

Langmoor Primary School Handwriting Policy 2025

Handwriting at Langmoor Primary School

Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

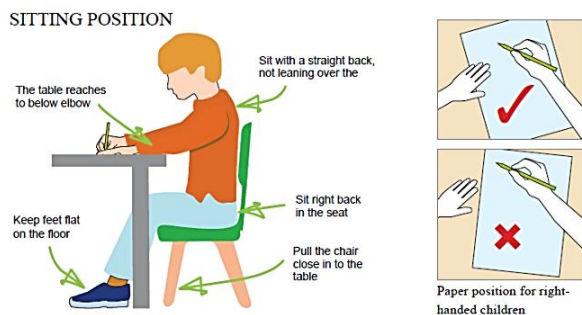
At Langmoor Primary School our aims in teaching handwriting are:

- To enable children to write in a consistent, well presented and legible format.
- To have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching handwriting.
- To ensure that from Year 2 to the end of Year 6 children are using a joint cursive writing style.
- To make sure all children know the difference between lower and upper case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

Implementation

Children will be taught to:

- Hold a pencil correctly and encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown.
- Adopt the correct posture when writing and encouraged to adopt the correct writing position as shown (children who are left handed should reposition the paper the other way and sit to the left hand side if seated next to a right handed child).



- Write from left to right and from top to bottom of the page.
- Start and finish letters correctly working towards a cursive style (from year 2 onwards).
- Form regularly sized and shaped letters.
- Use regular spacing between letters and words
- Always take a pride in their written work and the overall presentation.
- The cursive script agreed at Langmoor Primary School is shown below.
- Children will join, fluent letters by the end of Year 6 (as stated in the NC); they will join letters appropriately (some letters may not be joined for their individual style).

Computer fonts available to staff:

These are the Bubble Fonts staff can use for supporting handwriting. There are joined (cursive) and not joined.

Fonts can support handwriting practise and be used during interventions.

Staff will ensure all children learn to produce clear letters as shown in this style; however, older children will develop their own style joining or not joining some letters as appropriate for them.

Bubble joined

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

Bubble joined – no bubble

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

Bubble printed

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

Bubble printed – no bubble

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ

Year Group Progression

EYFS: ELGs: Children at the expected level of development will be able to write recognisable letters, most of which are correctly formed.

Year 1: Build fluent, legible and, eventually, speedy handwriting. Develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Year 2: Be able to form individual letters correctly, so establishing good handwriting habits from the beginning of the year. Joins introduced to children.

LKS2: Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

UKS2: Neat, cursive handwriting is established by now; therefore, minimal practice or reminders is required to maintain it.

To support progression of handwriting year group's have different sized lines in their books: Year 1 have 15mm, Year 2 have 10mm leading to 8mm in KS2. If children need support as they are not meeting the expectations they may be given a different sized lined book to use to that of their peers: children will use line sizes appropriate to their individual stage in writing.

Children should use a sharp HB pencil for all handwriting initially. When in KS2 teachers assess that children are competent at joined handwriting they should be allowed to use a black handwriting provided by the school. In some cases, depending on the specific needs of individual, children may use pencil grips or pens with a specific grip. Assessment is consistent throughout the school; this will be evident on display boards and monitored through lesson observations and book scrutiny.

With marking and feedback, we emphasise constructive feedback and teachers should adopt the joint cursive style. Children use our 'Writing Non-negotiables', which includes references to the expectations of handwriting to ensure that their work meets expectations.

Teaching & Assessment:

EYFS: Handwriting is modelled during daily phonics and children practise in their phonics books. Through their continuous provision children will be offered an abundance of mark-making tools, from paintbrushes, rollers and squirty water bottles in the water, sticks of all shapes and sizes in the mud and sand, a variety of coloured chalks and pens, whiteboards and interactive writing boards to support their writing skills. Independent application can be seen and assessed in their Busy Books.

