

St. John's C.E. Primary School



Handwriting Policy

St. John's Vision statement

At St. John's we want everyone to grow and flourish. Our small school is a nurturing community where we can develop our gifts and broaden our horizons. We seek to do all this within the knowledge and love of God, where the values of His Kingdom guide and inspire us.

'Thriving and learning as we build God's Kingdom'

Reviewed: July 2022

Future Review: July, 2023

Here at St. John's we are very proud of our pupils' handwriting and take particular care in our cursive/joined-up handwriting style. We use **Letter-join** as the basis of our handwriting policy that covers all the requirements of the 2014 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. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

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

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including marking and comments.

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-curricular 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.

FOUNDATION

Letter formations to be taught daily in phonic sessions. Cursive handwriting is to be introduced in the spring term.

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

KS 1

Handwriting will be taught during three weekly sessions totalling 1hr.

- 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.

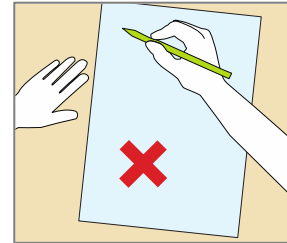
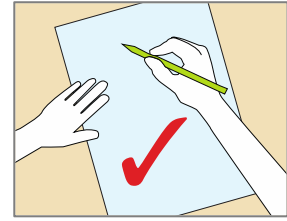
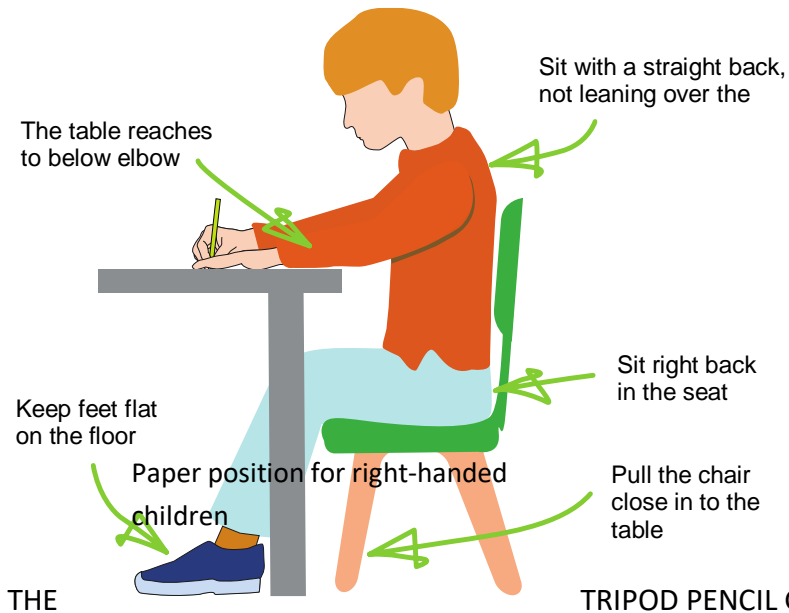
KS 2

Handwriting will continue to be taught during 2 weekly sessions totalling 40 mins.

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

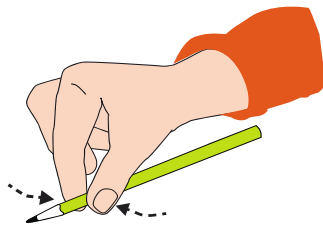


THE

TRIPOD PENCIL GRIP

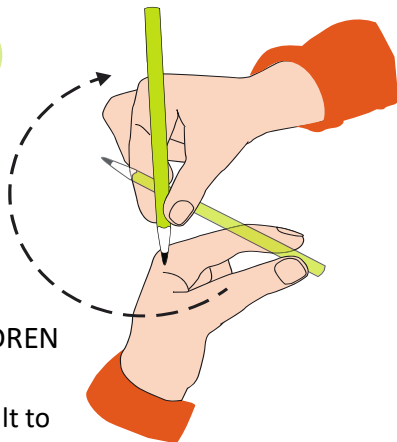
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



1) Grip the pencil with your index finger and thumb with the nib pointing away.

