

St. Elizabeth's Primary School

Handwriting Policy

May 2022



Handwriting Policy

Here at St. Elizabeth's 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 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.

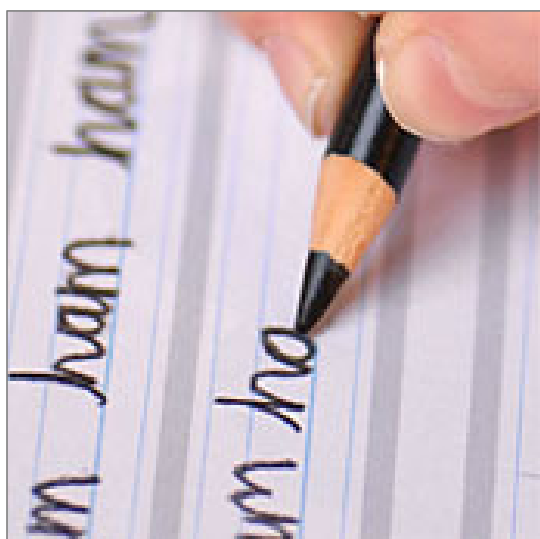
We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

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.

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.



Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), 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.

Handwriting frequency

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.

FOUNDATION – Y1

For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that 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 2 TO 3:

Tuition will continue with two or three weekly 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 4 TO 6:

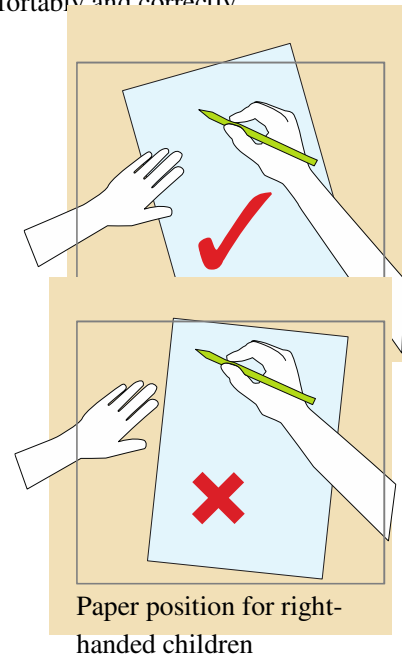
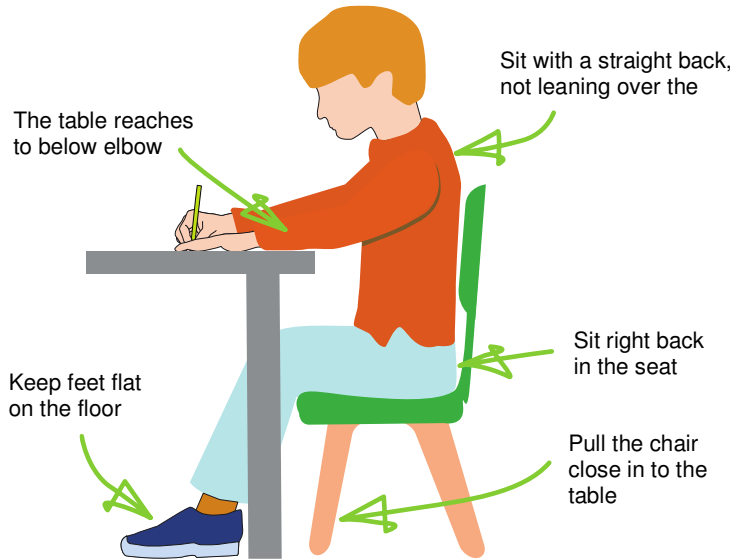
More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- 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.

