



Through God We Achieve

OUR VISION AT ST. STEPHEN'S CE PRIMARY SCHOOL

To deliver outstanding education in a caring community, with God at its centre

'Turning your ear to wisdom and applying your heart to understanding'. Proverbs 2:2

OUR VALUES:

Joy - we provide a happy and stimulating environment, rooted in Christian values.

Excellence - we are a church school committed to the highest standards in everything we do.

Relationship – we work hand-in-hand with St Stephen's Church as well as our parents and carers.

Respect - we enable our children to deepen or realise their own faith and respect the freedom of others in their beliefs.

Nurture – our children are cared for spiritually, morally, intellectually, physically, socially and emotionally.

Handwriting Policy

Action	Policy to be reviewed as required and at least annually		
	Owner	Date	Completed
Updated	Chloe Bell	August 2023	✓
Next Review	Chloe Bell	August 2024	
Approved	Michael Schumm	September 2023	✓

Handwriting Policy

At St Stephen's we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Read Write Inc to teach phonics and letter formation in EYFS and Year 1 and then move on to Letter-join. These scheme cover all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

EYFS and Year 1

In EYFS and Year 1 we follow the RWI programme for the early stages of taught handwriting and aim to make the physical process of writing – handwriting – enjoyable from the start, so that children can see themselves as ‘writers’.

We use the RWI mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Therefore, children learn the letter formation alongside learning the sound.

We ensure that children practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later. In addition to this, we place emphasis on being ‘writing ready’ by teaching the children how to adopt an appropriate writing posture. We encourage writing to take place with:

feet flat on the floor
bottom at the back of the chair
body one fist from the table
shoulders down and relaxed
back leaning forward slightly
left/right hand holding the page
left/right hand ready in a tripod grip

In order to support our children in learning to write, we ensure that the classroom environment allows for them to stay focused and attentive to their task.

In addition to practising writing, we recognise and value the importance of developing children’s fine and gross motor skills to enable them to have the strength required for pencil grip accuracy and posture.

We ensure that children have opportunities to target their fine motor skills with purposeful tasks in the learning environment, as well as engaging in whole class activities like ‘Funky Fingers.’ To support children’s gross motor development, we have a variety of active opportunities for body strengthening in the outdoor learning environment.

Read Write Inc stages of Handwriting development

There are 3 stages of handwriting using the Read Write Inc programme.

Stage 1a:

During Stage 1 children learn correct letter formation using the same picture mnemonics they have already learnt in the Set 1 sound lessons.

These letters are taught in handwriting groups:

‘Around’ letters: c a o d g q

‘Down’ letters: l t b p k h i j m n r u y

‘Curly’ letters: e f s

‘Zig-zag’ letters: v w z x.

Stage 1b:

Once children can form the letters correctly, they learn how to place the letters on the line and of relative size. Children are encouraged to continue using the picture mnemonics help children to visualise the size and placement.

The Read Write Inc programme uses the boat and waterline as a guide for children to learn to form their letters within size and orientation. See below:

Some small letters are called 'boat letters': a c e i m n o r s u v w x z

Letters that are written below the line are called 'water letters': g j p q y

Tall letters are called 'sun letters': b d h k l t f

The focus at this stage is on consistently correct letter formation and on correct sizing and orientation with other letters and the lines in on a page.

Year 2

The introduction of the Letter-join scheme through discrete handwriting sessions taught three times a 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

Module 3 – Starting Cursive introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- 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, 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.



EXAMPLE

Word of the Week: precarious

Write the week's word six times:

precarious precarious precarious
precarious precarious precarious

Use a dictionary to find the definition of this week's word:

If something is precarious, it is not safe and likely to fall off or fall over.

Write some synonyms of this week's word:

insecure risky hazardous
treacherous unsafe dangerous

Write some antonyms of this week's word:

safe fixed strong
secure protected stable

Write a sentence using this week's word:

The cat was in a precarious position in the tree.
Beware this cliff edge is precarious.
Take care on that precarious, old ladder.
The stranded climber was in a precarious situation.

Letter-join

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- 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

Dictation Exercises

Key Stage 2
More challenging exercises

4 small notecards
29.10.2003
My birthplace in Scotland had at seven I moved...

A shopping list, complex numbers and a longer written passage.

Key Stage 2
Traditional stories and poems.

Hansel and Gretel
Suddenly the door opened, and an old woman came out.

Dictation exercises using extracts from traditional stories and poems.

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 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 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.



