

St John's C of E Primary School

Handwriting Policy

School Policy	Prepared by L. Barrett Subject Leader
School Staff were consulted on this document	Autumn 2022
It was approved by the Full Governing Body	Autumn 2022
To be reviewed by the Full Governing Body	Autumn 2025

Our Vision

Learn Together • Achieve Together • Celebrate Together
“and let your light shine.” Matthew 5:16

Our Mission Statement

To enable all children to achieve their true potential in a caring Christian community.

Our Values

Respect • Responsibility • Kindness • Truthfulness • Perseverance

Aims

1. To have high expectations of the children of St John's Primary School in terms of presentation and style of writing.
2. To write legibly in both joined and printed styles with increasing fluency and speed by:
 - Having a correct pencil grip.
 - Writing with the correct posture.
 - Knowing that all letters start from the top, except d and e which start in the middle.
 - Forming all letters correctly.
 - Knowing the correct size and orientation of letters.
 - To be able to use line guides accurately when copying up work neatly by knowing the size and orientation of letters.

Teaching and Learning

Children should:

- Experience coherence and continuity in learning and teaching across the school.
- Use consistent language across the school when teaching handwriting e.g. curly caterpillars.
- Develop a recognition and appreciation of pattern and line and be given support in forming a triangular grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Be encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Be shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.

Teaching time

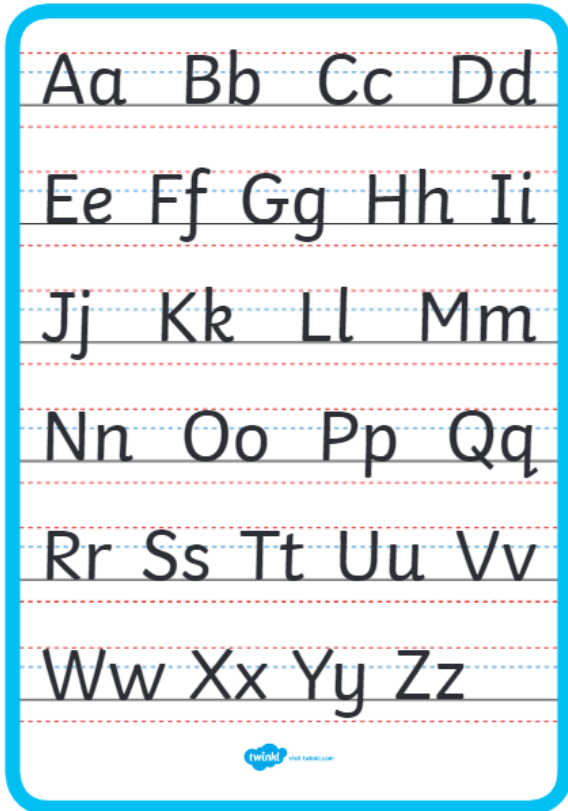
There should be a minimum of 3 x 15 mins handwriting lessons each week in KS1 and Y3, 2 x 15 mins in Y4 and 1 x 15 mins in Y5 and Y6.

Children who find handwriting difficult should be targeted for regular intervention in Y4, Y5 and Y6.