Correct posture and pencil grip for handwriting

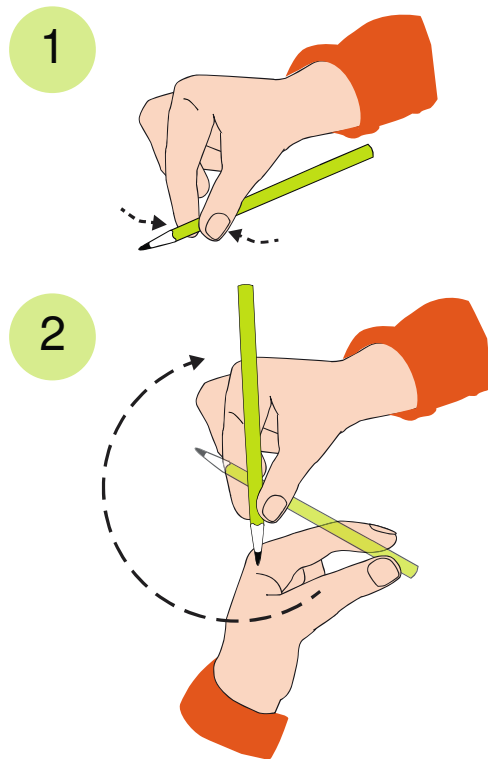
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



THE TRIPOD PENCIL GRIP

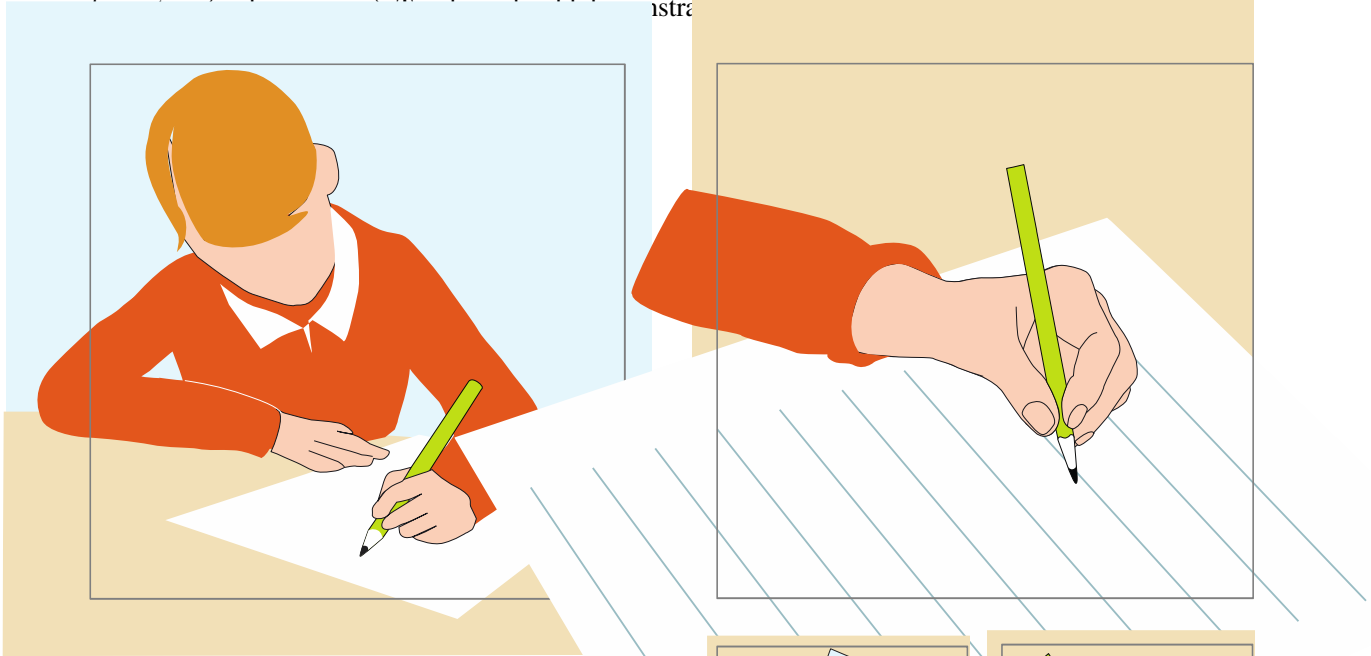
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



