

GUARDIAN ANGELS' RCPS HANDWRITING POLICY

Policy approved by: Governors	Date: February 2026
Last reviewed: February 2026	
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Mission Statement

We follow in the footsteps of Jesus to love, learn and grow.

Our Own Grown Curriculum

Our own grown curriculum provides every child with a Catholic education based on the life and teachings of Jesus Christ in which our schools Mission Statement and the Gospel Values underpin all aspects of school life.

We recognise and celebrate that every child is made in the image and likeness of God. Our curriculum is inclusive and meets the needs of every child in our school.

We have grown a curriculum that is progressive and sequential, creative, challenging, fun and enriching. The curriculum provides every child with the knowledge, skills and experiences to become excellent lifelong learners and equip them to embrace the diverse and ever changing world that we live in.

Aims of this policy

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote parents'/carers understanding of the curriculum.

The importance of handwriting to the curriculum

Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. The principal aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. In order for this to occur, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

Entitlement and Curriculum Provision

Handwriting is taught regularly through weekly lessons and daily practice.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is

not sufficient to require pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

The Role of the Teacher:

- To follow the school policy to help each child develop legible and fluent handwriting;
- To provide direct teaching and accurate modelling;
- To provide resources and an environment which promotes good handwriting;
- To observe pupils and monitor progress.

Continuity and Progression

Foundation Stage

The children are taught correct letter formation. The emphasis at this stage is with movement rather than neatness. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

Key Stage 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style. This is achieved by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. **Children begin to be taught how to join letters in Year 2.**

Years 3 and 4

In Year 3 the pupils consolidate handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. By Year 4 joined handwriting is used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. **During Year 4 children begin to write using a handwriting pen. This continues on Upper Key Stage 2.**

Years 5 and 6

Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the

principles of good handwriting taught in previous years. Extension activities may include the study of calligraphy. Children are encouraged to increase speed whilst maintaining legibility.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEN co-ordinator and implemented by a Teaching Assistant.

All teachers are 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 their paper to their left side;

The Role of Parents and Carers

Parents and carers are introduced to the school's handwriting style through written information, the Pre- Reception Visit and Open Evenings. The Reception teacher plays an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils.

All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style.