



St Joseph's Catholic Primary School

Handwriting Policy



September 2023

Handwriting Policy

At St Joseph's Catholic Primary School we want our pupils to take pride in their handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By 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.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

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 objective 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 will be carried out at least weekly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. In Year 4, children will start writing in handwriting pen.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis. They use printed handwriting and teach the children following Little Wandle (phonics scheme) techniques. Throughout the year, the lessons include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Key Stage 1: Years 1 and 2

Teaching progresses from following Little Wandle and printing letters, to introducing the children to cursive handwriting and how to join their writing. They will:

- continuing with gross and fine motor skills exercises
- learning and practising numerals, capitals and printed letters
- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences

With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue in Lower Key Stage 2. Pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during lessons:

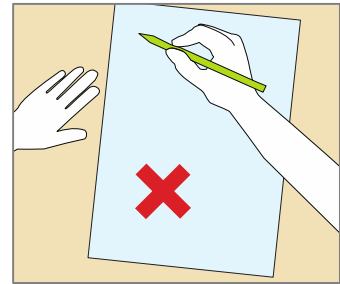
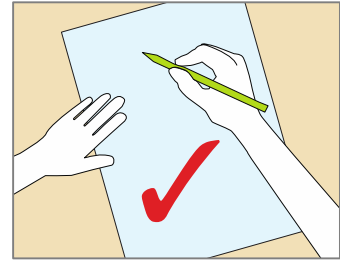
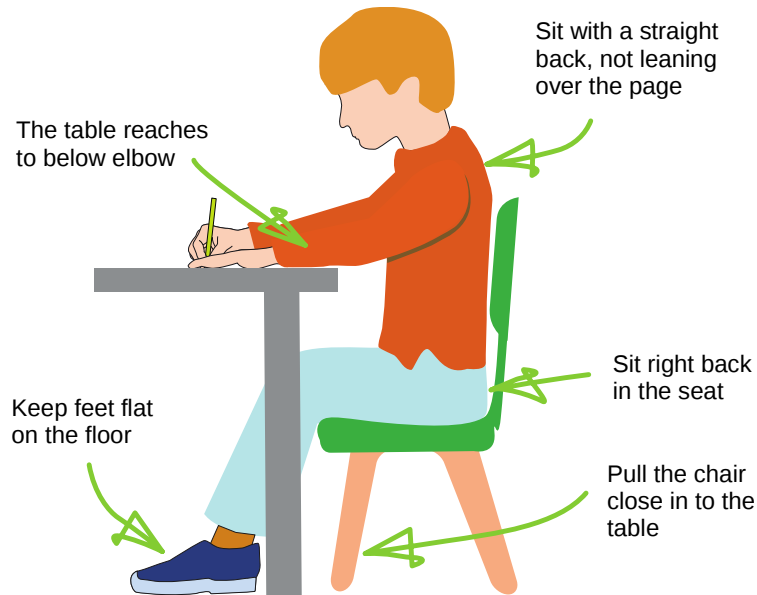
- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills

By the end of Year 6, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

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

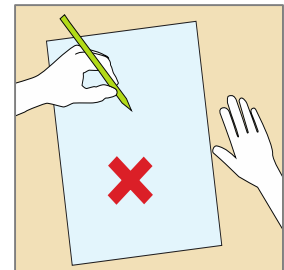
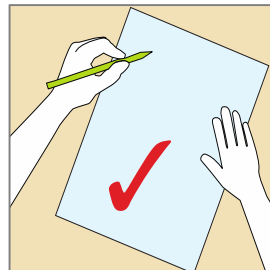
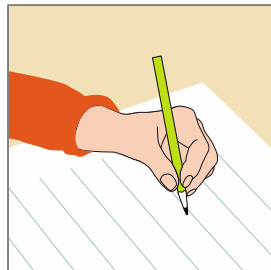


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model 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.

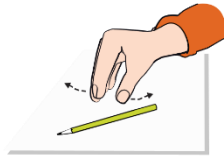


Paper position for left-handed children.

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. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

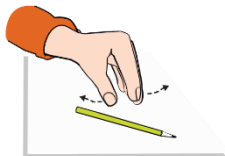


Spin it round...



and grip.

Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.