



Handwriting Policy

St John's Catholic Primary School

2022/2023

This policy was adopted September 2022

This policy will be reviewed September 2023

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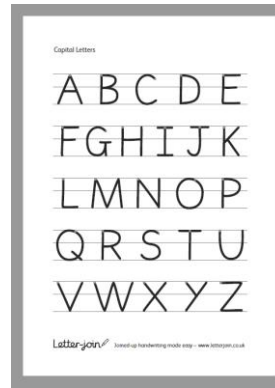
1 Introduction

Here at St John’s Catholic Primary School, we are very proud of our pupil’s handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a catalyst to speedy handwriting, we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.



2 School Aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

3 Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking and comments.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

4 Handwriting Frequency

Our teachers Handwriting is a cross-curriculum task and will be taken into consideration during all lessons.

Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Teaching staff will follow the sequence and progression of Lesson Plans, as recommended and stipulated by Letterjoin.

RECEPTION:

For our youngest pupils we aim for daily sessions, incorporated within the daily provision of phonics led tasks and activities.

This will include the following:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

YEARS 1 TO 2:

Tuition will continue with two or three weekly sessions, within Phonics or Spelling led sessions, totalling 30 to 45 minutes covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.

YEARS 3 TO 6:

Handwriting techniques will be taught during bespoke intervention sessions totalling 30 to 45 minutes teaching.

It is recommended that Y3 to Y6 follow the Letterjoin Handwriting Recovery provision plan.

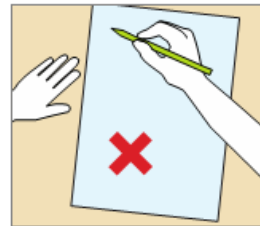
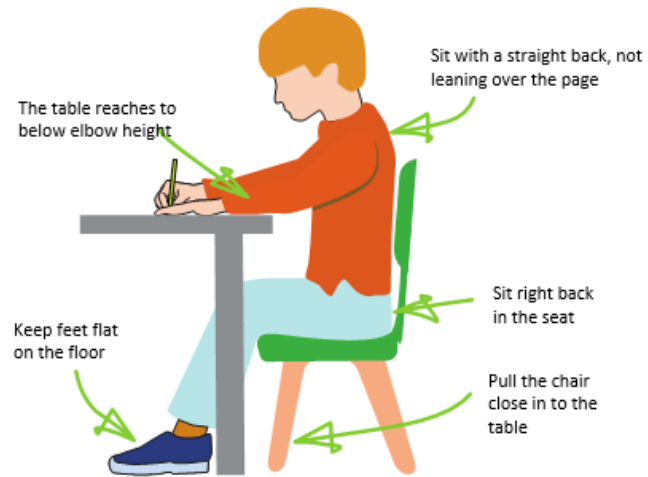
This will include:

- Cursive handwriting re-enforcement.
- Form-filling/labelling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing.

5 Correct Posture and Pencil Grip for Writing

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

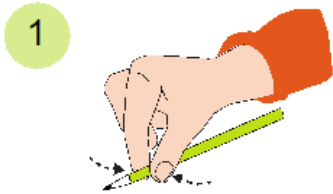
SITTING POSITION



Paper position for right-handed children

6 The Tripod Pencil Grip

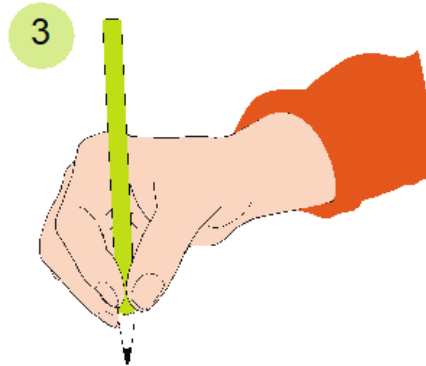
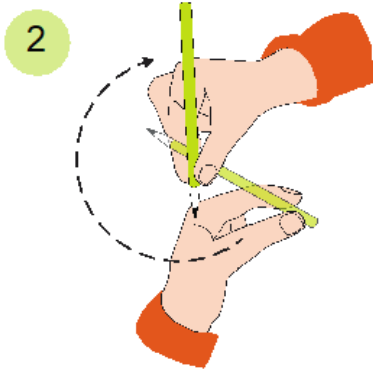
Both right- and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



1) Grip the pencil with your index finger and thumb with the nib pointing away.

