



Alexandra Infants' School and Alexandra Junior School



Handwriting and Presentation Policy

This is the handwriting policy for both Alexandra Infants' School and Alexandra Junior School. Alexandra School's understand that every child has the right to an education (*as in accordance in with UNCRC article 28*). The teaching of handwriting will fulfil the children's rights.

Introduction

This document sets out Alexandra Infants' School and Alexandra Junior School approach to handwriting and presentation. It sits within the context of the school's vision and the other policies of the school; it applies to the whole school community – governors, staff, pupils and parents/guardians/carers.

The School follows the national framework for the Early Years Foundation Stage (EYFS), Key Stage 1 (KS1) and Key Stage 2 (KS2) and the handwriting requirements of that framework apply in full to both schools.

The outcomes that we will strive to ensure all our pupils achieve are:

- Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

Handwriting is of fundamental importance to educating our pupils because pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised. The mastery of handwriting is therefore one of the key priorities at both schools.

Handwriting in EYFS - General Principles

Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, the school has chosen to use squiggle whilst you wiggle as a pre writing scheme.

The programme has four threads focuses on children getting ready to write and develops gross motor movements that will then translate into fine motor movements. The movements taught are closely linked to letter shapes.



Key aims:

- Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on.
- Pupils are not expected to write, but focus on ensuring that they have good gross motor skills in order to refine fine motor when ready.
- The different components of writing are mastered individually before being used in combination.
- Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.
- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start.
- Correct pencil grip is taught from the start (i.e. as soon as a tri-pod grip is developmentally appropriate).
- Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

Handwriting in Foundation Stage

Pupils in FS1 will spend time developing gross motor skills and building stronger bodies from Autumn Term. Squiggle whilst you wiggle sessions take place daily.

Pupils in FS2 will be taught a non-cursive handwriting style in line with our SSP. Reception will spend at least 15 minutes of the school day four times a week in discreetly taught sessions.

Handwriting in KS1

Children will take part in handwriting activities to continue to develop a legible handwriting style. Practise is completed using guidelines to ensure correct formation of letters, this is further supported in English books as these also have guidelines.

KS2

In KS2, children are expected to have mastered the cursive script and present work which is legible. If a child needs to continue to practise the cursive script, a small intervention group will take place in an afternoon.



Presentation

Class teachers are responsible for displays on the walls of their classrooms. Displays will be relevant, up to date, in good condition and reviewed at least once a term.

Children will be challenged by the class teacher if the appropriate handwriting style has not been followed. This will be monitored SLT and English leads during book monitoring.

Inclusion

The starting points for educating all pupils are the same: an acceptance of diversity, pupils' rights, and the knowledge that all pupils can learn if they receive good teaching. All pupils have a right to effective teaching and full participation in the community of a school as set out in international agreements (the UN Convention on the Rights of the Child, 1989) and education law in England (the Equality Act, 2010 and the Children and Families Act, 2014).

At Alexandra Infants' and Junior School it is our belief that all children have an equal right to a broad and balanced curriculum, which enables them to meet their full potential. Through our teaching we provide learning opportunities that are ambitious for all and enable all pupils to make good progress.

Teachers set high expectations for all pupils in English and handwriting. They will use appropriate assessment to set ambitious targets and plan challenging work for all groups, including:

- More able pupils
- Pupils with low prior attainment
- Pupils from disadvantaged backgrounds
- Pupils with special educational needs (SEN)
- Pupils with English as an additional language (EAL)

(For further details, see separate policies)

Teachers will plan lessons so pupils with SEN and/or disabilities can study English and handwriting, and ensure that barriers to learning are reduced through adaptations as part of high-quality teaching. Teachers will also take account of the needs of pupils whose first language is not English. Lessons will be planned so that teaching opportunities help pupils to develop their English, and to support pupils to take part in English.

Further information can be found in our statement of equality information and objectives, and in our SEN policy and information report.



As a school we strive to ensure that all children, staff and members of our school community are treated fairly and equally. All children have equal rights to access all areas of the curriculum, regardless of race, gender, religious beliefs, sexual orientation and disability. Within this subject area, the Senior Leadership Team (SLT) and all staff endeavour to provide the appropriate provision for this to occur. This policy follows the guidelines and practices that are stated and outlined in Alexandra Infants' and Junior Schools Equality Scheme. Please see this policy for further detail.'

Policy updated: May 2016

Updated December, 2017 by Claire Mountford and Hayley Thompson. (English Lead and Deputy)

Updated July 2019 by A Smith (Assistant Head teacher at Alexandra Infants' School)

Updated June 2020 by Lauren Davenport (KS1 English Lead)

Updated June 2021 by Lauren Davenport (KS1 English Lead) and Claire Mountford (KS2 English Lead)

Updated April 2022 by Hayley Thompson (Acting KS1 English Lead) and Claire Mountford (KS2 English lead)

Updated July 2022 by Hayley Thompson (Reading Lead)

Updated October 2022 by Lauren Davenport (Writing Lead)

Updated June 2023 by Lauren Davenport (Writing Lead)

Updated May 2024 by Lauren Davenport (KS1 English Lead)

Updated May 2025 by Lauren Davenport (KS1 English Lead)

Updated February 2026 by Lauren Davenport (KS1 English Lead)

This policy will be reviewed annually.