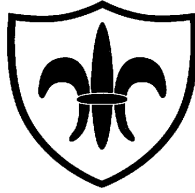


St Gabriel's C of E Primary School



Handwriting Policy Spring 2022



St Gabriel's CE Primary School Handwriting Policy

Rationale

To ensure a consistent approach to the teaching of handwriting throughout the school and to ensure a consistently good quality of presentation in all subjects.

Purpose

1. To realise the importance of good handwriting as an important means of communication.
2. To teach a uniform, cursive style, which facilitates speedy transference of thought to paper.
3. To encourage pride in the aesthetic appearance of completed work.
4. To ensure that the National Curriculum 2014 Objectives for handwriting are followed (see Appendix 3)

Guidelines

- Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work.
- Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The style is quick and easy to learn, particularly when it is practised from an early stage.
- Pupils will learn to form individual letters appropriately and accurately first, and then in Year 2, pupils will begin to join their handwriting, in accordance with the New National Curriculum.
- Handwriting skills are demonstrated regularly and systematically. They should be modelled daily by class staff and should be explicitly taught once a week in all classes across the school. Reception, Year 1, Year 2 should include a weekly lesson of approximately 30 minutes while all KS2 classes should timetable a 15-minute lesson each week.
- Handwriting lessons should be linked to the teaching of spelling.
- All teachers should teach the agreed cursive style of handwriting. (In Reception, children should begin to learn letter formation, ending the letters with a 'flick' where appropriate)
- When marking or writing comments, members of staff use cursive handwriting as appropriate. It is most important that teachers and other adults themselves model a good handwriting style at all times in books and on the board.
- Staff will use **HfW precursive/cursive** font when designing planning slides and when creating displays for the classroom.
- Patterns are used initially, by writing with a variety of tools and using multi-sensory methods, to help free flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning, and writing is linked with spelling. Pencil grips will be used to help improve grip

Provision for left-handed Children

At least 10% of the population are left-handed. Left-handed children should always sit on the left side of right-handed children, so their elbows do not bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5cm from the point of their pencil. They are encouraged not to loop their hand over their writing.

Resources and Writing Materials

Children are given experience of a variety of writing tools, but the children should use pencil in all exercise books until they have developed an excellent style of cursive handwriting. It is the aim that all children will be writing in pen by the end of Year 3.

When a child's handwriting is consistently neat, they will be awarded a pen license, enabling them to write in their exercise books using a black pen. It is hoped that this system will encourage all children to develop a good style. However, pencil will continue to be used in maths books.

Teaching Handwriting

Foundation Stage

In the Foundation Stage, children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practiced, working towards the objectives listed below at Key Stage 1. Handwriting is also taught in conjunction with phonics and spelling. It is acceptable to end letters with a flick where appropriate.

Key Stage 1

Children are taught how to form both lower case and capital letters and how to join them, whilst still developing fine and gross motor skills with a range of multisensory activities. Handwriting is demonstrated daily and can be linked to the phonics session. The children are taught a range of specific skills:

- Writing from left to right and from top to bottom.
- Starting and finishing letters correctly, with exit points on the line.
- Being consistent with the size and shape of letters and the spacing of letters and words.
- Having the correct pencil grip.
- Finding a comfortable position for their page.
- Having the correct posture and position.

Children complete work in CGP workbooks.