In Pre School & early EYFS, children will be encouraged to develop gross motor control through the use of large equipment for mark making such as big chalks, paint brushes, finger paints, shaving foam, monkey bars, climbing ladders, push and pull activities etc. They will develop their fine motor skills and use a range of mark making tools such as pencils, pens and crayons. They will be encouraged to talk about shapes and movement. They will practise the main handwriting movements for the three basic letter shapes c, l and r. As the children progress they will be taught to form letters correctly starting using Essential Letter's & Sounds guidance on letter formation using the ELS mnemonics to aid the correct letter formation.

Later, children will be taught to form letters correctly starting using ELS guidance on letter formation using mnemonics to aid the correct letter formation. Letter formation is taught alongside phonic development. Our aim is that by the end of foundation stage all children hold a pencil correctly and form all letters and numbers correctly. Errors in pencil grip and letter formation will be immediately addressed, modelled and corrected. Initially foundation children will use lined paper in their main phonics books and the focus is on correct formation rather than size or positioning.

Year 1: Handwriting is modelled during all phonics lessons and children practise in their phonics books. Through their continuous provision children will be offered an abundance of opportunities to develop and refine their letter formation.

Children will practise in their skills books 1X per week and on white boards 2X per week. Independent application can be seen and assessed in their Creative Writing Publishing work [in their main English book]. Interventions for those underachieving include: bubble pages if appropriate for some children including different sized bubbles. Our aim is that by the end of year one children will be forming all letters correctly.

Year 2: Handwriting is modelled during spelling lessons, then children practise in their spelling books. Further modelling is shown during English lessons on the white board and on flip chart planning sheets.

In Year 2, adults will model cursive writing from the beginning of the year and develop joins. The children will be encouraged to continue the development of basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their spelling development as they learn to write new sounds and spelling patterns. If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups.

Children will practise at least 1X per week [bubble paper / books] and 2 X per week in their spelling lessons. Independent application can be seen and assessed in their Creative Writing Publishing Books. Interventions for those underachieving include: bubble pages if appropriate for some children including different sized bubbles and additional time spent practising. Our aim is that by the end of year two children will be forming all letters correctly with joins developed.

LKS2: Handwriting is modelled during lessons across the curriculum. More specifically it is taught during English lessons on the white board and on flip chart planning sheets. Children will practise their hand writing on bubble paper / booklets at least 3 X per week and teachers will link this to spelling pattern for their year groups when appropriate. Handwriting will also link to spelling taught in KS2 [Spelling Shed SOW]. Independent application can be seen and assessed in their Creative Writing Publishing Books. Interventions for those underachieving include: additional time and different sized bubble paper / booklets.

If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups. Interventions for those underachieving include: bubble pages of different sized bubbles and additional time spent practising. Our aim is that by the end of year four children will be forming all letters correctly with joins fully developed.

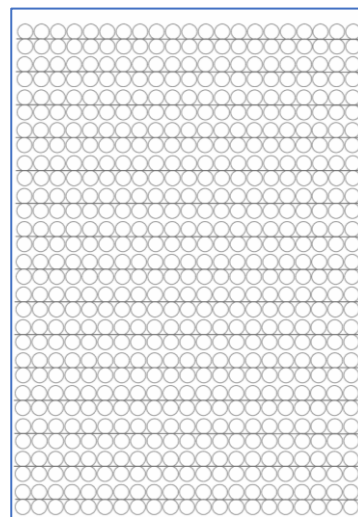
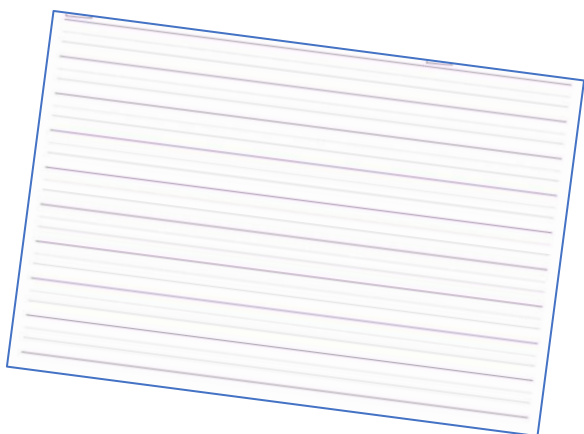
In Year 3 children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key Stage 1. These skills will be mastered through Year 4 ready for the demands in UKS2.

