

Sacred Heart Hindsford R.C. Primary School

Handwriting Policy



Policy written by S. Johnson – English Subject Leader

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Accepted by Governors: *J. Carter* signed (chair)
J. M. Dermott signed (Head)

Shared with staff: date: September 2020

**By living out our Catholic faith
TOGETHER
we ENCOURAGE
and ACHIEVE**
"I have called you by name"

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively.
2. To write legibly in both joined and printed styles with increasing fluency and speed by:
 - Having a correct pencil grip.
 - Having the correct seating position.
 - Knowing that all letters start from the top, except d and e which start in the middle.
 - Forming all letters correctly.
 - Knowing the size and orientation of letters and numbers.

Lower Case

abcdefghijklmnopqrstuvwxyz

Upper Case

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

Numbers

1 2 3 4 5 6 7 8 9 0

Definition of cursive handwriting

At Sacred Heart, it is expected that children in **KS2** produce cursive-joined handwriting. In **KS1**, 'cursive' refers to cursive print which includes the pre-joins in preparation for cursive joins. Year 2 children who are ready for cursive writing should then begin to use some of the diagonal and horizontal strokes needed to join letters.

The main developmental phases:

1. Readiness for writing: gross and fine motor skills leading to letter formation. (EYFS)
2. Beginning to join (KS1)]
3. Securing the joins (KS1 / Lower KS2)
4. Practising speed and fluency (Lower KS2)
5. Presentation skills (Upper KS2)

The break letters (letters that aren't joined from) are:

b g j p q x y z f

NB: children must be taught individual letters first so that they see them as individual units BE- FORE learning to join.

Techniques for Teaching Letter Formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace the outline of letters on the back of the person in front of you

Getting Ready to Write - Seating and posture

- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Tables should be free of clutter
- Rooms should be well lit

KS1

Children should write with a pencil (or pen when introduced). Pencils should be reasonably sharp.

Use of Pens

From year 2 onwards children should be assessed for pen readiness. All written work, in English, RE and Humanities should then be in pen. Children should use BIC school pens – black ink. Pen can be suspended at any time, if felt appropriate.

Assessing for Pen Readiness

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor whole pieces of writing.

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?

Children must have a secure understanding and must apply the handwriting policy consistently to be awarded a pen licence! Children are to use a blue pen.

Handwriting Expectations in Other Subjects

It is expected that children produce the same standard of handwriting in other subjects such as Science, Humanities and RE as they do in both English and Handwriting books. Teachers model the cursive handwriting at all times. A cursive font is installed on all computers to enable cursive writing to be reinforced with the children.

Timetabling: classes to have at least one taught session per week.

Links to Spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Where appropriate, handwriting sessions can be linked to phonics/spelling sessions in class.

Order of Teaching

All classes:

- To ensure that children are confident with the four **letter families**. (See below for Reception class.) The teaching of **capital letters** must be taught.
- Focus on the **shape** of letters, **size** of letters and correct **orientation**.

NB: Do not join on the first letter of a word / do not start with a pre-join.

(When practising a letter or a join, the letters can start with a pre-join. When applying within a word, do not use a pre-join if the letter comes at the beginning of a word, after a capital letter or after a break-join).

Reception:

Handwriting should be taught as a whole class, using the set letter families below. The formation of letters should be taught at a brisk pace, aiming to introduce all lower case letters and numbers by the end of the Autumn term.

Family 1	c o a d g q e
Family 2	i l t f j u y
Family 3	r n m h b p k
Family 4	s v w x z
Family 5	0 1 2 3 4 5 6 7 8 9 plus CAPITAL LETTERS
Break Joins	b g j p q x y z f

Year One:

Pupils will spend Autumn term practising the [formation of lower case letters](#) as part of words, e.g. common words and/or CVC, CCVC, CVCC words. This should continue to be teacher led as far as possible. Pupils should be ready to learn [base joins](#) at the beginning of the Summer term (see below):

Revision:
Lower case a-z
Child's full name
Capitals A-M
Capitals N-Z

Set 1	ll li ti il it ill ut at ull
Set 2	all in un an im um am ine ime
Set 3	ar aw iv hu ti ki du ay ey
Set 4	ip up ib ub th ck ch ent ant

Year Two:

Pupils should spend a few weeks practising base joins before progressing onto [top joins](#) to anti-clockwise letters and other joins. Handwriting should be taught as a whole class, but with additional activities for any children experiencing difficulties.

Top joins

Set 1	ou ov ow op
Set 2	re ri rt rk
Set 3	ob ol ot of if
Set 4	ve we wh
Set 5	fe fi fu fl ft

Joins to anti-clockwise letters

Set 1	ac ad ag ca da ha
Set 2	oa od og oo
Set 3	fa fo va wa ws
Set 4	ea ed

Other joins

Set 1
Joins to e
Joining from t
Joining from p
Joining from b
Descenders
Descenders joined to e
qu
ff
ss
sw
us
ix

Years Three and Four:

Handwriting can now focus on spelling. The expectation should be for pupils to be transferring their joined script to all areas of the curriculum.

Years Five and Six:

Pupils should now be encouraged to use their own fluent and legible style in all their writing. With good teaching from Reception to Y4, most pupils will be able to do so. If a pupil's writing is still poor it is often simply the size of the letters that is inconsistent or the placing of them on the line. This may be tackled by teacher/pupil discussion or individualised and specific target setting.

Supporting Activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Presentation

A high standard of presentation is expected across **all subjects in the curriculum. REMEMBER**

DUMTUMS (ensure all the children are able to remember this)

Date Underline Miss a line (Title)/Wilf Underline Miss a line Start

KS1 - WALT/WILF can be typed, or written by the child as appropriate.

KS2 – WALT/WILF should be written by the child and **all** underlined with a ruler. Mistakes should be crossed out using one line **drawn with a ruler**.

School handwriting policy should be followed by **all** staff and children at **all** times.

English

- Date should be written in words
e.g. Monday 12th September 2020.
- School handwriting policy should be followed by **all** staff and children at **all** times.
- All work to be done in yellow books.

Maths

- Date should be underlined and have the day written and date in figures
e.g. Monday 12. 9.20
- One square should be used for each digit.
- All digits should be placed underneath each other in correct columns to aid calculations. A line should be left blank between each new calculation.
- A ruler should be used for all tables and underlining.
- All number work should be carried out in squared book and any shape, space and measures work in plain books.

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