St John with St Augustine C of E Primary School

Handwriting Policy

"With God's help, together, we aspire, achieve and believe."

Aims

At St John with St Augustine Primary School our aims in teaching handwriting are that the pupils will:

- achieve a neat, legible style with correctly formed letters in accordance with our chosen cursive style
- develop flow and speed
- eventually produce the letters automatically and in their independent writing.

To achieve these aims, the following principles are followed:

Teaching and Learning

Handwriting is taught through discrete lessons from EYFS to Year 6. Years 2 to 6 will use a separate handwriting book for this practice.

Red Rose Letter Formation: A phrase is used in order to embed the directionality and all letters start from the line. All adults who teach pre-cursive letter formation are encouraged to use the same approach as children learn effectively through repetition. The Red Rose handwriting patter is used from phase 2 onwards. This allows the children to see the correlation between phoneme and grapheme and supports the development of writing at the same pace as reading.

EYFS:

Children are taught to sit in the correct position, hold a pencil effectively, use the language needed to describe pencil movements, understand that letters are written on a base line and understand the different letter shapes.

Year 1:
Cursive handwriting will be introduced starting with beginning with lead ins and lead outs. Handwriting can also be linked to phonic development with the introduction of new sounds written in a cursive style. Our aim is that by the end of Year One, children will be forming all letters correctly.

Year 2:
Adults will model cursive writing from the beginning of the year. The children will learn and practice basic joins which they should transfer into all their independent writing. They will also continue to link their handwriting to their phonic development as they learn to write new sounds using a cursive writing style.

Year 3:
Children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1. The children will be taught the 4 handwriting joins (See appendix 1)

Year 4,5 and 6:
Children will be expected to use cursive handwriting in all areas of the curriculum. All children in Year 5 and Year 6 will be given the opportunity to use handwriting pens. This is a choice and if children prefer to write in pencil, they may continue to. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups.

Provision for left-handed children:

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case.
- pencils should not be held too close to the point as this can interrupt pupilṡ line of vision.
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- extra practice with left-to-right exercises may well be necessary before pupils write left-to right automatically.
- Children should be encouraged to have the correct sitting posture for good handwriting e.g. the bottom of the back to go into the back of the chair

Inclusion:

Many pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this within the class or through an SEN Support Plan. Teachers of children, whose handwriting is limited by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child. Pre-cursive letter formation is not necessary for children with SEND if writing is a barrier.

EYFS expectations

Pupils should be taught to:

Literacy – Writing ELG

Write recognisable letters, most of which are correctly formed; – Spell words by identifying sounds in them and representing the sounds with a letter or letters; – Write simple phrases and sentences that can be read by others.

Physical Development – Fine Motor Skills ELG

Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases; – Use a range of small tools, including scissors, paint brushes and cutlery; – Begin to show accuracy and care when drawing.

Key Stage 1 National Curriculum Expectations

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.

• 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 unjoined.

• 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.

Key Stage 2 National Curriculum Expectations

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 unjoined.

• increase the legibility, consistency and quality of their handwriting for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

• write legibly, fluently and with increasing speed by:

• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.

• choosing the writing implement that is best suited for a task.

Cross-curricular Opportunities

Teachers will seek to take advantage of opportunities to make cross-curricular links. They will plan for pupils to practise and apply the skills acquired through handwriting lessons to other areas of the curriculum.

Conclusion

This policy also needs to be in line with other school polices and therefore should be read in conjunction with the following school policies:

Teaching and Learning Policy

Feedback and Marking policy

Special Educational Needs Policy

Phonics and Early Reading Policy

English Policy

Behaviour and Relationships Policy

The First Join

A diagonal join from the bottom or top of a small letter to the top of the next:

ed eg ac as

iu ig iy

ar an am ap

aw ew ex ux

The Second Join

A diagonal join from a small letter to half way up an ascender and continues to the top of the ascender:

if ef uf il it ck ch

The Third Join

A horizontal join from the top of one letter, across and to the top of the next:

og wa wo fo

om ow

The Fourth Join

A diagonal join from a small letter to the top of an ascender:

ob of ff

wl rl

ob oh ok

Break Letters

x f