UKS2: Handwriting is modelled during lessons across the curriculum. More specifically it is taught during English lessons on the white board and on flip chart planning sheets. Children may practise handwriting in their English books as a starter activity [to recap and reinforce importance as appropriate to the cohort needs] throughout the year. Handwriting will also link to spelling taught in KS2 [Spelling Shed SOW / Word list words]. Independent application can be seen and assessed in their Creative Writing Publishing Books.

In Years 5 and 6, children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to use handwriting pens provided by the school. If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups. Interventions for those underachieving include: additional time and different sized bubble paper / booklets.

Intervention:

It is important for children to be exposed to many font styles; however, staff have access to the Bubble Writing Font to support handwriting for exposure to the desired letter formation. To support children who find handwriting and letter formation difficult, Langmoor Primary School uses handwriting (lined books) or Bubble Scaffolding Intervention. Children also have access to 'Bubble' white boards to continue their practise within the classroom setting.



Bubble Writing
- Handwriting scaffold

A fast and effective method to transform handwriting!

Simply put: most handwriting schemes do not teach children how to size and space letters **horizontally**, nor aid in the curvature of the letters.

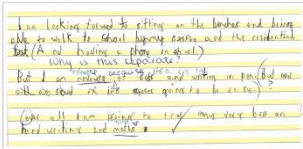
The technical stuff!

English is written left to right and words are denoted by spaces between them. However, there are also spaces between letters! And some words are combinations of two words, like contractions for example, separated only by an apostrophe. Understanding how these different distances work and then being able to recreate them on paper can take some time.

Planning word space is also tricky. It's quite common for words to run off a page in the writing of very young children who are not practiced at estimating how much space they need per letter and per word. In terms of producing text that follows along a straight line, this ability is somewhat contingent upon being able to write letters that are relatively the same size. You also need to know how a letter shape falls across the horizontal axis to get the vertical spacing correct.

Why is Bubble Writing different?

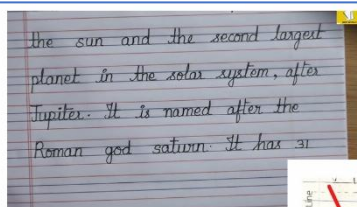
As we are all aware, children are expected to join their writing by the end of KS2. Traditional handwriting schemes do work for **some** children - but not all.



galls, a silence so deep and heavy that it seemed to hang in the atmosphere like mist. The shop's door swung open. The gine golden gate turned to dust, scattering in the wind. The air was suddenly alive with a hundred scents: the perfume of tumbled

In our experience, Bubble Writing will have a far higher success rate, for **every** child. It often works for children who struggle with fine motor skills, dysgraphia, dyslexia and other difficulties with writing.

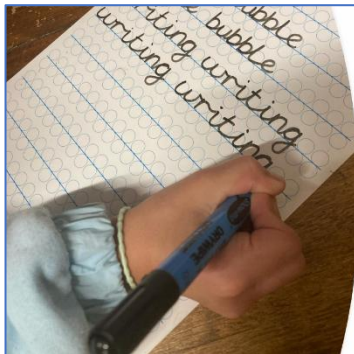
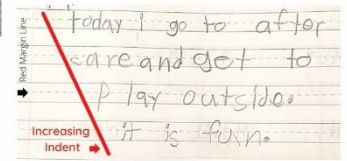
This is because it gives children a far clearer understanding of spacing, shape and uniformity.



What we hope for...

Vs. what we spend years with!

So why is this happening?