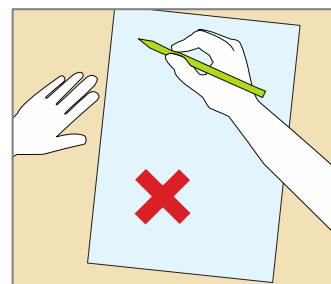
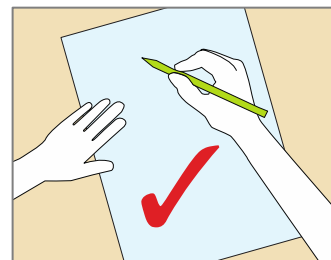
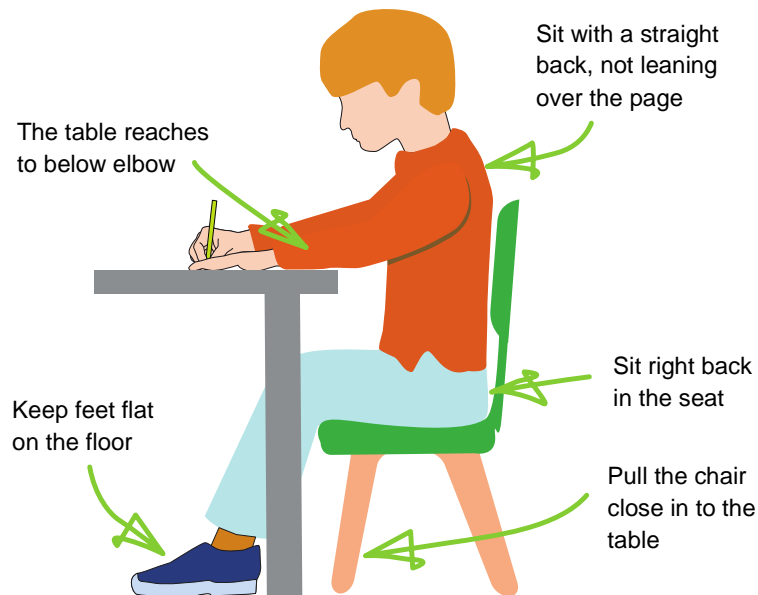
Support

Where children fall behind their main cohort in the development of handwriting and fluency, extra support will be given through resources, further focused sessions, fine motor development and home learning. Children will work at the level that suits their handwriting stage regardless of the Year group to ensure they are enabled to make progress in this area. Fluency and legibility should be the focus for children who find letter formation or the progression into cursive more difficult.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

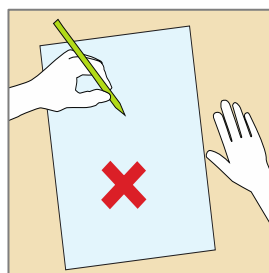
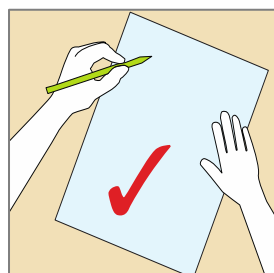
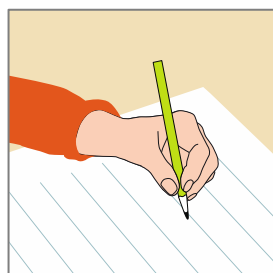
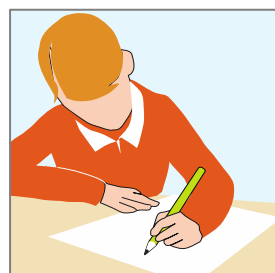


Paper position for right-handed children.

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.

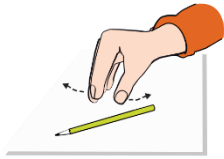


Paper position for left-handed children.

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:

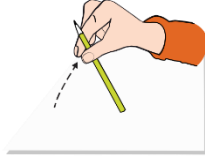
Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

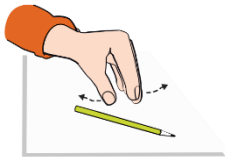


Spin it round...



and grip.

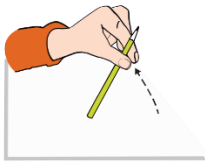
Left-handed pencil grip



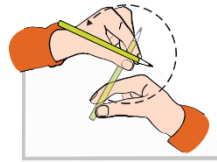
Point away the pencil,



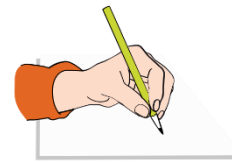
Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.