



St Cuthbert's Catholic Primary School

Handwriting Policy

God made us all unique
To learn, live and grow
To show care, concern and friendship
To be the best we can
Showing Christ's love in all we do.



At St Cuthbert's Catholic Primary School, we believe that neat, well-formed handwriting and presentation of written work helps to raise standards and encourage the pupils to take pride and have a sense of ownership of their work. As a school, we support the teaching of cursive handwriting which is progressive throughout each phase.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

Background

Why is a handwriting policy important for a primary school?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff. Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Suzanne Tiburtius of the National Handwriting Association

Aims

For the school:

- To raise standards in writing across the school.
- To have a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

For pupils:

- To achieve a legible style with correctly formed letters in cursive handwriting.
- To develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet. St Cuthbert's promotes the principles of 'Nelson' handwriting scheme and celebrates the individuality and creativity that pupils bring to their style. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

The role of the teacher:

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- To provide resources and an environment that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEND co-ordinator. Developing gross and fine motor skills, using writing aids such as thicker triangular pencils, pencil grips and wider lines will be used by children experiencing barriers to writing alongside other activities to develop their fine motor skills.

The learning environment

A dedicated writing area is established in Nursery and Reception. At Key Stage 1, pupils have access to writing materials indoors and in their designated outdoor learning space.

Writing areas/boxes are equipped with a range of writing implements and materials. In KS2 suitable materials are available for pupils to work at their own tables. Throughout all Key stages, teachers display both handwritten and word-processed work to promote a legible cursive style.

The role of parents and carers

The Early Years teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality. The early years teachers, in partnership with the English subject leader, are expected to communicate with pre-school agencies to encourage good practice.

All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

Monitoring and Evaluation

This will be undertaken by the class teacher and will also be assessed as part of each term's English writing assessments.

Early Years Foundation Stage

In the EYFS, pupils will have many opportunities to hold a range of mark making resources in order to develop and strengthen their gross and fine motor skills in order to mark make effectively. Children develop these skills at different stages. Below is a guide to support this awareness.



Heather Greutman, Occupational Therapist-Growing Hands

The Early years Foundation Stage Profile 2022 states that children working at the expected level by the end of Reception will:

- Hold a pencil effectively in preparation for fluent writing using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others.

EYFS Guidelines

Pupils will receive discrete handwriting sessions each day to develop their pencil grip and letter formation. As children learn phase 3 phonemes, they will be shown what the digraphs and trigraphs from this phase look like when joined.

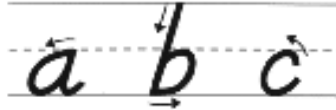
Pupils' writing during Reception will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils should be taught to:

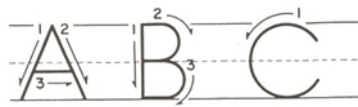
- sit correctly at a table, holding a pencil comfortably and correctly



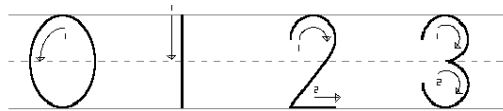
- begin to form lower-case letters in the correct direction, starting and finishing in the right place



- 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.
- Individual letters, digraphs and trigraphs are taught as they are shared in their phonic phases.

Year 1

Pupil's writing follows a similar approach to Reception and generally develops at a slower pace than their reading. As they become more secure in their grapheme-phoneme correspondence GPC, they will be able to organise their ideas in writing more effectively. Phonic and handwriting lessons that specifically teach joins, begin in Year 1 when reviewing Phase 3 in the Autumn Term.

- Pupils begin to understand which letters belong to which 'handwriting families.' (ie – letters that are formed in similar ways) and to practise these.

Set 1

c a o d g q s f e

Set 2

i l t u j y

Set 3

r n m h k b p

Set 4

v w x z

Joins are supported by 'Nelson's' handwriting scheme. These are:

Joining groups

The joining groups divide the letters according to how they will join to other letters.

