

St. Mary's R.C. Primary School



Handwriting Policy 2024

Vision:

We believe that every child is a gift from God, therefore, we aim to provide an outstanding and happy Catholic education which develops the 'whole child' whilst enabling them to reach their full potential.

Mission statement:

We love God ... so we follow the examples of Jesus

We love learning ... so we always do our very best in everything

We love each other ... so we treat each other as we want to be treated

INTENT:

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

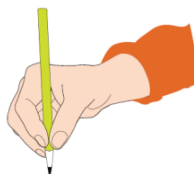
At St Mary's RC Primary School our aims in teaching handwriting are:

- To enable children to write in a consistent, well presented and legible format.
- To have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching handwriting.
- To ensure that from the Summer Term of Year 2 to the end of Year 6 children are using a cursive writing style.
- To make sure all children know the difference between lower and upper case letters.
- To ensure the key skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To encourage the progression and development of each child's handwriting throughout the schools into a fluent, legible and individual style.

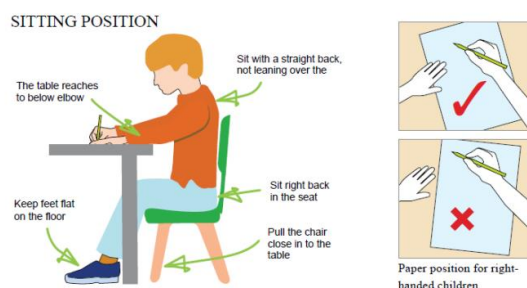
IMPLEMENTATION:

Children will be taught to:

- Hold a pencil correctly. Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



- Adopt the correct posture when writing. Children should be encouraged to adopt the correct writing position as shown below.



(Children who are left handed should reposition the paper the other way and sit to the left hand side if seated next to a right handed child)

- Write from left to right and from top to bottom of the page
- Start and finish letters correctly in a cursive style (from the Summer Term of year 2 onwards)
- Form regularly sized and shaped letters
- Use regular spacing between letters and words
- Take a pride in their written work and the overall presentation.
- The cursive script agreed at St Mary's RC Primary School is shown below.



- Follow the National Curriculum guidance shown below.

NATIONAL CURRICULUM GUIDANCE:

The National Curriculum English Programmes of Study provide guidance on teaching handwriting:

Reception pupils should be taught to:

- Hold a pencil effectively– using the tripod grip in almost all cases.
- Begin to show accuracy and care when drawing.
- Write recognisable letters and numbers, most of which are correctly formed.

Year 1 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
- Make links with phonics and spelling

Year 2 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 not joined
- 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

Year 3-4 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 not joined
- 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 do not touch.

Year 5-6 pupils should be taught to:

- Write legibly, fluently, with increasing speed and personal style 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)

Notes and guidance (non-statutory)

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, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form

TEACHING OF HANDWRITING:

EYFS:

Handwriting in the Foundation Stage Good handwriting relies on secure motor control and hand-eye coordination. Children should learn handwriting through movement with the actual writing of letters and numbers as the ultimate aim.

Children will:

- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters and numbers
- Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.
- Write some or all of their name
- Read individual letters by saying the sounds for them.
- Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.

Throughout the Foundation Stage, children will also need lots of opportunities to develop:

- Physical control through large-scale movement such as outdoor play. Balancing, climbing, marching and moving to music.
- Manipulative skills such as using tools, cooking utensils and scissors.
- Fine motor control and hand-eye coordination, through activities such as jigsaws, threading, cutting and manipulating 'small world' equipment.

KS1:

In Key Stage 1 all children should receive a daily handwriting session within Bug Club phonics sessions and handwriting will be linked to phonic development with the introduction of new sounds written in a print style during Bug Club lessons. The focus will be correct formation of letters for both lower and uppercase. Year 1 will use handwriting guidelines to begin showing the children the correct sizing of letters and to help with spacing of words. Our aim is that by the end of year one children will be forming all letters correctly. In Year 2 adults will begin to model cursive writing from the beginning of the year. The children will be encouraged to continue the development of their handwriting and letter formation which they should transfer into all their independent writing. The use of line guides should be phased out by the end of Spring Term, or earlier for any who need it based on teacher judgement. This is to encourage writing in their exercise books. They will also

continue to link their handwriting to their phonic development. The cursive flick outs will be taught from Summer Term ready for KS2. This can be earlier for children who have mastered the letter formation and sizing. Anyone who hasn't mastered this will continue to focus on correct letter formation and sizing but will still be exposed to the cursive font through teacher modelling and marking.

KS2:

In Key Stage 2 all children will receive a three handwriting sessions for a minimum of 10mins a week and have a focus at the start of every lesson on whiteboards, paper or in books on certain letters or words. In Year 3 children will begin to develop their use of cursive handwriting building upon the skills they have learnt in Key stage 1, focussing on the cursive flicks in and out of letters and joining vowel digraphs/trigraphs. In Year 4 children will develop their joins using the cursive font focussing on joining full words. In years 5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum. Those children whose writing is neat and legible may be encouraged to use handwriting pens. If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups with a focus on letter formation and sizing first then moving on to practicing correct cursive joins.

MARKING, FEEDBACK & ASSESSMENT:

We emphasise constructive feedback. In handwriting sessions and during independent work it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs. If found when marking, a green pen will be used to model correct formation for the children to do again at the start of the next lesson. Children use our 'Writing Non-negotiables', which includes references to the expectations of handwriting to ensure that their work meets expectations. Children to be assessed on their handwriting based on the National Curriculum guidance and expectations during final published writing pieces. Intervention groups will be in place for any child who needs the extra support.

RESOURCES:

We will be using a range of resources from Twinkl using the Twinkl cursive bank of resources to support teaching of handwriting. Bubble handwriting resources are available to use to challenge and encourage the joining of full words based on the keys spelling rules.