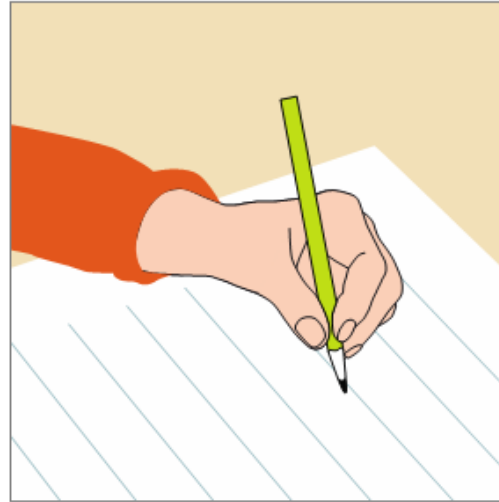
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

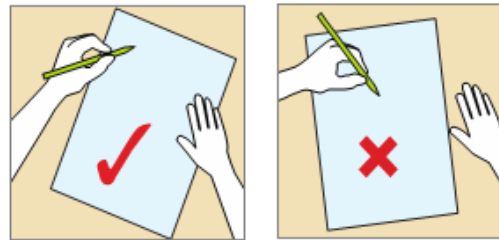


7 Left-Handed Children

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children

8 Inclusion

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level. Handwriting will never be seen or considered as a barrier to academic achievement and | or success.

9 Pens and Pencils

In KS1, children are encouraged to start handwriting using a soft pencil.

From Y4, and when fine motor skills have been firmly established, a handwriting pen can be used.

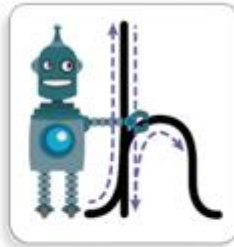
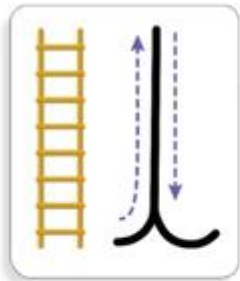
It is recommended that this choice is determined by teacher choice.

Children will use either a black Berol handwriting pen, or a black BIC biro.

Once a child has started using a pen, they can always resort back to pencil should they struggle for consistency of quality, clear handwriting.





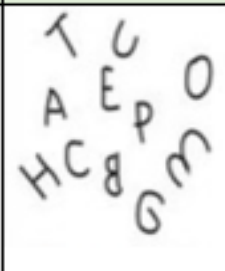
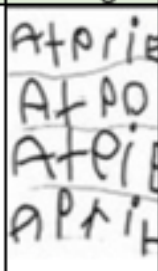
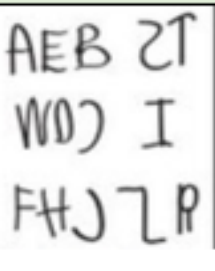
10 Teaching in Reception

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.



EYFS Writing Progression Map

WRITING SOUNDS, ORDERING SOUNDS, SENTENCE WRITING

I can write my name	I can write some recognisable letters when I write	I am working on representing some sounds in order when I sound out	I can write initial and end sounds	I can write cyc words using phase 2 sounds I am starting to write pb, 2 tricky words	I can write cyc words using some digraphs. I am starting to write pb, 3 tricky words	I can write simple captions lists to match a picture	I can write a simple sentence using my phonic knowledge and knowledge of tricky words	I am starting to use a full stop. I can reread what I have written.	I am starting to use some finger spaces between my words. I am forming my letters correctly. I am starting to use capital letters.	My writing can be read by others. Some words are spelled correctly and others are phonetically plausible I can spell many HFW words
Pre Phonemic Stage										
Pictures	Random Scribbling	Scribble writing	Symbols that represent letters	Random letters			Letter Strings	Letter groups		
										
Picture tells a story to convey message	Starting point at any point of paper	Progression is from left to right	Mock letters or symbols			Letter strings move from L to R and move down the page	Separated by spaces to resemble different words			

Early Phonemic Stage	Letter name stage		Transitional Stage			
	Environmental print	Beginning sounds Random and initial consonants	Initial and final sounds appear	Vowel sounds appear Evidence of tricky words	All syllables represented	Inventive spelling
<p>the I see li 12345 and m</p>	<p>I V A D</p>	<p>We wn to the s (We went to the store.)</p> <p>I lk mi</p>	<p>Theh can r (The horse can run.)</p> <p>I lik to pla cat.</p>	<p>My favorit di the stegos</p>	<p>To daye i to play with white boars the shapes I won to with my f</p>	<p>One day I saw my Frid it was Israel and Antonio and They got lost I had them. The end</p> <p>Today I am the star with m I am going to by for my brothers brth is thre yers old.</p>
Awareness of print, copied from surroundings	Beginning and ending letters are used to represent words		Medial sound may initially be written as a consonant. Vowels begin to appear.	A child hears <u>beginning, middle and end</u> sounds.	Whole sentence writing develops.	

11 Teaching in Key Stage One

- Write legibly using upper- and lower-case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

12 Teaching in Key Stage Two

- Improve quality, speed, and stamina of handwriting.
- Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.
- Have full knowledge and ability of the different forms of handwriting for different purposes:
- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for notetaking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.