Group 1

a c d e h i k l m n s t u

Thirteen letters with exit flicks plus s.

Group 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Group 3

b f h k l t

Six letters which start at the top of the ascender.

Group 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

Group 1-1: ai, sh, ee, th,

Group 1-2: ng, igh, ar, ur, ear, air, ure, er,

Group 4-1: oa, oi

Group 4-4: oo, or, ow

Research has shown that developing cursive writing supports increased spelling development and as each phonic phase is taught, so are cursive joins.

Year 2

In writing, pupils at the beginning of Year 2 should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

hand mac dad man tan
ham tag mug ding aq

• The child should not move on to a new word (or group of letters) until he can write the first with fluency and accuracy

5. j and i are not dotted until the word is finished

6. k replaces k which was used until now. It should be made in one continuous action.

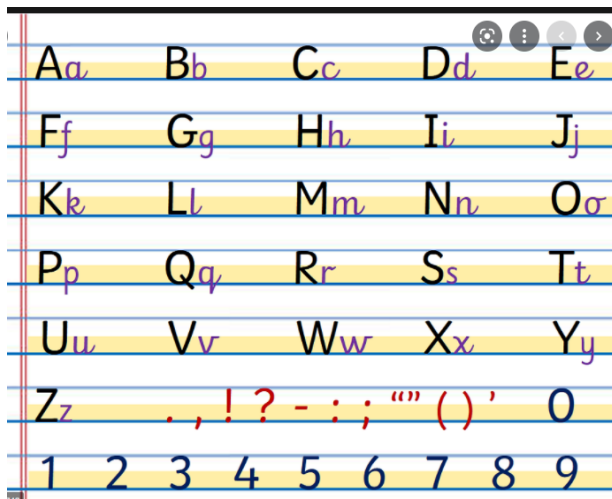
k k king kind kid kung

7. Joins to e

When e follows a letter with an up-stroke, the up-stroke is continued up and around to make the letter 'e'.

e e e ae made head dice
came lead me he them ice

- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters



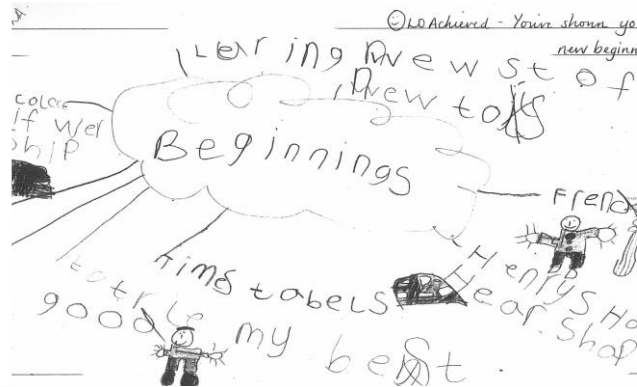
- use spacing between words that reflects the size of the letters.

Once upon a time

Guidelines

Pupils should revise and practise correct letter formation frequently. Digraphs and trigraphs continue to be modelled with joins from each phase using accurate formation and orientation.

Measuring Progress in Year 2




23.11.15

The ~~god~~ family prepared the baby for a baptism. They dressed the baby in a white gown and white blanket. They went to church, poured holy water in the font and made the sign of the cross on the baby's forehead. Next the godparents sang a hymn. When they had finished the hymn the priest lets them

LO: To write a recall of the Last Supper

At sunset, Jesus was washing His disciples dirty feet in a darkened room. A few seconds later Jesus was breaking the flat bread at the wooden table. He said "This is my body eat it and think of me." A few minutes later,