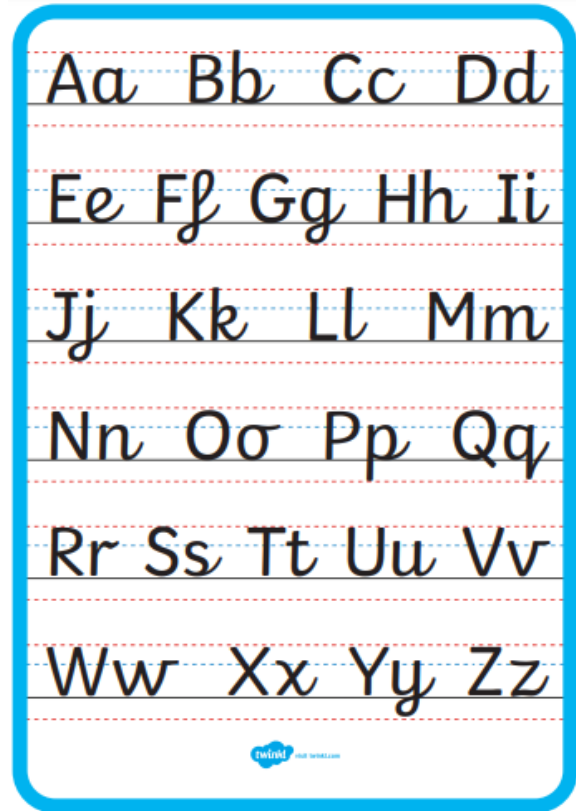
Model used

At St John's, we use a clear printed style in KS1 which transitions to a continuous cursive style in KS2.

Lowercase and uppercase print



Print with tails, flicks and loops



Continuous cursive with no breaks

The little girl jumped into the muddy puddle.

Numbers

1 2 3 4 5 6 7 8 9 0

<u>Year Group</u>	<u>Expectations</u>
Reception	Children take part in activities to develop their fine and gross motor-skills and recognition of patterns as part of continuous provision, for example to form letters using their index finger in sand or using paint. Children should begin to learn how to hold a pencil correctly, then how to use a pencil and hold it effectively to form recognisable letters most of which are correctly formed. When children are ready, they are given opportunities to practise handwriting on lines. These lines should be well spaced (about 2cms apart).
Year 1	Pupils should be taught to: <ul style="list-style-type: none"> • 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. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. There will be no joining in Year 1.
Year 2	Pupils should be taught to: <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Start using some of the diagonal and horizontal strokes/flicks needed to join letters. • 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. Again, there will be no joining in Year 2, just preparation to join.
Year 3	In year 3, children will be taught to fully join. They will adopt a continuous cursive approach, meaning every letter has a join (no breaks) but there will be no upstroke. Pupils should be taught to: <ul style="list-style-type: none"> • Use the diagonal and horizontal strokes that are needed to join letters. • Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
Year 4, 5 & 6	It is expected that, by the time children enter Year 4, they will be able to join in the continuous cursive style, using appropriate sizing and spacing. Any children unable to do this still, will need extra support in the form of interventions. Pupils should be taught to: <ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed. • Adopt an individual handwriting style. • Be able to maintain a neat, legible handwriting style when also building their stamina for writing.

- We use the twinkl cursive font at St John's and all staff should make an effort to use the font when making resources.
- All staff should model the handwriting style they are teaching at all times.

Teaching Joins

Join 1:

Teaching point: finish the word before you dot the i; the shape of the 'r' is important to ensure the flick makes the join.

Order: in ip im id ig ni mi hi li um ug ud un up di mu hu tu em eg ee he de ce ke ed en ew ay ar ag am ap ad an

Join 2:

Teaching point: the join is half way up the ascender (not the bottom); the cross bar to the t is added after the join is complete; t is not as tall as the other ascenders.

Order: ill ib it ik ick ack uck eck nt nk cl ch th tch at et it lt nt ut ct cf ef if lf uf

Join 3:

Teaching point: stress the shallow curve of the horizontal join; ascenders are made before crossbars in the 't'; the two different joins to 'e' (horizontal as from w to e) (diagonal as in t to e); flattened top to the 's' when a horizontal join precedes it; the join from 'w' to 'e' cannot be a shallow horizontal instead there has to be a deeper curve.

Order: ock op one ou oa oo om fa ra va fo fi wi wo fe we ve re ws rs os os orse

Join 4:

Teaching point: join from the loop of the 'l' to near the top of the 'l'.

Order: old oke ot of old obe ft rt wl ark owl iff ort

Join 5:

These are the trickier joins so time should be taken to practise each one in turn. They're trickier because:

- g j q they conclude with a descender.
- b p s they conclude with a curve in the opposite direction.
- z as it is all straight lines.
- x as it is the only letter that requires you to lift the pen in order to join.

Order: gh gl ga igh jo je ju qu aqu bo ab sp pr opp so sh st es ss ze za az xr ex ox xp