

**ST. PAUL'S**  
**CHURCH OF ENGLAND**  
**PRIMARY SCHOOL**



*'Encourage one another and build each other up.'*

*1 Thessalonians 5:11*

**Handwriting Policy**  
**November 2024**

### Aims

- To have a consistent cursive approach across the infants and juniors to ensure high levels of presentation. To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation

### Teaching and Learning

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below:

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

The letters will be taught in the following order/groups:

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

- i) **Early Years Foundation Stage (EYFS): Communication, language and literacy**
- Children to be introduced to pre-cursive and cursive script at the earliest stages of writing.
  - Children in the Foundation Stage should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability.
  - Displays should include models of cursive script as well as printed script.
  - Implements such as chunky triangular pencils, paint brushes, large chinks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.
  - Children should hold a pencil effectively in preparation for fluent writing- using the tripod grip for most writing

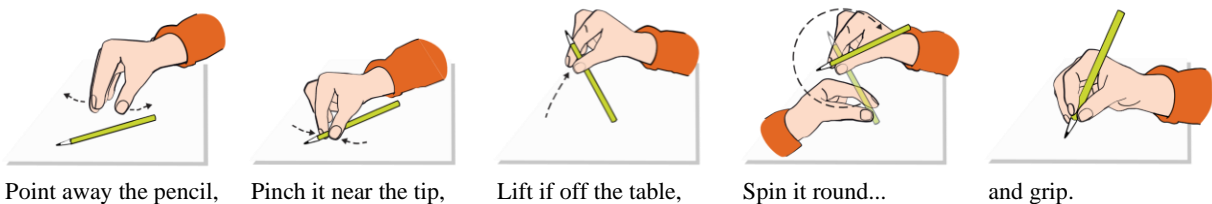
ii) **Key Stage 1 & Key Stage 2**

- Within KS1, every class will have at least three 10 minute handwriting sessions per week.
- Within KS2, every class will have a specific handwriting session for at least two 10 minute sessions per week
- In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.

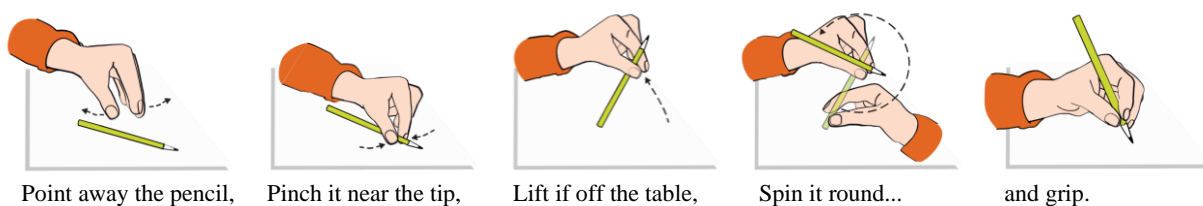
**The Tripod Pencil Grip**

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**



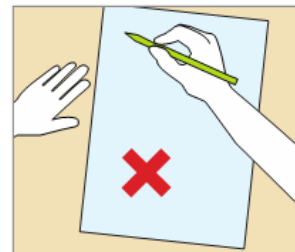
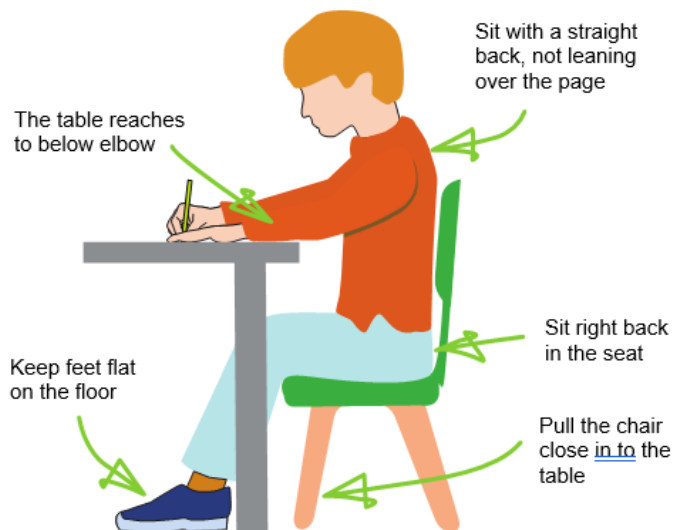
**Left-handed pencil grip**



## Posture

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- Try to ensure that the hand which is not holding the pencil or pen holds the paper.

