St Cuthbert's Primary School
Handwriting Policy

Vision:

In our family school, we strive to be the best for today, for tomorrow, for ourselves, for each other, the wider world and for God.

As a Christian family we nurture an understanding that we are all of equal value and infinite worth.

In the safety of our unique family we will flourish and grow towards being Global Citizens and Courageous Advocates.

('You are now citizens together with God's people and members of the family of God'. Ephesians 2:19)

Mission statement:

Learning to love, loving to learn in the family of Christ.

('Encourage one another and build each other up'- 1 Thessalonians 5:11)

Intent

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 write fluently, legible and with increasing speed. They should use joined-up handwriting, and 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 consistently model the printed or cursive style of handwriting chosen for each year group in all their handwriting, whether on whiteboards, displays or in pupils' books.

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 in EYFS using a soft hand hugger pencil. When fine motor skills have been established and handwriting is consistently neat and legible, a handwriting pencil can be used. In Key Stage 2, children will start to write using 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 Families

Handwriting is taught through the use of letter families using our Essential Letters and Sounds mnemonics.

Letter families are as follows:

Curly caterpillar letters- c, a, o, q, g, d, e, s, f

Ladder letters- l, I, j, t, u, y

One armed robot letters- r, m, n, h, b, k, p

Zig Zag monster letters- v, w, x, z

In Key Stage 2, the letter families are further developed by following the process outlined in appendix 2.

Progression

EYFS

The ELGs for Fine Motor Skills are:

Children at the expected level of development 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.

The ELGs for Writing are:

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed.

Year 1

- 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

Year 2

- Form lower-case letters of the correct size relative to one another
- In Spring Term, begin to use lead ins ready for joining in Year 3.
- 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

Lower KS2

- From Year3, develop a joined handwriting style following a structured programme. (See Appendix 2)
- 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 do not touch

Upper KS2

- Write legibly, fluently and with increasing speed.

Terminology

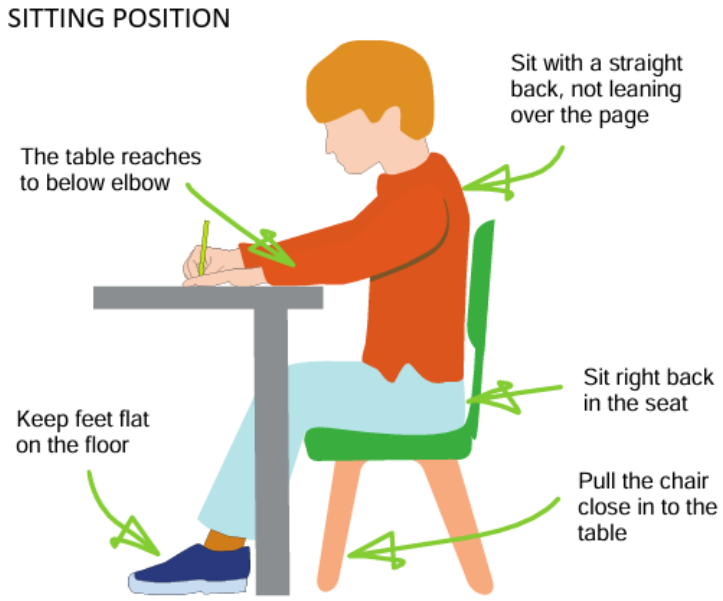
- Ascender: a letter that goes above the mid-point. Letters that go above the x-height are: b d f h k l t and all capital letters.
- Baseline: the line on which most letters rest. Picture a line under the letters in this sentence– that's the baseline.
- Descender: a letter that goes below the baseline. Letters that go below the baseline are: g j p q y. The part that goes below the baseline is called the tail.
- Downstroke: any movement downward with the writing instrument.
- Fine motor skills:
- Gross motor skills:
- Mid-point -midpoint, it's the height of all letters that are not ascenders and descenders.
- Tripod grip: is a grip using three fingers of the hand - the thumb, index and middle fingers. A child typically develops this grip around the age of three or four. It is a functional grasp which is essential for a number of tasks, such as holding a pencil or fastening buttons.
- Upstroke: any movement upward with the writing instrument.

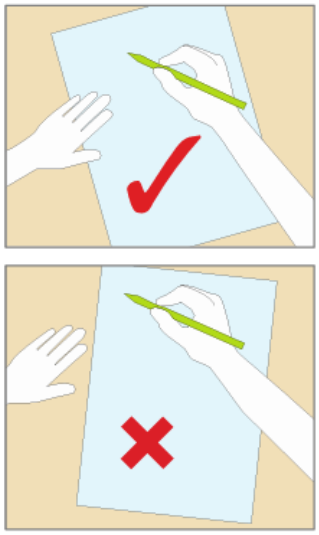
Appendices

Appendix 1

Correct posture and pencil grip for handwriting

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





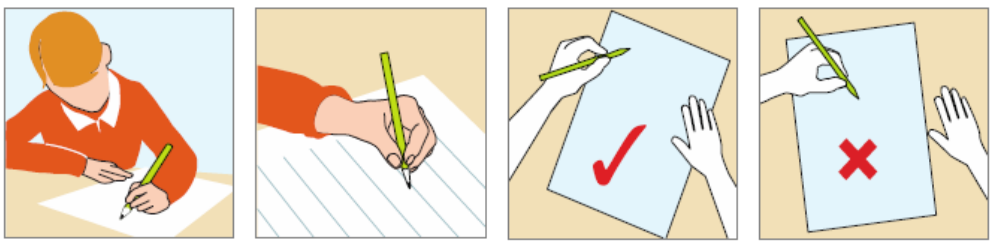
Paper position for right-handed children.

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



Appendix 2

Week	Mon	Tue	Wed	Thu	Fri
1	l	t + l	i +tl	lti	lti
2	c +lti	o +ltic	a +ltico	lticoa	lticoa
3	g +lticoa	d +lticoag	q + lticoagd	lticoagdq	lticoagdq
4	e +lticoagdq	f +lticoagdqe	j +lticoagdqef	lticoagdqefj	lticoagdqefj
5	h +lticoagdqefi	k +lticoagdqefjh	b +lticoagdqefjhk	lticoagdqefjhkb	lticoagdqefjhkb
6	n +lticoagdqefjhkb	m +lticoagdqefjhkbn	p +lticoagdqefjhkbnm	lticoagdqefjhkbnmp	lticoagdqefjhkbnmp
7	u +ticoagdqefjhkbnmp	v +ticoagdqefjhkbnmpu	w +ticoagdqefjhkbnmpuv	y +ticoagdqefjhkbnmpuvw	lticoagdqefjhkbnmpuvvwy
8	r ticoagdqefjhkbnmpuvwy	s+ticoagdqefjhkbnmpuvwyr	x+ticoagdqefjhkbnmpuvwyrs	z+ticoagdqefjhkbnmpuvwyrsx	lticoagdqefjhkbnmpuvvwyrsxz