



## **Handwriting Policy**

At the Federation of All Saints and St Margaret's we adopt a Cursive Handwriting system.

Researchers have found that children who are taught cursive writing are usually better spellers. That may be because children who write in cursive are often able to grasp how letters fit together to form words much quicker than those who write in print. This speedy understanding leads to better language processing, which is a critical element when it comes to mastering spelling.

Cursive writing encourages children to visualise each letter as one united word, which makes it easier for children to remember — or memorise — the word they're forming and writing. Researchers also note that children are less likely to write letters backwards when writing in cursive: 'When writing in cursive, if a child were to write the letter backwards, they would not be able to tie it to the letter that follows.'

Children who write in cursive do not just form words more easily, they also write better sentences. Researchers found that children who learned and wrote in cursive experienced an increase in skills related to syntax. This means that cursive writers often have a better understanding of how words should be organised and combined, to craft strong phrases and complex sentences.

### **Intent**

The key advantages of this script:

- Strengthens the Process of Learning

When children learn a language, they usually learn in one form. By learning to write in a cursive way, they can get one more opportunity to learn the alphabet, words and sentences. Ultimately, it helps them to better understand and remember the English language.

- Encourages Motor Skills Development



Cursive writing is a form of creative writing that requires more focus, practice, and discipline than a regular way of writing. While practising it, the hand muscles of children are used differently and stimulate the part of the brain which sharpens their motor skills. This is the reason cursive writing is recommended for children aged five years and above.

- Makes Children More Intelligent

According to memory experts and researchers, cursive writing can help a child to become more intelligent. Writing with hands propels your brain to integrate different inputs such as tactile and visual information simultaneously, while using fine motor skills.

- Helps Children with Learning Disabilities

Children with dyslexia and other learning disabilities find it difficult to write in print format as they perceive many letters as being similar. Cursive letters look extremely different from print letters. They open up another option for children with disabilities. It ultimately helps them overcome their disability and feel more confident.

- Encourages Faster Speed of Writing

Writing with a good speed means finishing exams within the required timeframe while covering all the possible questions. Cursive writing style helps children to write faster than the regular style of print writing as it requires a child to lift their pen less often. It has been observed that children and adults with faster writing speed have a better attention span, while

- Improved legibility and spelling ability.

Cursive requires children to write from left to right so that the letters will join in proper sequence and with proper spacing, making their writing easier to read. It also aids with spelling through muscle memory, as the hand acquires memory of spelling patterns through fluid movements that are used repeatedly. This is the same phenomenon that occurs when pianists learn patterns of hand movements through continued repetition.



- Increased self-discipline.

Cursive handwriting is complex, and is inherently associated with the development of fine-motor skills and hand-eye coordination. Learning cursive prompts children to also develop self-discipline, which is a useful skill in all areas of life.

Children will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing; across all subjects.

### **Implementation**

Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly and children must practise by carefully copying and repeating. During discrete handwriting, it is important to supervise and observe children writing to ensure they are forming letters correctly. We adhere to the Twinkl Cursive Handwriting programme. Resources are available online, from the Teacher SharePoint Folder, or a paper copy can be acquired, from the Handwriting Coordinator File.

### **Knowledge, Skills and Understanding**

Early Years Children take part in a range of activities through adult led and planned continuous provision to develop their fine and gross motor-skills and recognition of patterns including 'Dough Disco, Squiggle While You Wiggle and Funky Fingers tasks, for example, to form letters using their index finger in sand or using paint. Children should begin to learn the 4 Ps: Posture, Pencil, Paper, Pressure. They must learn how to correctly hold a pencil, then how to use a pencil and hold it effectively, to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting to their full potential at that age.



## **Key Stage 1**

During this stage, children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions.

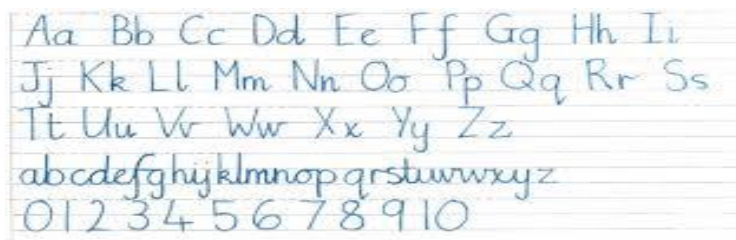
Teachers and support staff will continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately, and have correct spacing between words.

Pre-cursive style: 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

## **Key Stage 2**

During this stage, the children will continue to have direct teaching and regular practice of handwriting. Cursive formation and the joining of letters will not be encouraged until Year 3; based on the criteria from the 2025 Writing Framework guidelines. We aim for children to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for different purposes, such as: a neat, legible handwriting for completed, presented work; a faster script for note making and the ability to print for labelling diagrams etc.

Cursive Style:



## **Capital letters**

Capital letters stand alone and are not joined to the next letter. Children must practise starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher on a flip chart during Literacy and Phonics sessions; and across subjects.

## **Provision for left-handed children**

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:



- paper should be positioned correctly 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 their 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 practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers need to be aware that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

Following the programme allows subject leaders to feel confident about curriculum design and delivery throughout their whole educational setting; this is detailed in the Twinkl Handwriting progression map.

If implemented correctly, the detailed planning and progressive sequence of the programme assures subject quality, sufficient depth and coverage of skills and gives teachers the curriculum expertise to deliver effective writing transcription lessons. The scheme's supporting resources enable effective curriculum implementation and can be differentiated to meet all pupils' learning needs. Where gaps in pupils' skills are identified, the Twinkl Handwriting materials can also be used within intervention sessions to enhance pupils' capacity to access the full curriculum. Each lesson has built-in assessment opportunities, which give reliable snapshots of pupil progress. The scheme also offers more formal assessment materials as well as a handwriting coverage and assessment pack to track progress over the longer term.

### **The Learning Environment**

In all classes, pencil pots with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries.

### **The Role of Parents/Carers**

Parents/Carers are made aware of our agreed handwriting style and encouraged to practise this with their children at home.



## **Impact**

The impact of using the full range of Twinkl Handwriting resources, including display materials, will be seen across the school with an increase in the profile of handwriting. Following the scheme, gives schools a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Whole school and parental engagement can also be improved through the use of Twinkl Handwriting resources as home learning tasks.

Our children's handwriting will become automatic and to a high standard so that they are able to focus on the content of their writing rather than the presentation. The impact of the scheme should be noticeable within written work in all areas of the curriculum.

## **Level expected at the end of EYFS.**

Pupils should be taught to:

### **Literacy – Writing ELG**

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.
- Physical Development – Fine Motor Skills
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

## **Key Stage 1 National Curriculum Expectations**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- begin to form lower case letters in the correct direction, starting and finishing in the right place.
- form capital letters.
- form digits 0-9.
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.



- form lower case letters of the correct size relative to one another.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- use spacing between words that reflects the size of the letters.

### **Key Stage 2 National Curriculum Expectations**

Pupils should be taught to:

- Start to and continue to 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.
- increase the legibility, consistency and quality of their handwriting for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- 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.
- choosing the writing implement that is best suited for a task.