



Farnborough Road Infant School. Handwriting Policy

'Learning, Caring and Achieving Together'

At Farnborough Road Infants School we recognise that handwriting is an important **foundational** skill and children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education.

Aims

Our aims in teaching handwriting are:

- For all children to **have enough teaching and practice for them to form letters correctly and develop a fluent**, legible style of handwriting in both printed and cursive styles.
- **For children in Key Stage One to understand which letters belong to which handwriting 'families'**
- To raise attainment for all pupils in handwriting through a consistent approach **so that incorrect letter formation does not become a habit.**
- That all teachers and support staff must use and model the agreed style of handwriting when writing on the board or marking work
- That teachers, support staff and pupils use all opportunities for writing as handwriting practice in all areas of the curriculum
- To make provision for left handed children to develop free flowing writing
- For all children's skills in handwriting to be reflected in the presentation of their work and their joy of writing
- For all children to develop a sense of pride and ownership in their written work

Foundation Stage

Before the children begin to write, mark making with different tools and with varied mediums supports the gross and then fine motor skills required to pick up a pencil and write freely. Pencil control, using the correct grip, left to right orientation and word spacing are key aspects that are developed through a variety of fun, physical activities.

Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils in Reception are taught how to read and write letters as part of their daily phonics teaching. Children are taught to 'say goodbye' to the letter with a hook ready for joining at a later stage.

To support school based learning, in the Autumn Term all Reception children will bring home a weekly phonics homework which includes a section for practising letter formation for sounds that have been introduced that week. Parents may also visit our school website to view short video examples of correct formation using the rhymes.

As children become more confident in their writing, bad habits should be addressed immediately, with children doing regular 'fix-its' of their work. Even at a very young age, children are encouraged to hold writing tools in the correct way.

Key Stage 1

Once letters are correctly formed and oriented, joining is taught in formal and structured handwriting lessons. These are short sessions in which correct starting position and letter formation is taught by the teacher, continuing to use a multi-sensory approach. We use **Letter-join** software in every classroom with the aim that by the end of Year 2, most children will be writing in a continuous cursive style.

	Autumn Term	Spring Term	Summer Term
Nursery	<p>Mark making with different tools and with varied mediums supports the gross and then fine motor skills.</p> <p>Pencil control, using the correct grip, left to right orientation</p>	<p>Children are taught how to read and write letters as part of their daily phonics teaching. Children are taught to 'say goodbye' to the letter with a hook.</p> <p>Pencil control, using the correct grip, left to right orientation</p>	<p>Children are taught how to read and write letters as part of their daily phonics teaching. Children are taught to 'say goodbye' to the letter with a hook.</p> <p>Pencil control, using the correct grip, left to right orientation</p>
Reception	<p>Children are taught how to read and write letters as part of their daily phonics teaching. Children are taught to 'say goodbye' to the letter with a hook ready for joining at a later stage.</p> <p>Children take home a weekly phonics homework which includes a section for practising letter formation for sounds that have been introduced that week.</p>	<p>Develop consistency of size, sitting letters on the line and correct positioning of letters with ascenders and descenders.</p> <p>Children doing regular 'fix-its' of their work.</p>	<p>Develop consistency of size, sitting letters on the line and correct positioning of letters with ascenders and descenders.</p> <p>Children doing regular 'fix-its' of their work.</p>
Year 1	<p>Handwriting is assessed and practised in targeted areas.</p> <p>Children to understand and practice letter families</p> <p>Develop consistency of size, sitting letters on the line and correct positioning of letters with ascenders and descenders.</p>	<p>Develop consistency of size, sitting letters on the line and correct positioning of letters with ascenders and descenders.</p>	<p>Develop consistency of size, sitting letters on the line and correct positioning of letters with ascenders and descenders.</p>
Year 2	<p>Pre-cursive letters are introduced with a lead in stroke and a hook.</p> <p>Children begin to learn some simple joins in word form.</p> <p>Letter-join reference: Easy letters / words</p>	<p>Children begin to learn some harder joins in word form.</p> <p>Letter-join reference: Harder letters / words</p>	<p>Children who are writing in a continuous cursive style to be awarded a pen licence.</p>

To further support school based learning, handwriting books are sent home for those children who need additional letter formation practise and parents are also able to access the **Letter-join** software at home, on PC's and iPads. This enables a consistent approach to the learning of cursive handwriting at home and in school.

Presentation

All teachers and support staff in each year group must use and model the agreed style of handwriting when writing on the board or marking work. It is imperative that the children are exposed to high standards of handwriting from staff within school as this will impact on their own handwriting efforts.

- In the Foundation Stage staff should write in a neat print style, using flicks (as per the Letter-join scheme without the lead in lines)
- In Key Stage One staff should write in the continuous cursive style of the **Letter-join** scheme.

Left-handed pupils

Teachers should be aware of the specific needs of left handed pupils and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision
- Pupils should be positioned so that they can place the paper to their left side
- Left handed pupils should sit to the left of a right handed child so that they are not competing for space
- Extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically

Posture

Chairs and desks within classrooms are matched to pupils' age and height.

- Pupils' backs should be straight and feet resting on the floor. A right handed child should have their book slanted to the left. For a left handed child the book should be slanted to the right.
- The free hand should be used to hold the paper in place.

Monitoring and Evaluation

This will be undertaken by the class teacher on an ongoing basis. The English Leader and Senior Leadership Team will carry out regular book scrutiny to ensure neat presentation, consistency of writing style across year groups, the use of 'fix its' and the modelling of the agreed style of writing in written feedback from staff.

This policy will be reviewed regularly.

October 2025

Signed _____ **Date** _____ **Headteacher**

Signed _____ **Date** _____ **Chair of Governors**