2



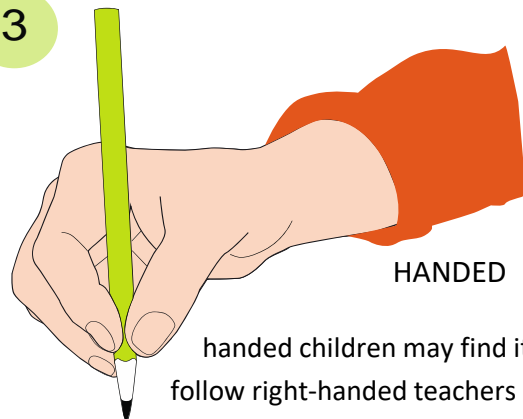
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

LEFT-CHILDREN
Left-difficult to demonstrate

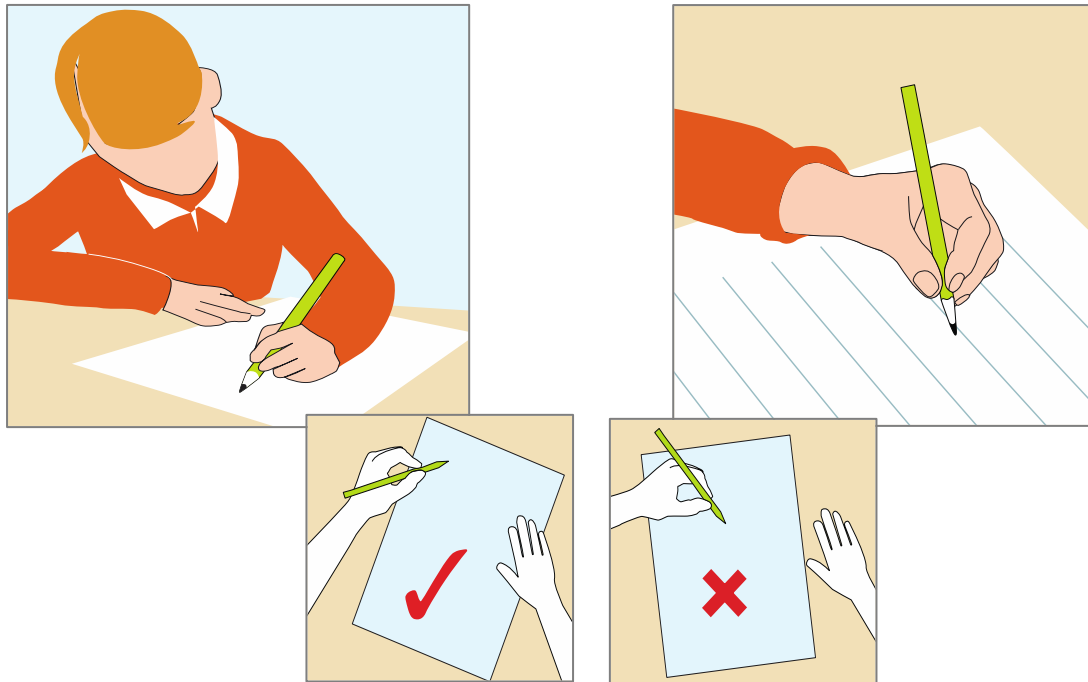
Teachers should demonstrate to left-handers on an individual or group basis.

3



HANDED

handed children may find it follow right-handed teachers as they letter formation (and vice versa).



Correct paper position for left-handed pupils

- 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.

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 one-to-one tuition to help achieve their optimum handwriting level.

