



St. Anne's and Guardian Angels Catholic Primary School

Handwriting Policy

Revised 2021

Rationale

At our School, all children are introduced to a uniform style of joined or cursive handwriting from the start. We believe that this will raise standards in the Early Years which will impact on learning and progression throughout the whole school, developing confidence, accuracy and fluency as well as improved and uniform presentation setting high expectations of children and staff alike.

The rules of the cursive style help:

- to minimise confusion for the child as every letter starts **on the line** with an **entry stroke** and leads out with an **exit stroke**
- with the flow of cursive writing as letters naturally flow into each other,
- to develop a child's visual memory
- all children's writing skills regardless of academic ability
- to develop skills of punctuation, spelling and grammar
- all children to write with a pencil, although older pupils are introduced to blue ink pens when they have earned their handwriting pen licence.

Aims

- To produce clear, concise, legible handwriting in the cursive style
 - To develop accuracy and fluency
 - To promote confidence and self-esteem
 - To encourage children to take pride in their written work
 - To build in cross curricular links to broaden experience
- To display neatly presented work around the school

Development of learning and teaching handwriting

Reception

On entry, Reception children are involved in a variety of activities to develop



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pre-writing skills in line with the Early Learning Goals. Activities to develop gross motor control include for example rolling hoops and running with a hoop, ribbon movement, chalking, painting on a large scale, Interactive White Board. Activities to develop fine motor control include for example tracing, colouring within guide lines and pictures, pattern work, using glue spreaders in small pots, painting with the tips of the fingers, cotton buds, plasticine, threading. Children begin to develop the skills to use a pencil and hold it effectively progressing towards using the preferred tripod grip in the best sitting position to form recognisable letters most of which are correctly formed.

Year 1

As the children move to Year 1 so the skills acquired in the Reception are continued, consolidating correct letter formation, concentration and accurate precision work. Children are taught to:

- 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 **using entry and exit strokes**
- form capital letters
- form digits 0-9 correctly
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways), understand what is meant by entry and exit strokes and to practise these.

Year 2

In year 2 children move towards writing with a joined style as soon as they can form letters securely with correct orientation. They are taught to:

- form lower-case letters of the correct size relative to one another



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- 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.
- understand what is meant by **ascenders** and **descenders**

Year 3 – 4

Handwriting continues to be taught with the aim of increasing the fluency of what the children want to say. The cursive style continues to develop with children revising and practising correct letter and digit formation. Children should be using joined handwriting throughout their independent writing. As fluency and accuracy develop children are encouraged to write with an ink pen when this is appropriate.

In addition children are taught to:

- 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.

Years 5-6

Children continue to practise handwriting to improve their presentation and speed so that problems with forming letters do not get in the way of their writing down what they want to say. Children realise what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They are taught when it is appropriate to use an unjoined style, for example, writing an email address, or for algebra or for labelling a diagram.



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Children are taught to:

- **write legibly, fluently and with increasing speed by:**
 - **choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters**
 - **choosing the writing implement best suited for a task.**

Activities

Handwriting is timetabled in short, regular sessions and where possible is integrated across the curriculum.

Handwriting activities are undertaken as class activities for the following reasons:

- to develop effective and efficient pen hold and sitting position
- to develop the habit of concentration which is crucial to good handwriting
- to place a strong emphasis on the insistence of perfection and stamina for writing
- to provide the class teacher and teaching assistants with the opportunity to help assess individuals' letter formation and accuracy and correct bad habits early on.

Handwriting books have coloured lines to assist with accuracy and consistency in size and form, although other exercise books are either blank or have one line only. As the children progress the gap between the lines gets smaller.



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Handwriting and Reading

In school, children are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading both in print and in cursive writing side by side in their learning, such as prompts around classrooms/school – teachers' lettering, labels on displays/teaching aids e.g. alphabet on tables and through teachers modelling of writing.

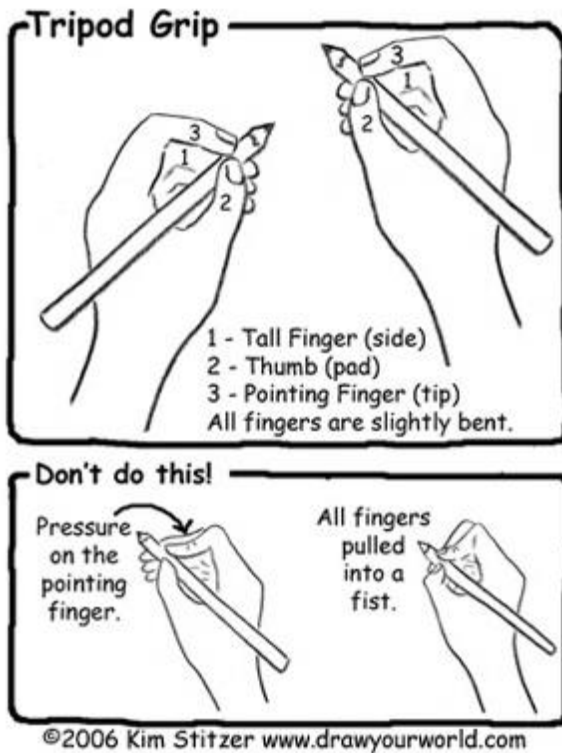
Monitoring

The presentation of all work and standards of handwriting by children and staff are monitored through regular work scrutiny and learning walks and monitoring and assessment used to inform better teaching practice and expectations.

Presented to Governing Body: September 2021
Angela Howick

Accompanying documents

- 1. Handwriting grip and sitting position**
- 2. Cursive letters exemplar January 2017**
- 3. Sequence for teaching (March 2015)**
- 4. Letter and number families with examples of the four joins.**



The tripod grip is the preferred grip but there may be developmental stages as children move towards its achievement.

