

St Paul's CE (VC) First School

Coven



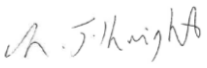
Handwriting Policy

March 2023



**St Paul's First School, Coven**

**Handwriting Policy**

Comments:	New policy written by C. Richards on 16 <sup>th</sup> March 2023 to link with our new handwriting scheme
Signed:	 L. Knight, Chair of LAC, 21/3/23
Reviewed:	



## Handwriting Policy

At St. Paul's we use Letter-join's on-line handwriting resource as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

### Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By 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.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

## Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



## Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

### *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 objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

## Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established and children are consistently producing neat cursive handwriting a pen licence will be issued along with a fountain pen.

## Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

## Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch



- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.



## Key Stage Teaching

### Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Children in EYFS are taught to print in line with the guidance from the DFE.

### Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

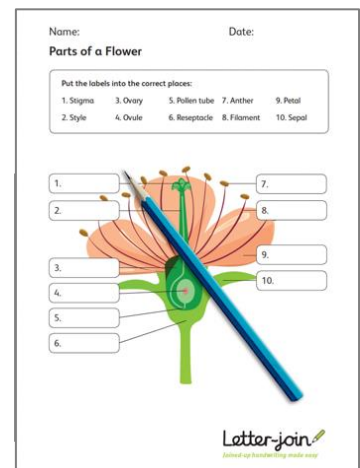
Children in Key Stages 1 and 2 at St. Paul's complete each module during their handwriting lessons which take place up to four times a week.

### Year 1

**Module 2 Cursive** contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources. It is divided into three sections covering:

- warm-ups, letter families and capital letters
- printed letters
- numbers and symbols

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

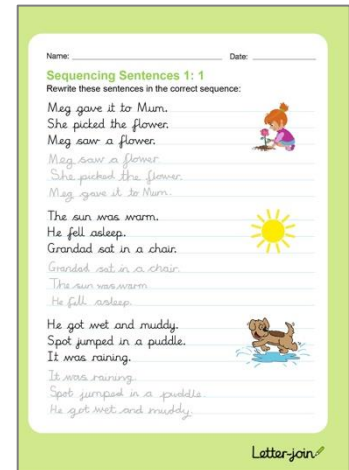


## Year 2

**Module 3 Cursive: Year 2** includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.



## Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue four times a week in Lower Key Stage 2.

**Module 4 for Year 3** is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.



**Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

**EXAMPLE**

Word of the Week: precarious

Write this week's word six times:

precarious    precarious    precarious  
precarious    precarious    precarious

Use a dictionary to find the definition of this week's word:

If something is precarious, it is not safe and likely to fall off or fall over.

Write some synonyms of this week's word:

insecure    risky    hazardous  
treacherous    unsafe    dangerous

Write some antonyms of this week's word:

safe    fixed    strong  
secure    protected    stable

Write a sentence using this week's word:

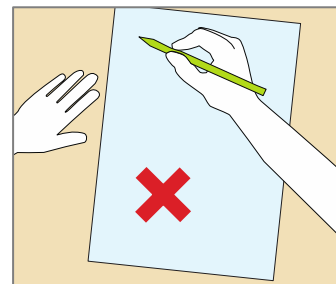
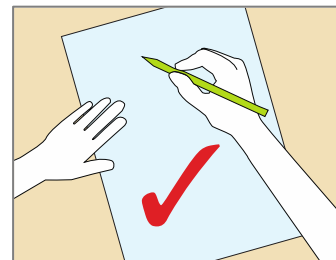
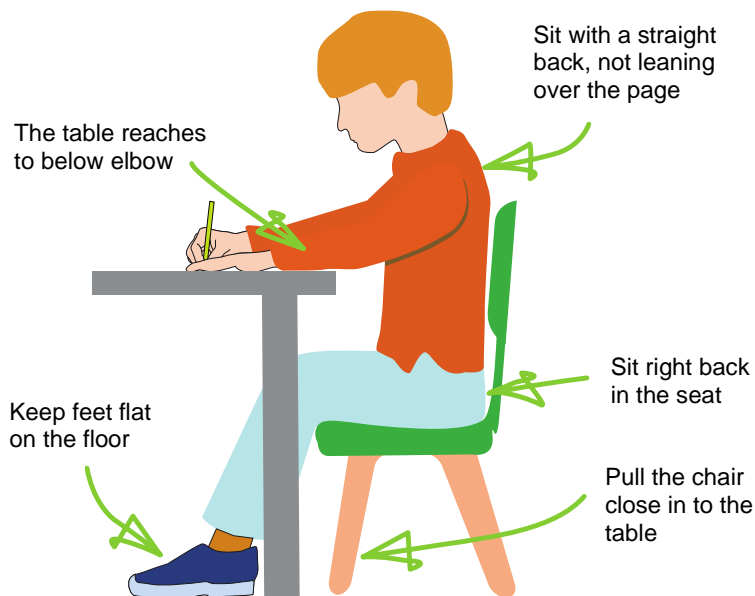
The cat was in a precarious position in the tree.  
 Beware: this cliff edge is precarious.  
 Take care on that precarious old ladder.  
 The stranded climber was in a precarious situation.

Letter-join

## 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



*Paper position for right-handed children.*

### LEFT-HANDED CHILDREN

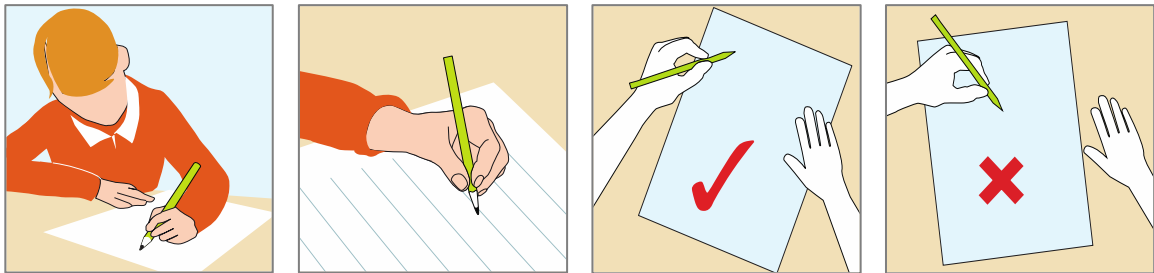
Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- 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.

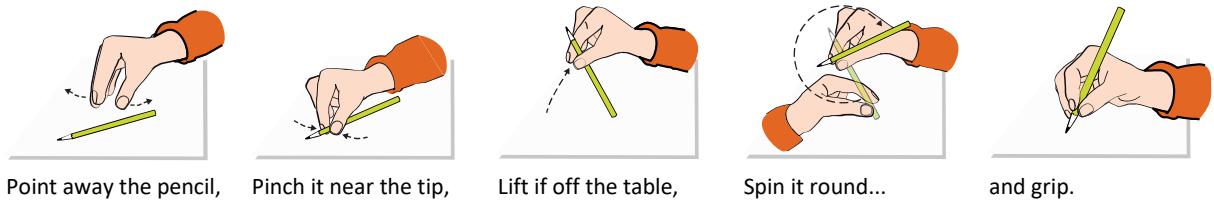


*Paper position for left-handed children.*

## 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. We use the Tripod Grip Rhyme:

### Right-handed pencil grip



Point away the pencil,

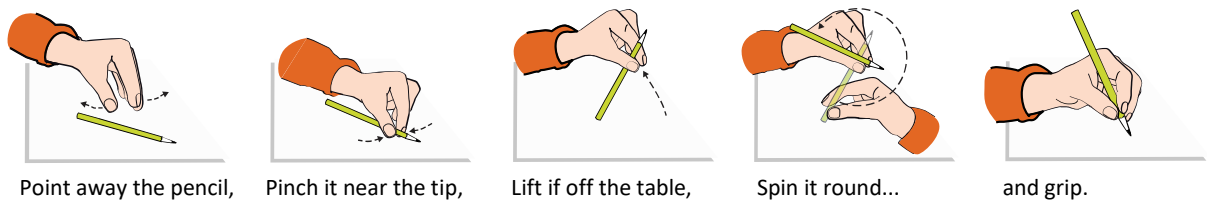
Pinch it near the tip,

Lift it off the table,

Spin it round...

and grip.

### Left-handed pencil grip



Point away the pencil,

Pinch it near the tip,

Lift it off the table,

Spin it round...

and grip.