Pens and pencils

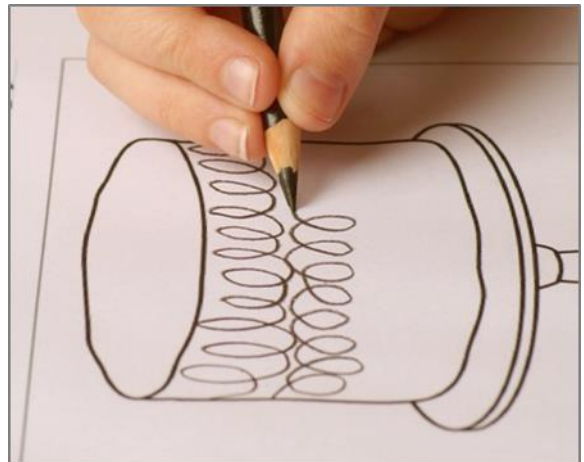
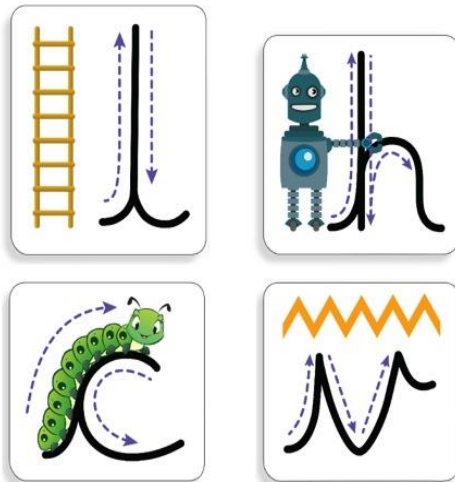
Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Key Stage Teaching

FOUNDATION

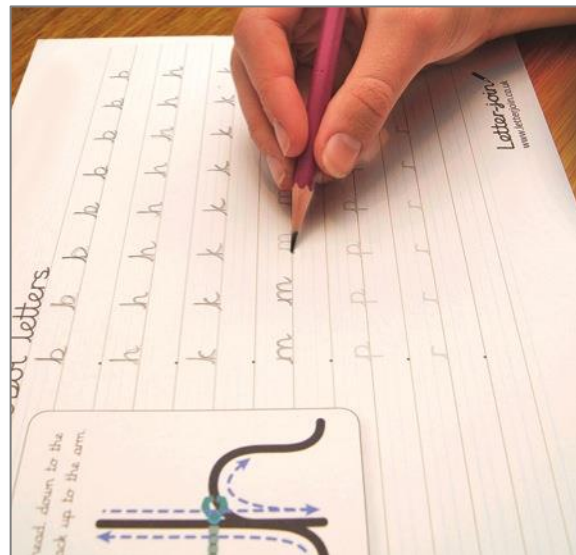
- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.

Understand the language need to describe pencil movements in preparation of letter formation.



RECEPTION

- 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 of the correct size in relation to lower case 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.



Name: _____ Date: _____

Parts of a Flower

Put the labels into the correct places:

1. Stigma	3. Ovary	5. Pollen tube	7. Anther	9. Petal
2. Style	4. Ovule	6. Receptacle	8. Filament	10. Sepal

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.

Dictation Exercises

<p>Easy practice A selection of CVC words, a list of numbers and an easy poem.</p> <p>dog hill bus 21 37 92 I can eat a bun. Put it in my tum. Open up the top. Sip on my pop.</p>	<p>Harder exercises A list of phrases, easy sums and a three-verse poem.</p> <p>Over the hill. 2 + 1 = 3 A six an ant That seldom stood still. It made a nice house. Trade a hill. Nice little ant!</p>	<p>More challenging Shopping list, complex numbers and a written passage.</p> <p>4 small satsumas 12 medium barn eggs 29-10-2003 My birthplace in Scotland but at seven I moved south to Luton. I have lived there since then, other than...</p>
---	--	---

Have full knowledge and ability of the different forms of handwriting for different purposes

From Year 3 handwriting pens can be used once a pupil has been issued with a Handwriting License from the HT.

