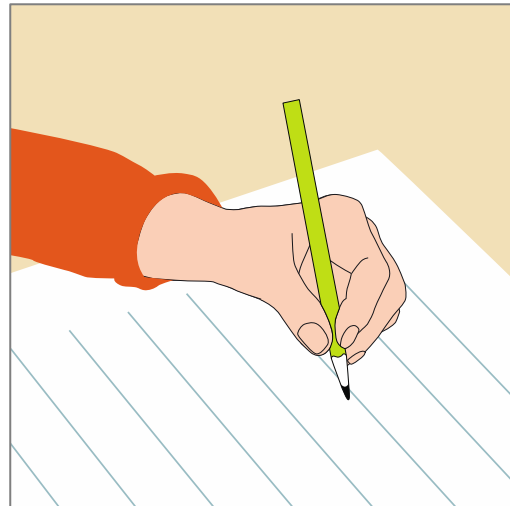
INCLUSION

Children whose handwriting is limited by

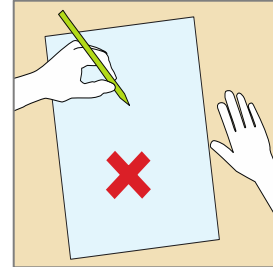
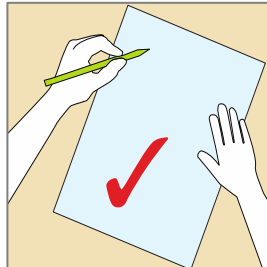
problems with fine motor skills, including left-handed children, and children with special educational needs, will be given intervention sessions to help them achieve their optimum handwriting level.

Left-handed children

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). This is referred to in the interactive videos that model each step.



- 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.



Paper position for left-handed children