

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



**ENGAGE - INSPIRE - ACHIEVE**

**The Christian family of St Paul's... moving forward together.  
A caring, exciting and happy school where everyone  
succeeds!**



**Handwriting Policy**  
**January 2020**

## 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:



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. However, the expectation is that by the end of Reception pupils will start to transfer towards a cursive script depending on their skill and ability.
- Display should include some models of cursive script.
- Implements such as chunky triangular pencils, paint brushes, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

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

- Within KS1, every class will have two 15-minute handwriting sessions per week.
- Within KS2, every class will have a specific handwriting session for 15minutes 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.

**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.

**Implements**

- Children use a standard HB pencil, well sharpened.

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- When a class teacher deems a child ready within KS2, they get a pen licence. They will be provided with a special handwriting pen during celebration worship.
- A pencil is always used within maths regardless of whether children have a pen licence

### **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.

There is not the expectation that formal written plans are available on the staff drive. Books will be used as evidence for the progression of handwriting.

### **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

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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 term.

### **Homework**

Pencils should be used in homework books and children are encouraged to use the cursive script in all written home learning.

### **POLICY REVIEW**

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

This policy will be ratified by the Governing Body in January 2020

**Signed by Mr W Aitkin (Chair of Governors)**

**Date January 2020**

**This policy will be reviewed on or before the following date: January 2022**

We are a Rights Respecting School. The United Nations Convention on the Rights of the Child (UNCRC) is at the heart of everything we do. The UNCRC articles which are particularly relevant to this policy are:

