



# St John's Church of England Primary School

## Handwriting Policy

<b>Date Approved:</b>	<b>27 March 2019</b>
<b>Headteacher:</b>	<b>Mrs Helen Langeveld</b>
<b>Chair of Governors:</b>	<b>Mrs Julie Griffiths</b>
<b>Review Date:</b>	<b>26 March 2022</b>

### **Love, Respect, Value**

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

At St John's we aim for our pupils to have a sense of pride as they work towards and gain their cursive handwriting style. We use the Letter-join programme 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.

#### 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

To ensure the consistent approach to handwriting the teachers and staff at St John's are encouraged to use neat, joined-up cursive writing for all writing tasks as they are a constant model for the pupils.

#### 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.

#### Early Years

For our youngest pupils we aim to have many opportunities across each day that support:

- 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, learnpads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

#### Years 1 to 3:

Learning will continue in short direct sessions and individual support with:

- 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.
- Dictation exercises to teach the need for quick notes and speedy handwriting - linked with spelling.

#### Years 4 to 6:

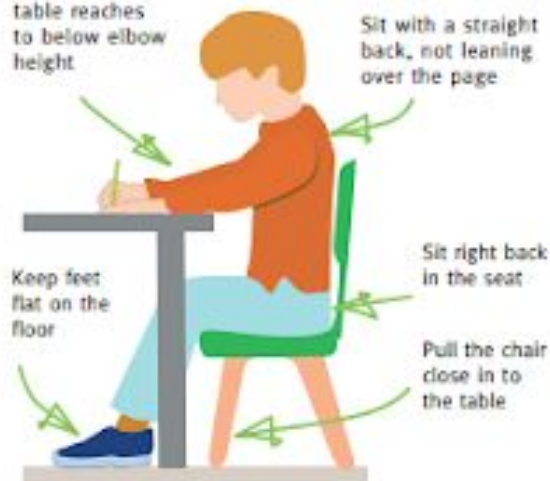
More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- 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

# Seating position and pencil grip

## How to sit comfortably

Make sure the table reaches to below elbow height



Sit with a straight back, not leaning over the page

Keep feet flat on the floor

Sit right back in the seat

Pull the chair close in to the table



Paper positioning for right-handed children.

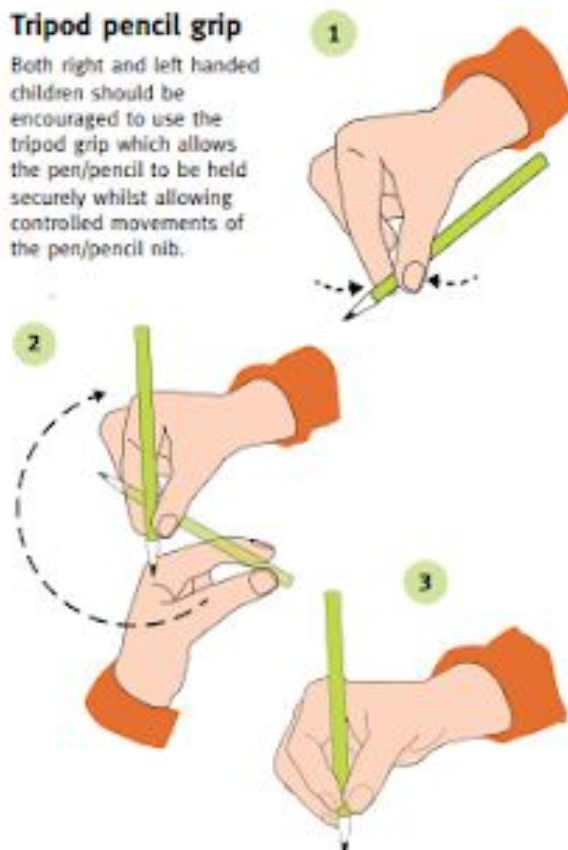
## Seating and handwriting positioning for left-handed children

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.

## Tripod pencil grip

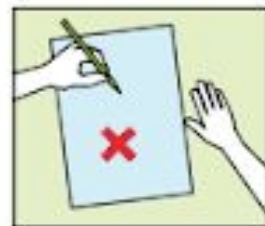
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



Tripod grip for left-handed children.



Paper positioning for left-handed children.



Paper position for left-handed children.

Cursive Lower Case Letters



the dog ran

the dog ran

### Numbers

0 1 2 3 4  
5 6 7 8 9

### Capital Letters

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z

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#### Left Handed Children

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## 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 support to help achieve their optimum handwriting level.

## Pens and pencils

Children start handwriting using a soft pencil. Children transition to handwriting pens when fine motor skills have been established and the class teacher has assessed the individual.

## Key Stage Teaching

## Reception

- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Improve fine and gross motor skills through daily physical and busy fingers activities.
- Children are given the opportunity to practise their mark making skills in a variety of ways.
- Understand where letter formations start e.g. start at the top/middle and words are written from left to right, top to bottom.
- Follow letter formation rhymes to understand how the pencil should move to form the letters.
- Begin to form some recognisable letters and numerals.
- Begin to understand that some letters sit on the base line and some letters swing underneath.
- Begin to understand the need for spaces between words. I have taken out the foundation part as I think this refers to nursery and have adapted the reception section. I have included the progression of writing information and the letter formation rhymes that we currently use

 <p>1. Pictures</p>	 <p>2. Random Scribbling</p>	 <p>3. Scribble Writing (Written in linear fashion to mimic real writing.)</p>	 <p>4. Symbols That Represent Letters</p>
 <p>5. Random Letters (No relationship between sounds of letters and what the child is trying to say.)</p>	 <p>6. Letter Strings (Progresses from left to right and top to bottom when the child "reads" his writing.)</p>	 <p>7. Letter Groups (The groups have spaces in between to resemble words.)</p>	 <p>8. Environmental Print (Child copies print found in the room, often without knowing what the words are.)</p>
<p>Thehcarr (The horse can run.)</p> <p>9. Beginning Sounds (Child begins to write simple sentences using eight words and just the beginning sounds of words.)</p>	<p>We wrn to the s (We went to the store.)</p> <p>10. Early Inventive Spelling (Includes the same elements as the previous level, but with more consonant sounds represented and spaces between words.)</p>	<p>To daye i wot to play with the white board and the shope) and I won to play whn my fr (Today I went to play with the white board and the shope) and I went to play with my friend.)</p> <p>11. Inventive Spelling (Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.)</p>	<p>One day I saw my Frid if was Israel and Antonio and they sot lost I had them. The end (One day I saw my friends. It was Israel and Antonio and they got lost. I found them. The end.)</p> <p>12. Transitional Writing (Includes all of the previous elements, plus some real spellings of words with silent letters and other spelling patterns. Punctuation is beginning to appear.)</p>

<b>s</b>	A nice round curl and a nice round turn!	<b>a</b>	A nice round curl, straight up, straight down, and flick.	<b>t</b>	All the way down and smile, and off, and cross.	<b>p</b>	All the way down, and all the way up, and all the way round.
<b>i</b>	All the way down and flick, and off, and spot.	<b>n</b>	All the way down and all the way up, and over, down, and flick.	<b>m</b>	All the way down and all the way up, over, down, and wait! Up the same line, over, down and flick.	<b>d</b>	All the way round, straight up, very tall, and all the way down, and flick.
<b>g</b>	A nice round curl, straight up, straight down past the line, and swing.	<b>o</b>	A nice round curl and stop at the top.	<b>c</b>	A nice round curl.	<b>k</b>	All the way down, and half way up, loop, and down, and flick.
<b>q</b>	All the way round, straight up, straight down past the line, and kick.	<b>e</b>	Start in the middle. Forward and up and a nice round curl.	<b>u</b>	All the way down, and all the way up, and straight back down, and flick.	<b>r</b>	All the way down, and all the way up, and over, and stop.
<b>h</b>	All the way down and halfway up, and over, down and flick.	<b>b</b>	All the way down, and halfway up, and all the way round to the bottom.	<b>f</b>	Over the head, and straight down the back, and swing, and off, and cross.	<b>l</b>	All the way down and flick.
<b>j</b>	All the way down, and swing, and off, and spot.	<b>v</b>	Down for zig, and up for a zag.	<b>w</b>	Down for zig, and up for a zag, and down for a zig and up for a zag.	<b>x</b>	Down for zig, and off. Cross back.
<b>y</b>	All the way down, and all the way up, and down past the line, and swing.	<b>z</b>	Straight across, down for a zig, straight across.				

## Key Stage 1

### Year 1

- Write legibly using upper and lower case letters with some letters joins.
- All individual letters have a lead-in and a lead-out stroke
- Ensure that letters sit on the base-line.
- Form capital letters and use where appropriate and understand that they do not join to lower case letters.
- 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.

### Year 2

- Ensure that letters are consistent in size with ascenders and descenders that are the correct length and formation.
- Write legibly using upper and lower case letters with confident letters joins.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.
- Form printed letters and understand when to use printed or cursive.

## Key Stage 2

### Lower Key Stage 2

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.

### Upper Key Stage 2

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 note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.