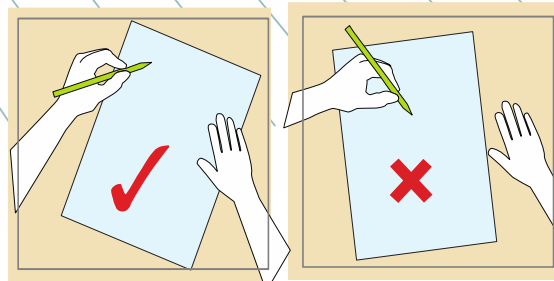
- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed writing instructions.



- 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

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. Some children will need higher levels of support and this will be included in their SEN support plans.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Presentation in books

Children must ensure that all work is presented neatly. The full date and title of all work must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed or rubbed out. Any drawings in books must be done in pencil. Rulers should always be used to draw straight lines.

Assessment

At St. Elizabeth's we monitor handwriting throughout each lesson and above all during independent writing tasks in their yellow writing books. Assessments are completed in the Autumn term to inform intervention and actions required for each individual pupil. Staff use the progression of skills and Letterjoin assessment tracker to assess where children are working. All children will be assessed within their own year groups. For those with specific handwriting needs, they will be assessed on where they are working and tracked to ensure progress. These assessments will allow us to standardize where children are working within their own year group. Children working out of their year group standard will be tracked to monitor progress using our progression of skills document along with the handwriting tracker.

Progression of Skills across year groups

Key stage 1

Three and Four-Year-Olds – Reception - Early Learning Goals

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils
- Shows a preference for a dominant hand.
- 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; write 'm' for mummy.
- Write some letters accurately.

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
Write recognisable letters, most of which are correctly formed.

Year 1

- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- To sit correctly at a table, holding a pencil comfortably and correctly.
- To form the digits 0-9.
- To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Year 2

- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- To form lower case letters of the correct size, relative to one another.
- To use spacing between words that reflects the size of the letters.
- To begin to use the diagonal and horizontal strokes needed to join letters.

Key Stage 2

At this stage when teachers consider it appropriate, according to the stage of each child’s development, children will be allowed to work in appropriate handwriting pens (black ink); biros and gel pens are not permitted.

Year 3

- To use a neat, joined handwriting style with increasing accuracy and speed.
- To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.

Year 4

- To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.

Year 5

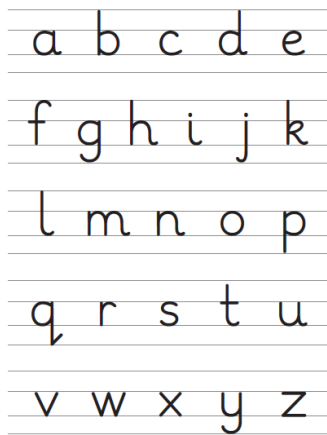
- To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
- To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
- To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.

Year 6

- To 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 and by choosing the writing implement that is best suited for a task.
- To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).

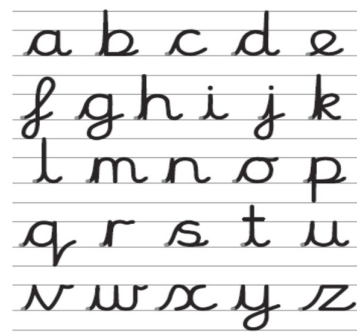
Chosen Alphabets

Printed Plus lower case letters



EYFS-Y1

Cursive Lower Case Letters



Letter-join Joined-up handwriting made easy - www.letterjoin.co.uk

Years 2-6

Monitoring and Evaluation

It is the role of the Handwriting subject leader, Georgia Alty, to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment data and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Head-teacher. Annual moderations also take place to ensure staff are up to date with any policy changes.