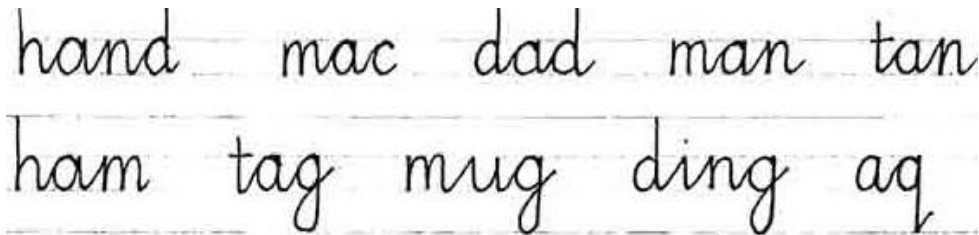


Year 3/4

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

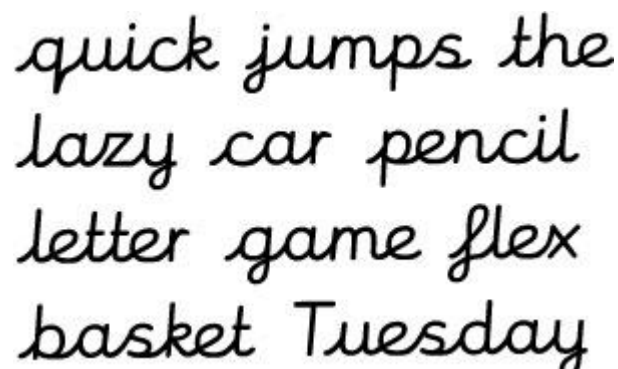
Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.



hand mac dad man tan
ham tag mug ding aq

- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters are clear.



quick jumps the
lazy car pencil
letter game flex
basket Tuesday

Guidelines

Pupils should be using joined handwriting throughout their independent writing.

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Measuring Progress in Years 3/4

After I left you, I was strolling down the street when somebody suddenly grabbed around my neck. It was Nancy, Bill Sykes' friend. I was shocked. What does she want I thought. I screamed and a crowd gathered but she pretended I was lost but just then Bill Sykes appeared with his dog from theberishap he told his dog to watch me. I shouted for help but Nancy covered my mouth I nearly suffocated.

When I ~~was~~ your house I strolled down the street suddenly I felt someone's hands seized around my neck. I was shocked & turned around it was Nancy! I asked her "What are you doing here?" she covered my mouth then a crowd of people crowded around us. Nancy said "hears my run away brother." I tried to say "I'm not

After I left home, I was tottling happily down the street when someone grabbed me by the neck. It was Nancy, Bill Res' friend. People gathered around us and Nancy said I was ~~little runaway~~ ^(A) suddenly Bill came out from a b with a drink and his dog, Bullseye. His dog hung onto my leg with his sharp razor like teeth and Nancy covered my mouth so I couldn't shout for help. I was nearly ~~assiated~~ Super writing!

Year 5/6

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

End of Key Stage 2 handwriting expectations for pupils working at the expected standard are:

- To maintain legibility in joined handwriting when writing at speed. The national curriculum states that pupils should be taught to 'use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined'.

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters

quick jumps the
lazy car pencil
letter game flex
basket Tuesday

- choosing the writing implement that is best suited for a task.



Guidelines

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an un-joined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

Measuring progress in Years 5/6

Christmas Day 25th December 1914, I heard a German shout
"Hey, Tommy!" "You play!" Suddenly, from outta nowhere a football
was thrown onto the battle field.

"Over here pal!" Fritz volleyed the ball, I chested it down and
my foot on it! England vs Germany; Blue vs Green; Blazers for good
vs referees

The match carried on till evening (noon) then everyone went back
to the trench at night fall. began to set in.

After a long and arduous
journey, without you by my side, I have
arrived at boarding school. Oh how I miss
home. Mother, you, our green and fruitful
garden, my bedroom and especially your
exquisite cooking! I hope this reaches you
how safe I am here. than at home.

Today I was off to sign up for the army. There was a spherical shape of feelings, circling my insides as I waited and dreaded to sign the paper. My hands were shaking hastily as I shook the soldiers icy, dead hand and stumbled back home. ✓