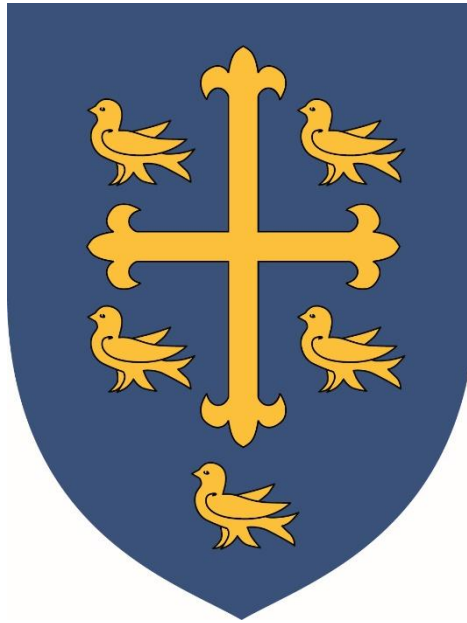


St. Edward's Catholic Primary School



Handwriting Policy 2025/2026

'Jesus is at the heart of all that we do'

At St. Edward's, we are committed to safeguarding and promoting the welfare of the children and adults in our school, and we have the same expectation of our staff and volunteers.

Policy agreed/Signed by: _____
(Mr K Connolly – Chair of Governors)

Date: _____

Agreed on: September 2025

Review: September 2026

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Statement of Intent

At St. Edward's school, we believe that pupils need purposeful, guided practice in forming letter shapes, in order to produce a comfortable and legible style of handwriting. With this principle in mind, we aim to encourage all pupils to use the cursive handwriting style by the time they leave primary school.

Catholic Social Teaching

Our Handwriting curriculum aims to provide a holistic Handwriting education that not only meets the National Curriculum standards but also reflects the values of the Catholic social teachings. By embracing diversity, fostering creativity, and promoting social and spiritual development, we aspire to nurture well-rounded individuals who develop their ability to write down their feelings, shaping a harmonious and compassionate society.

National Curriculum Standards

In September 2014, the DfE published the 'English programmes of study: key stages 1 and 2' document which included a set of handwriting standards that pupils are expected to reach by the end of each year group.

All members of school staff have regard to the national curriculum standards for handwriting when delivering lessons.

During Year 1, pupils are 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.
- Children begin to write in the pre-cursive handwriting style.

During Year 2, pupils are taught to:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- 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.

During Years 3 and 4, pupils are taught 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 un-joined.
- Increase the legibility, consistency and quality of their handwriting.

1.5. During Years 5 and 6, pupils are 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.
 - Choosing the writing implement that is best suited for a task.

Practising Handwriting

Pupils are encouraged to practise their handwriting skills on a daily basis during English lessons. Pre-cursive alphabets are displayed in classrooms so that the children have a guide of how their letter should look.

It is vital that pupils develop the correct handwriting techniques. With this in mind, teachers and teaching assistants ensure that any errors are immediately corrected, and pupils can practise their corrections.

3. Teaching and Learning

- 3.1. Pupils are supported in finding a comfortable and effective grip for holding their writing implement and are encouraged to hold their writing implements correctly.
- 3.2. The importance of neat and clear presentation is clearly communicated to pupils, successful teaching leads to pupils taking pride in the appearance of their work.
- 3.3. Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair. Pupils will be encouraged to establish a habit of checking their own posture and pencil grip.
- 3.4. Pupils in key stage 2 are encouraged to write quickly, whilst maintaining clear and accurate presentation.
- 3.5. Teachers display examples of correct handwriting in the classroom, along with examples of the highest standard of work by pupils.
- 3.6. Teachers are careful to write correctly, for example on the board, when marking and if writing labels for display. Writing is to be joined and a good model for pupils to follow.

Early Years – ‘Successful handwriting depends upon motor control and hand-eye co-ordination.’ (‘Foundations of Literacy’: Sue Palmer and Ros Bayley 2004).

To promote the development of these skills in the foundation stage, opportunities are given to develop:

- ❖ physical control through large scale movements such as outdoor play, balancing, climbing and moving to music;
- ❖ manipulative skills such as using cooking utensils and scissors;

- ❖ fine motor control and hand-eye co-ordination through activities such as jigsaws, threading using malleable materials and mark making.

Key Stage 1

At Key Stage 1, pupils continue to develop these skills in transition from Foundation Stage to Key 1 Stage. By the end of Key Stage 1, pupils are expected to produce recognisable, properly oriented letters with clear ascenders and descenders. Writing should be reasonably spaced and of a consistent size. At the end of the key stage, pupils will be writing on lines and will be encouraged to set work out neatly. Having produced a confident, printed style of writing, pupils will be introduced to joined up writing in Year 2.

Key Stage 2

At Key Stage 2, pupils will build upon these foundations and continue to write legibly in both joined up and printed styles with increasing fluency, speed and confidence. Pupils in Key Stage 2 will be considering features of layout such as headings, side headings and columns and using these to clarify meaning in their written work.

Pen Licences

From Year 2 onwards, teachers can award pupils with a pen licence after seeing written evidence of consistent, correct, cursive joined handwriting. Blue handwriting pens can then be used unless a teacher feels it is necessary for a pupil to have a 'pen break' whereby they will record 'pen break' in their book and return to using pencil until the teacher feels they have returned to the standard required for using a pen.

4. Pupils who are left-handed

- 4.1. Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.
- 4.2. Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.