Key Stage 2

During this stage, the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear and fluent style and by the end of Key Stage 2. Children should be able to adapt their handwriting for different purposes:

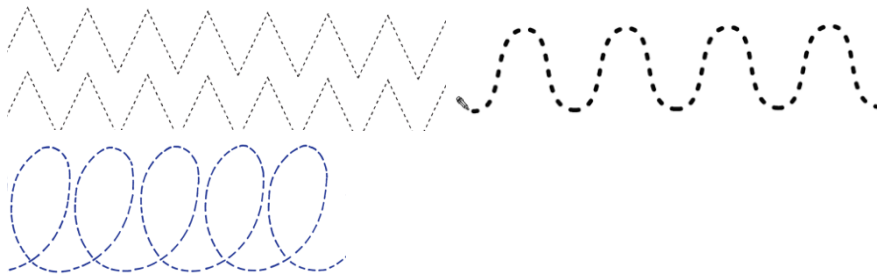
- A neat legible hand for finished, presented work.
- A faster script for notes.
- Print for labelling maps or diagrams

Assessment

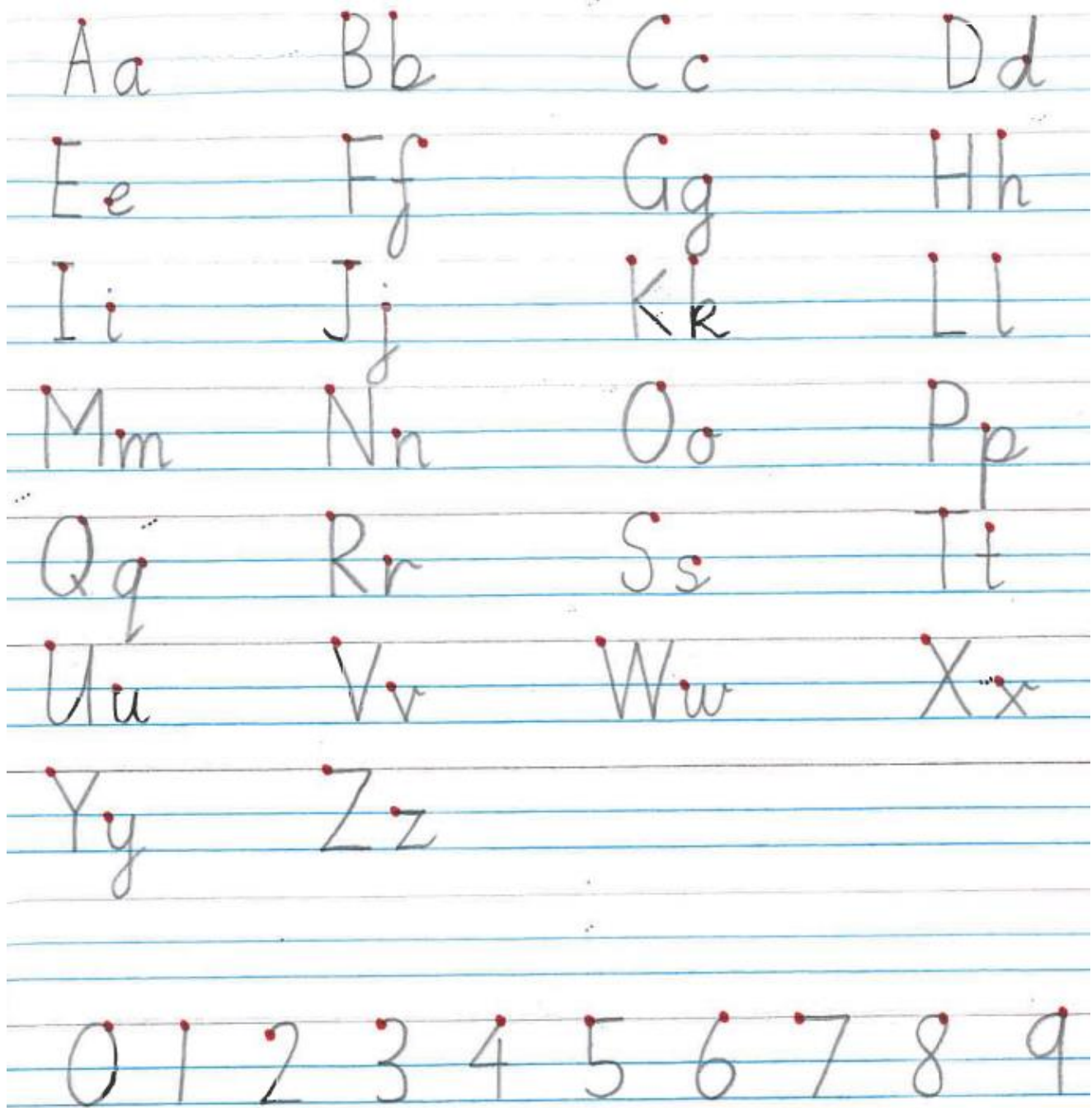
Throughout their time at St. Gabriel's, Children's work samples are collected and moderated against age related expectations. As part of the school's assessment policy, a sample of children's writing is completed and assessed at least six times per academic year.