### SITTING POSITION

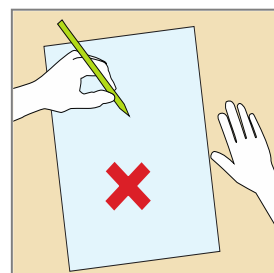
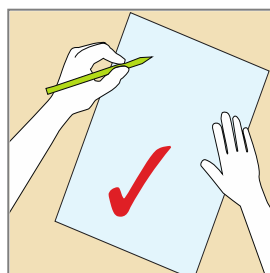
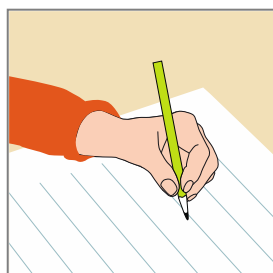
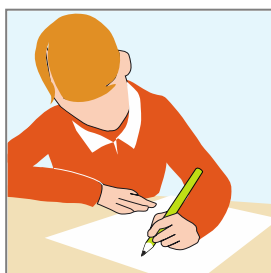


*Paper position for right-handed children.*

### 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.*

### Implements

- Children use a standard HB pencil, well sharpened. Children in EYFS to use the chunky style pencils.
- When a child enters Year 4, they will be provided with a pen to use in their writing. They can continue to use a pencil if they feel more comfortable. Some children in Year 3 may be deemed as ready to have a pen. This is at the discretion of the class teacher.
- A pencil is always used in maths.

### Planning

During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practise the letters from their current phonics focus, the letter strings used in their weekly spellings, key vocabulary related to core texts or use parts of text from guided reading or literacy texts. Books will be used as evidence for the progression of handwriting. Staff to use the scheme produced by LetterJoin to support their teaching and follow the progression of letters. See below for progression of learning.

### Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will 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

**\*Module 1 Cursive: Early Years** teaches pre-cursive patterns and cursive, lower case letters. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The first module is divided into three sections covering:

- pre-cursive patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the cursive, lowercase letters of the alphabet and write words using the correct joining techniques.

## **Key Stage 1: Years 1 and 2**

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

### YEAR ONE

**\*Module 2 Cursive** contains lessons for teaching how to write capital letters, printed letters, numbers and symbols, whilst reinforcing cursive handwriting using Letter-join's on-line and printed resources. It is divided into three sections covering:

- warm-ups, letter families and capital letters
- printed letters
- numbers and symbols

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

### YEAR 2

**\*Module 3 Cursive: Year 2** includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

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 twice a week in Lower Key Stage 2.

**Lesson Planner Module 4 for Year 3** is targeted at children in lower KS2 where 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. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

**Lesson Planner Module 5 for Year 4** focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

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 two weekly lessons - where needed .:

- 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
- KS2 SATs SPaG practice

**Lesson Planner Module 6 for Year 5** continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to

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develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

**Lesson Planner Module 7 Year 6** presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

For children needing additional support, staff should use the Handwriting recovery Programme.

### **Resources**

The school uses the system Letterjoin to support the teaching of handwriting. This provides models of forming letters, word samples and a way to producing text using the agreed school cursive system. Each class teacher has a log on for the website so they can produce text and worksheets to support teaching and learning where appropriate.



## Use of ICT

Letterjoin provides an APP version of the software available for use by children on iPads. Children can watch the animations then trace the patterns, letters and words on the iPad for large scale handwriting practice. A score is given for the accuracy of each pattern, letter or word. Handwriting can also be modelled via the website on the IWB.

## Equal opportunities and Special needs

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination

## Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments every half term.

## Homework

Children are encouraged to use the cursive script in all written home learning. Children may receive additional homework if needed and if appropriate.

## POLICY REVIEW

The Handwriting Policy will be reviewed every three years or in light of statutory changes

This policy will be ratified by the Governing Body in December 2024

Signed by Mr M Whittaker ( Chair of Governors)      Date December 2024

**This policy will be reviewed on or before the following date: September 2026**




**Children's Rights - Article 28**

Every child has the right to an education.

www.OutsideClassroomResources.co.uk

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at



**Children's Rights - Article 29**

Every child's education must develop their abilities and talents and help them to respect people, live peacefully and protect their environment.

www.OutsideClassroomResources.co.uk

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the heart of everything we do. The UNCRC articles which are particularly relevant to this policy are: