

St Catherine's Catholic Primary School

Handwriting Policy

September 2016

Aims and Objectives

- To establish expectations for teachers
- To promote continuity of teaching and learning across the school
- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboards or on displays/ resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed; writing with confidence and correct orientation.
- 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.

Philosophy

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is carried out regularly and systematically to ensure Key Stage targets are met but teaching is embedded into all aspects of Classroom life to model good use of handwriting and its importance..

Teaching and Learning expectations

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- The school community model the agreed cursive style when modelling writing in class, on displays and in feedback.
- Our agreed cursive style is :

Foundation Stage: (communication, language and literacy)

- Children are encouraged to enhance gross motor skills with activities such as air-writing, pattern making, tracing, funky finger activities.
- Children take part in exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary. This includes letter families (one armed robots, curly caterpillars, long ladder, zig-zag monsters)
- Children are introduced to pre-cursive script at the earliest stages of writing.
- Staff demonstrate and expect the correct pencil grip from reception (where necessary, pencil grips will be available) 'nip, flip and grip' saying used when modelling.
- Children are expected to write using the schools cursive style (no pre-join).
- In YR, the order in which the letters will be taught is determined through the Early Years Framework and Development Matters.
- When digraphs, trigraphs and long vowel sounds are introduced these are taught with the correct cursive font and joining technique.
- Teaching staff refer to the Four Families display.

Key Stage 1:

In Year 1:

- Continuing from EYFS, the order in which the letters will be taught is determined through the National Curriculum.
- It is also linked to the Pen Pals handwriting scheme CDRom/Twinkl resources online.
- Teaching staff refer to the Four Families display.
- Children will begin to join and use continuous cursive in year 1; it is expected that the vast majority of children will be joining consistently by the start of year 2.

In Year 2:

- Children will continue to use the Pen Pals scheme/CDRom/Twinkl resources online and teacher led activities based on these.
- Teaching staff continue to refer to the Four Families display.
- Continuation of Fine motor skills exercises on an ad hoc basis.
- Has a discrete 20 minute handwriting session on a weekly basis.
- During handwriting lessons, spelling, relevant key words/vocabulary or sentences will be modelled by an adult and then practised by the children.
- Handwriting is taught throughout 4x 30 mins phonics sessions each week.

Key Stage 2

In Year 3&4:

- Children will continue to be taught cursive handwriting techniques to reinforce previous learning.
- Teaching staff continue to refer to the Four Families but this is not on display.
- Children will be taught Numerals, capitals and printed letters: where and when to use, learning and practice.
- It is expected that at the end of Year 3 children are able to join all work.
- Teachers refer to Andrew Brodie teaching resources which continue from all learning in KS1

In Year 5&6:

- Dictation exercises to teach the need for quick notes and speedy handwriting writing.
- In Year 5 children will be allowed to practise with pens.

In Year 6:

Children are given a pen and encouraged to use it when appropriate in all books.

The role of the teacher:

- to provide direct teaching and accurate modelling;
- to provide resources and an environment which promotes a developing understanding of handwriting;
- to observe pupils, monitor progress and determine areas for development.

Learning progression

Foundation Stage

- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

Key Stage 1

- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- 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.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.
- The letter k with the round join.

Are taught: The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders (g and y)

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.
 - 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.
 - Are taught to join f and j appropriately

Classroom and school environment

Whole school

All classrooms use display to share examples of pupils work and to provide children with a reference for learning.

Class 1

Use displays to share posters of correct joins and letter orientations.
Has '4 families' display to encourage correct joining of letters.

Comment [n1]:

Class 2

Has '4 families' display to encourage correct joining of letters.
Displays contain hand-written work by teachers to model cursive and neat handwriting.

Comment [n2]:

Class 3 & Class 4

Handwriting is taught on the IWB where children are clearly able to see how to form letters and words.

Handwriting is modelled on IWB file with correct lines and use of margin.

Examples of children's handwritten work is displayed in Classrooms and working areas to encourage consistency.

Displays contain hand-written work by teachers to model cursive and neat handwriting and a high standard of presentation.

Assessment and monitoring

Ongoing teacher assessment continues throughout the year ensuring children are appropriately challenged and differentiated for when necessary. Assertive Mentoring targets in KS2 are sometimes linked to handwriting to encourage swift progress. Across the school marking reflects feedback on handwriting where relevant and purposeful.

KS1

Assessment is ongoing in all teaching and intervention for gross and fine motor skills are put in place if necessary

KS2

Children are given targets related to handwriting if necessary.
Children receive extra time to practise handwriting skills.

Guidance for parents

Weblinks are available on our school website for use by parents.

www.st-catherines.cumbria.sch.uk

Appendices

Appendix 1 Order of teaching

Single letters (YR and Y1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Joins Y2 (going into Y3)

Introduction of the four handwriting joins

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise capital letters
- Practise with break letters and move on to joining when ready
- Practise the y and g join

Joins Y3 (going into Y4)

Revision

- Practise capital letters
- Further practise of the four handwriting joins
- in ine
 - ut ute
 - ve vi
 - ok oh
 - sh as es (practising two ways of joining the letter s)
 - ri ru ry (practising joining from the letter r)
 - oa ad as (practising joining to and from the letter a)
 - ee ea ed (practising joining from the letter e)
 - ow ov ox (practising joining from the letter o)
 - ky hy ly (practising joining to the letter y)
 - ha ta fa (practising joining to the letter a)
 - od oo og (practising joining from the letter o)
 - er ir ur (practising joining to the letter r)
 - ai al ay
 - o you oi
 - re oe fe (practising the horizontal join to the letter e)
 - fu wu vu (practising the horizontal join to the letter u)
 - ot ol ok (practising joining to ascenders)
 - ai al ow ol (practising all the joins)
 - Practising the j, f join (linked)























Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ ” , ‘

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the word
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t

Four Families Display

Follow the curly caterpillar 	Follow the curly caterpillar 	Follow the curly caterpillar 	Follow the curly caterpillar 	
Follow the curly caterpillar 	Follow the curly caterpillar 	Follow the curly caterpillar 	Follow the curly caterpillar 	Follow the curly caterpillar 
Walk down the ladder 	Walk down the ladder 			
Walk down the ladder 	Walk down the ladder 	Walk down the ladder 	Walk down the ladder 	
Travel down towards the toes 	Travel down towards the toes 			
Travel down towards the toes 	Travel down towards the toes 	Travel down towards the toes 	Travel down towards the toes 	Travel down towards the toes 

Watch out for the zigzag monster!



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