Teaching Points

- Children should be taught that letters have 'exit points' ending on the line:
- We teach that all letters have exit points and should therefore join
- We do not join from a capital letter
- The 't' should be $\frac{3}{4}$ the height of the other ascenders.
- Guidance on letter formation and teaching sequence can be found in Appendix 1 and 2
- As a starting point, it is good to begin with letters that have similar shapes and similar joins:
- Capital letters could also be taught alongside their lower case letter.
- Children will be encouraged to join all letters by the end of KS1.
- Children in KS2 will be required to develop their own fluent, legible style of handwriting whilst maintaining consistent joins.
- Practicing joining patterns can also be beneficial and develop pen control e.g.:



Appendix 1
Letter Formation



Appendix 2

Groupings of Similar Letter Formation

Small rounded letters with a semi circle/'c' shape:	a c o
Rounded letters with descenders and rounded letters with ascenders	d q g
'up and down' letters:	l i t
m/n	m n
v/w	v w
Lower case 'small letters' letters with diagonal joins	a c e i m n s x z u
Lower case small letters with horizontal joins	o r v w
Ascenders diagonal joins	b d h k l t
Descenders diagonal joins	f g p q y
Letter strings	th sh
Handwriting through phonics and spelling	Handwriting will correlate with our Phonics program 'Essential Letters and Sounds'. Decodable words only will be used for handwriting practice in classes 1 and 2.

Appendix 3

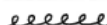
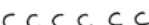
National Curriculum Handwriting Objectives

1	2	3 and 4	5 and 6
• 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.	• 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. • NB: Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.	• 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. • Notes and guidance (non-statutory) Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Appendix 4

Sequence of lessons by year group

Class 1

Lesson	Practise
1	Simple Patterns   
2	Trickier Patterns  
3	Curved and Straight Lines  
4	Linked Patterns    
5	c o and a
6	i l and t
7	u y and j
8	r n m and p
9	h b and k
10	d g and q
11	e s and f
12	v w x and z
13	Practising Small Letters once
14	Practising Tall Letters tall
15	Practising Letters with Tails pig
16	Capital Letters A B C
17	Practising Capital Letters Monday
18	Numbers 0 1 2 3
19	Handwriting Practise- A Shopping List
20	Handwriting Practise- A Poem
21	Handwriting Practise- A Message
22	Handwriting Practise- Instructions
23	Handwriting Practise- An Invitation
24	Handwriting Practise- A Plan
25	Handwriting Practise- Directions

Class 2

Lesson	Practise
1	Alphabet Reminder a b c
2	Alphabet Holiday airport
3	The First Join ar
4	The Second Join ch
5	The Third Join no
6	The Fourth Join vi
7	The Fifth Join ob
8	The Sixth Join oa
9	Joining to e
10	Capital Letter Practise Holly
11	Handwriting Practise- A List
12	Handwriting Practise- An Advert
13	Handwriting Practise- Rules
14	Handwriting Practise- A Message
15	Handwriting Practise- A Riddle
16	Handwriting Practise- A Fact Sheet
17	Handwriting Practise- A Story

	Review date	January 2022 by MN
	Next review date	September 2022