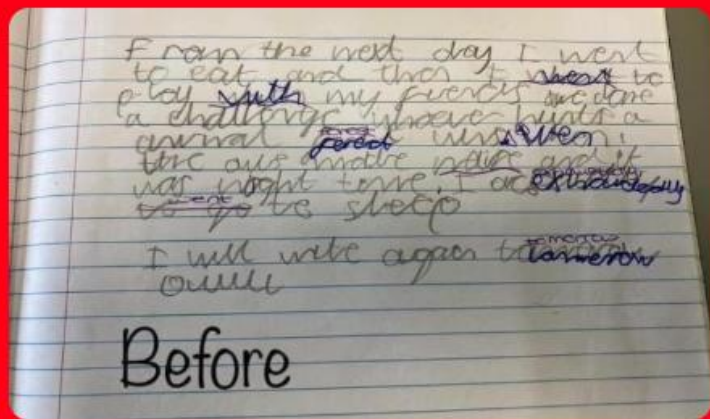


Your new best friend: Bubble Writing

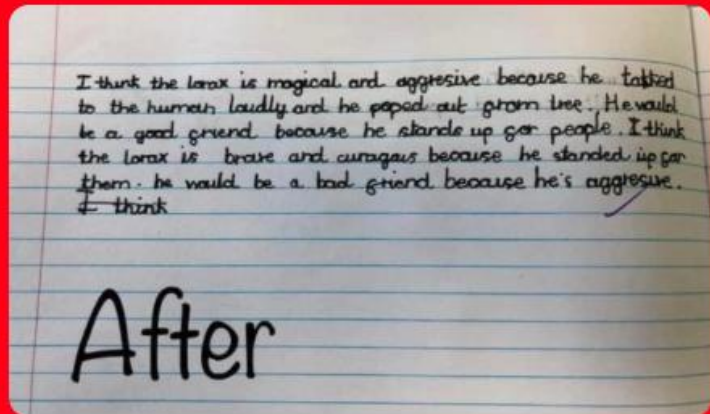
This simple scaffold provides a guide to consistently form cursive letters and ensure each letter is uniform in both height and width. Children are able to leave equal spaces between words and see clearly whether or not there is enough space at the end of each line for the next word they intend to write.

Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility. By year 6 children will use cursive handwriting using flowing movements and patterns. This handwriting should be demonstrated in all writing across the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.



Before



After

National Curriculum

Writing English – key stages 1 and 2 The programmes of study for writing at key stages 1 and 2 are constructed similarly to those for reading: ♣ transcription (spelling and **handwriting**) ♣ composition (articulating ideas and structuring them in speech and writing). It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition. Writing down ideas fluently depends on effective transcription: that is, on spelling quickly and accurately through knowing the relationship between sounds and letters (phonics) and understanding the morphology (word structure) and orthography (spelling structure) of words. Effective composition involves forming, articulating and communicating ideas, and then organising them coherently for a reader. This requires clarity, awareness of the audience, purpose and context, and an increasingly wide knowledge of vocabulary and grammar. Writing also depends on **fluent, legible and, eventually, speedy handwriting**.

Pupils' writing **during year 1** will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the **physical skill needed for handwriting**, and learn how to organise their ideas in writing.

In writing, pupils at the **beginning of year 2** should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in year 1 (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to **form individual letters correctly**, so **establishing good handwriting** habits from the beginning.

Pupils **in Lowe Key Stage 2** should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation. Teachers should therefore be consolidating pupils' writing skills, their vocabulary, their grasp of sentence structure and their knowledge of linguistic terminology. Teaching them to develop as writers involves teaching them to enhance the effectiveness of what they write as well as increasing their competence. Teachers should make sure that pupils build on what they have learnt, particularly in terms of the range of their writing and the more varied grammar, vocabulary and narrative structures from which they can draw to express their ideas. Pupils should be beginning to understand how writing can be different from speech. **Joined handwriting should be the norm**; pupils should be able to use it fast enough to keep pace with what they want to say.

Statutory requirements

Handwriting

Pupils should be 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 unjoined
- increase the legibility, consistency and quality of their **handwriting** [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be using joined **handwriting** throughout their independent writing. **Handwriting** should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Statutory requirements

Handwriting and presentation

Pupils should be 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.

Notes and guidance (non-statutory)

Pupils should continue to practise **handwriting** and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of **handwriting** is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Statutory requirements

Handwriting

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.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Notes and guidance (non-statutory)

At the beginning of year 1, not all pupils will have the spelling and **handwriting** skills they need to write down everything that they can compose out loud.

Pupils should understand, through demonstration, the skills and processes essential to writing: that is, thinking aloud as they collect ideas, drafting, and re-reading to check their meaning is clear.

Statutory requirements

Handwriting

Pupils should be 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 unjoined
- 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.