

St Paul's

C of E Primary School



A place to belong

Handwriting Policy

Chair of Governors Approval: Tom Mitchell

Headteacher Approval: Christie Clarke

Member of Staff Responsible: Charlotte Hughes

Reviewing Committee: Curriculum

Date of Review: September 2024

Statutory / Non Statutory: Non Statutory

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

“Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely.”

Romans 12:5-8

Handwriting Policy

Introduction

At St Paul's C of E Primary School, all children begin the process of learning cursive handwriting from Foundation Stage. This starts with developing motor skills and learning basic letter formations with leading lines, before progressing and developing full, joined cursive. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy, fluency, writing stamina and presentation.

The rules of the cursive style help:

- to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke.
- with the flow of cursive writing as letters naturally flow into each other; it is impossible to write separate letters without joining.
- to form spacing between words as the child develops whole word awareness
- to develop a child's visual memory
- all children's writing skills regardless of academic ability
- to develop skills of punctuation and grammar

Children begin writing with a pencil and once they have shown consistent clear presentation they will be given permission in Class 5 or Class 6 to use a handwriting pen.

Policy outline

Teaching and learning: Handwriting will be taught in every year, beginning in the Foundation stage with gross and fine motor activities and basic letter formations. The style, nature and frequency of handwriting lessons will be dependent on the needs of children in individual classes, but should comprise discrete handwriting lessons and those embedded within Literacy and Phonics. Children will still be learning to recognise non cursive letters to support reading.

Gross and fine motor skills: Activities to develop gross and fine motor skills are essential to the development of good handwriting. This is of particular importance in EYFS and early KS1, but may be required as an appropriate intervention in KS2.

Posture: Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor and their chair tucked in.

Pencil grip: Children should use a tripod grip and be given constant reminders until this is established.

Position of paper: Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

Paper: Children will be given lined paper or exercise books, to encourage the correct placing of letters on the line. Where work is redrafted and presented for display, children may use plain paper and line guides, with the same line spacing. For the teaching and practice of handwriting, children will use handwriting books with special lines and practice activities.

Correct letter formation: Children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child. Our policy is to teach unjoined letter shapes that resemble cursive lettering to early writers. Letter formation for cursive writing is available to staff and pupils on the handwriting mats in appendices 1-5. The teaching of this should be grouped so that children learn or revise similar letter shapes together.

Group 1 letters (diagonal leads):

c, a, d, g, q,

Group 2 letters (vertical leads):

*l, i, j, t, b, h,
k, p, m, n, u, y*

Group 3 letters (horizontal joins):

o, v, w

Group 4 letters (other):

e, f, r, s, x, z

Correcting mistakes: Use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten.

Appendix 1 – Whole Alphabet

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww
Xx Yy Zz

Appendix 2 – Diagonal joins to x-height letters

ai ae aj am ar ci ce cu
cy di dr dy de ee ei em
er he hu hi hy ie ir ip
iw iy ke ki kn ky le lm
lu ly me mi mm mu ne
ni nu ny te ti tu ty tt
tw ui ue up

Appendix 3 – Horizontal joins to x-height letters

ni nu

wi wt wy we

ri rr ry re

oi or ow ou oy

Appendix 4 – Diagonal joins to ascenders

ab ah ak al at eb eh ek

el et ib ik il it ch mb th

Appendix 5 – Diagonal joins from descenders to x-height letters

na no wa wo

ra ro rd rg

oa oo od og