Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum and therefore should be taught regularly and systematically. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches children to join letters and words as a series of flowing movements and patterns.

**Aims**

Children understand the importance of clear, neat presentation in order to communicate meaning effectively and develop a fluent, comfortable, legible, joined handwriting style across the curriculum and for a range of purposes.

**Initial teaching of letter formation**

The letters of the alphabet can be sorted into four main movement groups. This helps children remember the starting points and subsequent movements of these letters and particularly helps children discriminate between b and d.

The four groups are:

- Up, down and off in another direction, exemplified by the letter l (long ladder): letters i, j, l, t, u, w, y
- Up, down, up and over, exemplified by the letter r (one-armed robot): letters b, h, k, m, n, p, r; (numbers 2, 3, 5 follow a clockwise direction)
- Up and over, back around...+ exemplified by the letter c (curly caterpillar) letters: c, a, d, e, g, o, q, f, s; numbers: 0, 6, 8, 9
- Zigzag letters: v, x, z; numbers: 1, 4, 7

**Foundation Stage**

Children will have the opportunity to develop their fine and gross motor control with a range of multi-sensory activities. Children will be taught to correctly form and orientate all upper and lowercase letters as new grapheme phoneme correspondences in accordance with Letters and Sounds Phonics Programme. During daily phonics sessions, teachers will model and children will practise the cursive font with lead-in and lead-out strokes and children will develop and secure a comfortable and efficient pencil grip.

**Key Stage One**

Once the formation of all letters is correct, children can then begin to learn to join letters, focusing on the four handwriting joins:

- Diagonal joins (no ascenders) e.g. ai
- Horizontal joins (no ascenders) e.g. oa
- Diagonal joins to ascenders e.g. ob
- Horizontal joins to ascenders e.g. ol
Throughout Key Stage One children will write with a pencil. During daily phonics sessions, teachers will model and children will practise joining the cursive font and children will learn to have the correct posture and to be consistent with the size and positioning of letters and the spacing of words. Capital letters must not be joined to the next letter. This skill should also be modelled by teaching staff in all literacy and phonics sessions, throughout all writing in children’s books and on displays as necessary.

**Key Stage Two**

During Key Stage Two, children should be taught to write legibly in a joined cursive style with increasing fluency and speed. During weekly spelling or SPaG sessions, teachers will model and children will practise this cursive style. Handwriting will also be modelled and practised in all literacy sessions, throughout all writing in children’s books and on displays as necessary. All Key Stage 2 children will write in pencil until the class teacher assesses a child’s handwriting as neat and correctly formed when they can issue a ‘pen licence’ which allows the child to write in pen in all lessons except maths which will be completed in pencil. Children should use a blue ink pen.

**Left handed children**

Left handed children should be positioned on the left of a right handed child so that they are not competing for space. Other possible adaptions: paper may be slanted a little to the left, the pencil can be held further from the point so that their vision of the letters is not blocked as they are writing and time may need to be factored in for teaching some left to right exercises.

**Handwriting across the curriculum**

It is important to ensure that appropriate attention to handwriting and presentation takes place in all other areas of the curriculum outside the explicit teaching of handwriting, allowing teachers to model and reinforce good handwriting and presentation, during shared writing and when marking children’s books.

**Inclusion**

Children identified as not making expected progress in their handwriting should be given targeted support. This may be with the discrete teaching of some individual letters causing difficulty. For those needing support with developing the fine motor skills necessary for good letter formation, please liaise with the Inclusion Manager to develop an individual program.

**Computer Font**

A cursive font is available for use in shared writing and for displays. It is called JoinitC30 and can be found on the drop down font list in word.