**Keevil/Acorn Education Trust**

**Primary School Handwriting Expectations**

**Handwriting/ Presentation**

* Cursive can be taught from reception but as a minimum child to print letter and develop lead outs. Individual schools to decide on lead ins.
* From Year 1 cursive is compulsory developing lead in and lead out’s.
* There is an expectation that handwriting is actually taught every day in KS1. This can be either as a discreet handwriting lesson or incorporated into spellings or starter activity.
* In KS2 handwriting is practised every day as a discreet handwriting lesson or incorporated into spellings or starter activity.
* All pupils are to begin writing in pencil, but we should be encouraging use of pen as early as possible and so a pen license system is implemented from Year 2.
* All pupils are to have used a pen by Term 3 of year 6. This is in preparation for secondary education.
* Some SEND pupils may receive a pen license early due to their individual needs.
* Choice of pen is important. Trial pen system to be used for handwriting before a judgement is made.
* Children to work through a handwriting reward system throughout the school as their handwriting improves; suggest bronze, silver, gold and platinum.
* When moving on to a new teacher children need to demonstrate handwriting competency. If this is not to the required standard then license can be revoked.
* Presentation expectations should be encouraged across all subjects so that standards of writing in history or science are just as important as in English.
* DUMTUM system can be used.

**D**: Date

**U**: Underline with ruler

**M**: Miss a line

**T**: Title

**U**: Underline

**M**: Miss a line and start.

* Where a learning objective is used this should be written or stuck in.
* Individual schools are to adopt their preferred cursive writing style.
* Important that children see cursive on displays and that teachers maintain a good standard of handwriting.
* Examples of writing should be displayed at all times in all subjects.
* The National Curriculum step system should be referred to for what is expected at the end of each year group. (see Appendix 1)

**Appendix 1**

**National Curriculum Handwriting Steps for KS 1 & 2 from September 2014**

The requirements for handwriting teaching in Y1-6 in England quoted directly from the document: Statutory guidance National curriculum in England: English programmes of study

The programmes of study for writing at key stages 1 and 2 are constructed: • transcription (spelling and handwriting) • composition (articulating ideas and structuring them in speech and writing).

**Key Stage 1: Year 1** - 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.

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.

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

**Key Stage 1: Year 2** - In writing, pupils at the beginning of year 2 … should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

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.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

**Lower Key Stage 2: Years 3-4** Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

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, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters (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.

**Upper Key Stage 2: Years 5-6**: Pupils should be able to write down their ideas quickly. By the end of year 6, pupils’ reading and writing sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7.

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, as part of their personal style, whether or not to join specific letters

• choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

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 (e.g. quick notes or a final handwritten version). They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

**Key Stage 3** Pupils should continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. …write accurately, fluently, effectively and at length for pleasure and information.