



## **South Marston CofE Primary School**

### **Handwriting Guidelines**

At South Marston Primary School, we recognise that handwriting is a fundamental life skill. Fluent, legible handwriting supports composition, spelling and overall writing quality. When children can write automatically and confidently, they are able to focus on the content of their writing rather than the mechanics.

We are committed to a consistent, progressive approach to handwriting across the school to ensure high standards of presentation and pride in written work.

#### **Our aims are to ensure that all pupils:**

- \* Develop a fluent, legible and efficient handwriting style
- \* Take pride in the presentation of their work
- \* Understand correct letter formation and joins
- \* Develop stamina and speed appropriate to their age
- \* Use a consistent handwriting style across all subjects

### **Handwriting Scheme and Progression**

#### **Pre School to Year 4:**

From Pre School to Year 4, handwriting is taught through the *Ruth Miskin handwriting scheme*, alongside the *Read Write Inc.* phonics programme where appropriate.

#### **Early Years (Pre School and Reception):**

- \* Focus on gross and fine motor skill development
- \* Correct pencil grip, posture and paper positioning
- \* Pre-writing patterns and letter formation

- \* Teaching correct formation of lower-case and capital letters
- \* Beginning to write simple words with accurate letter formation

### **Key Stage 1 (Years 1 and 2):**

- \* Reinforcement of correct letter formation
- \* Consistent letter sizing and orientation
- \* Introduction of simple joins (as appropriate within the Ruth Miskin scheme)
- \* Writing on lines with correct letter size and positioning
- \* Increased fluency and confidence

### **Lower Key Stage 2 (Years 3 and 4):**

- \* Secure, consistent letter formation
- \* Development of joined handwriting
- \* Increased fluency, speed and stamina
- \* Writing that is legible and consistent in size and spacing
- \* Application of handwriting skills across all curriculum areas

By the end of Year 4, pupils are expected to be writing in a legible, joined style with increasing automaticity.

### **Year 5 and Year 6:**

In Years 5 and 6, pupils consolidate and refine their handwriting using the *Twinkl Continuous Cursive* scheme.

The focus in Upper Key Stage 2 is on:

- \* Securing a fully joined, continuous cursive style
- \* Consistent slant, spacing and letter size
- \* Writing with fluency and increasing speed
- \* Developing a mature, neat presentation style
- \* Applying handwriting consistently across all subjects

By the end of Year 6, pupils should be able to write fluently, legibly and at speed in a consistent continuous cursive style.

### **Teaching and Learning**

- \* Handwriting is taught explicitly and regularly in all year groups.
- \* Short, focused sessions take place at least 3–4 times per week in EYFS and KS1, and at least weekly in KS2 (or as needed).
- \* Teachers model correct letter formation and joins consistently.
- \* High expectations for presentation apply across all subjects.
- \* Left-handed pupils are supported appropriately (correct seating, paper position and modelling).
- \* Staff use consistent language when teaching letter formation and joins.

### **Presentation Expectations**

Across the school:

- \* Pupils write the date and learning objective as appropriate to age.
- \* Work is completed in pencil in EYFS and KS1.
- \* In KS2, pupils use pencil or handwriting pens once handwriting is consistently joined and legible (pen licence may be awarded).
- \* Errors are crossed out with a single line.
- \* Books are kept neat and well cared for.

### **Inclusion and Support**

We recognise that some pupils may require additional support with fine motor development or handwriting fluency.

Support may include:

- \* Targeted fine motor intervention
- \* Additional handwriting practice
- \* Adapted writing tools (e.g. pencil grips, sloping boards)

\* Individualised support plans where necessary

Reasonable adjustments will be made for pupils with SEND in line with individual needs

### **Monitoring and Assessment**

Handwriting is monitored through:

\* Book scrutinies

\* Learning walks

\* Pupil voice

\* Ongoing teacher assessment

The English Subject Lead is responsible for monitoring the implementation and consistency of this approach.

### **Equal Opportunities**

All pupils are entitled to high-quality handwriting instruction regardless of gender, ethnicity, ability or background.