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

RESOURCES

- Letter-join website to be used as an introduction to each lesson.
- Children to be encouraged to memorise letter rhymes to assist with correct formation of letters.
- Letters to be taught in 'families'.
- Words to be included in teaching to ensure reinforcement of letter formation.
- Letter-join handwriting sheets to be adapted and used as necessary and filed in a green handwriting folder.
- Upper KS2 to use 8mm ruled sheets for their handwriting tasks.
- Pencil to be used unless children have been issued with a handwriting pen.
- Use of tablets and computers to be encouraged for younger or SEN pupils.
- All classrooms to have cursive and capital letters of the entire alphabet displayed on walls.

www.letterjoin.co.uk/

Cursive Lower Case Letters

a b c d e

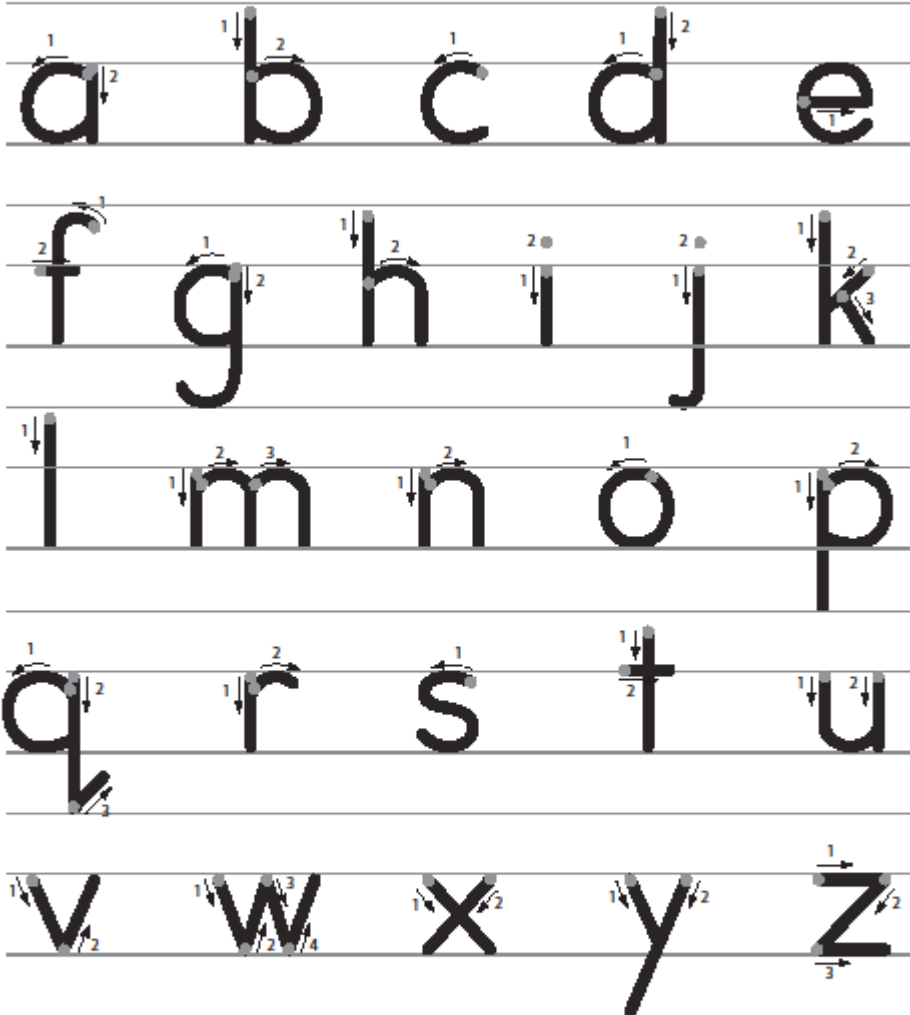
f g h i j k

l m n o p

q r s t u

v w x y z

Printed Lower Case Letters



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