

**WESTFIELD COMMUNITY SCHOOL**



# **Handwriting Policy**

**September 2025**

At Westfield, we recognise handwriting as a vital skill that supports children's overall literacy development. Our policy is based on the principles and structure of **Martin Harvey's Achieving Excellence in Handwriting**, which promotes a clear, fluent, and legible handwriting style through a consistent, developmental approach from EYFS to Year 6.

Our handwriting policy aims to:

- Develop a consistent whole-school approach to handwriting.
- Foster pride in presentation and the written word.
- Enable all pupils to write legibly, fluently, and at speed.
- Ensure handwriting is a taught skill, with regular and focused sessions.
- Provide continuity and progression in handwriting teaching and expectations.

### **Teaching and Learning Principles**

Following the Martin Harvey scheme, Westfield adopts a developmental and modelled approach to handwriting. The key principles include:

- **Posture and Pencil Grip:** Early focus on correct sitting position, pencil grip, and paper positioning, with consistent routines and phrases and terminology used throughout school to ensure these become thoroughly embedded.
- **Gross and Fine Motor Skills:** Embedded in EYFS and KS1 to support control and coordination.
- **Consistent Letter Formation:** Taught using a specific sequence, with broken and solid guidelines used to support and reinforce correct letter size, shape and line positioning.
- **Semi-Cursive Approach:** A clear transition from print to a joined semi-cursive style by early KS2.
- **Modelled and Guided Practice:** Teachers model formation, joins, and layout explicitly. A visualiser and handwriting paper or suitably lined flipchart paper should be used for handwriting modelling, with each letter/join fully explained and modelled.
- **Regular Practice:** Handwriting taught at least 3 times per week in discrete 15-20 minute sessions, following the Martin Harvey suggested lesson outline. The first week of each term will have a more intensive focus, with a handwriting lesson taught daily. Appropriate-sized handwriting paper should be used for each pupil, with teachers paying due regard to each individual's level of need. Pupils will write using pencil, moving to pen only when they have secured the consistent, fluent, joined style expected.
- **Writing books with guidelines:** to further support pupils' handwriting, children's English books will have handwriting guidelines, with these gradually reducing in spacing size as pupils moved through school and refine their skills.

## **Inclusion and SEND**

We recognise that not all children develop handwriting at the same rate. Adaptations and interventions may include:

- Specialist handwriting interventions.
- Pencil grips, sloped boards, or alternative writing tools.
- Modified paper (e.g. wider lines, coloured backgrounds).
- Alternative means of recording when appropriate.

Progress is monitored closely, and support is tailored to individual needs in consultation with the Inclusion Co-ordinators.

## **Assessment and Monitoring**

- Regular formative assessment during handwriting lessons.
- Termly review of handwriting samples.
- Monitoring by subject leads and SLT.
- Celebration of excellent handwriting through displays, awards, or handwriting certificates.

## **Staff Training and Support**

Training and refresher sessions on the Martin Harvey Handwriting Scheme are provided regularly to ensure staff confidence and consistency in teaching handwriting. All materials relating to the scheme are saved centrally on Teacher Drive for all staff to access.