

St Mary's Catholic Primary Voluntary Academy

Policy on Handwriting



A love of learning
A desire for God

Aims

- To have a consistent cursive approach across the whole school to ensure **high levels** of presentation
- To adopt a common approach towards handwriting **by all adults in EYFS, KS1 and KS2** when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting by the end of KS2.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.
- Children in KS2 are to be encouraged to develop their own handwriting style.

Teaching and Learning

As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.

- Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

This policy is also in-line with new Government guidance on handwriting and the stages of fine motor skill development in children.

Our agreed cursive style is as below:

The letters will be taught in the following order/groups:

1. i l t u w e c o a d n m h

2. j y g q b p k v s r f z x

Early Years Foundation Stage (EYFS): Communication, language and literacy

- Children will not be introduced to the cursive and pre-cursive style of handwriting through signs, labels and displays until KS1. All writing will be in print.
- Implements such as chunky triangular pencils, large chalks and chunky pens etc. are used by pupils to rehearse skills on paper, chalk boards, pavement etc.
- Children's fine motor skills are developed through the use of activities such as finger gyms.
- [Pre-handwriting letter patterns](#) are used to teach a child the shapes and directional pushes and pulls of the writing tool required to form letters. Once they have mastered the pre-handwriting patterns they are ready to learn how to form letters.
- Children are to be taught letter formation through the RWI letter formation rhymes.
- Children are given a triangular pencil to encourage a three-point pencil grip but adults recognise not all children will be developmentally ready to establish this grip.

Key Stage 1 & Key Stage 2

- Within KS1 and KS2, every class will have at least two 15-minute handwriting sessions per week.
- Year 1 and Year 2 will introduce pre-cursive handwriting. Year 3 and 4 will introduce joining handwriting. Year 5 and 6 will continue to embed cursive handwriting with year 6 leading on to developing their own style.

In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practiced by children.

- Handwriting books are to be used for handwriting specific exercises in KS2.
- In KS1, children will use four-lined handwriting books and a range of resources to promote pattern memory.
- Displays in classrooms and corridors should include models of cursive script where possible

Posture

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- Always make sure that the hand which is not holding the pencil or pen holds the paper. Implements
- Children use a standard HB pencil, well sharpened.
- When the class teacher deems a child ready, they are given a pen license. They will be provided with a special handwriting pen.
- A pencil is always used within maths regardless of whether children have a pen license.

Planning

During handwriting sessions, children will apply taught formations to letters, words or parts of text **relevant to their current learning**. For example, they may practice the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or topic work or use parts of text from guided reading or literacy texts. There is no expectation that formal written plans will be provided by staff. Books,

photocopies and photographs will be used as evidence for the progression of handwriting.

Resource

The school uses the system **Letterjoin** to support the teaching of handwriting. This provides models of forming letters, word samples and a way to producing text using the agreed school cursive system. Each class teacher has a log on for the website so they can produce text and worksheets to support teaching and learning.

Use of ICT

Letterjoin provides an APP version of the software available for use by children on iPads. Children can watch the animations then trace the patterns, letters and words on the iPad for large scale handwriting practice. A score is given for the accuracy of each pattern, letter or word.

Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention may be available for children who experience significant difficulties to practice pre writing skills and fine motor coordination.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments termly.

Homework

Pencils/Pens should be used in homework books and children are encouraged to use the cursive script in all written home learning. The agreed cursive style will be shared with all parents at the start of the school year by the class teacher.

Charlotte Walker

September 2021