

Saint John's C.E. (A) Primary School

Wheatly Avenue, Trent Vale, Stoke-on-Trent, ST4 6SB



Handwriting Policy 2022- 2023

Revision History

Version	Date	Comments	Review Date
2		Approved and issued	
1	February 2022	First draft	

Let your roots grow down into him, and let your lives be built on him. Then your faith will grow strong in the truth you were taught, and you will overflow with thankfulness. Colossians 2:7

Dedication - Courage - Joy

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Intent

St. John's CE (A) Primary School is committed to:

Enabling children to learn creatively, achieve their best personally and develop independently in a happy, secure, Christian environment.

Valuing individuals; encouraging them to value others and make a positive contribution to their socially and multi-culturally diverse community.

Developing a firm foundation to provide children with the skills necessary to make the correct choices on life guided by the Holy Spirit.

Aims and Objectives

Intent

At St John's we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

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. We want to enable our children to be proud of their work and how it is presented.

'Whatever you do, work at it with all your heart'
Colossians 3:23

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.



Implementation

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 through twice-weekly lessons 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, the children will receive their 'Pen License' and a handwriting pen can be used.

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 or challenge and there are additional resources to support as necessary.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers will set specific tasks such as:

- Magic Patterns
- Magic Words
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.



Pupil Access to the Letter-Join App

Children will be encouraged to use the Letter-Join app both at home and at school.

To log on through a laptop, go to <https://www.letterjoin.co.uk> and click on Desktop:



The log-in details are as

follows:

User name: **dw8161**
Password: **home**

Then the children will
there.

select their class from

To log on using a tablet, go to <https://www.letterjoin.co.uk> and click on Tablet:



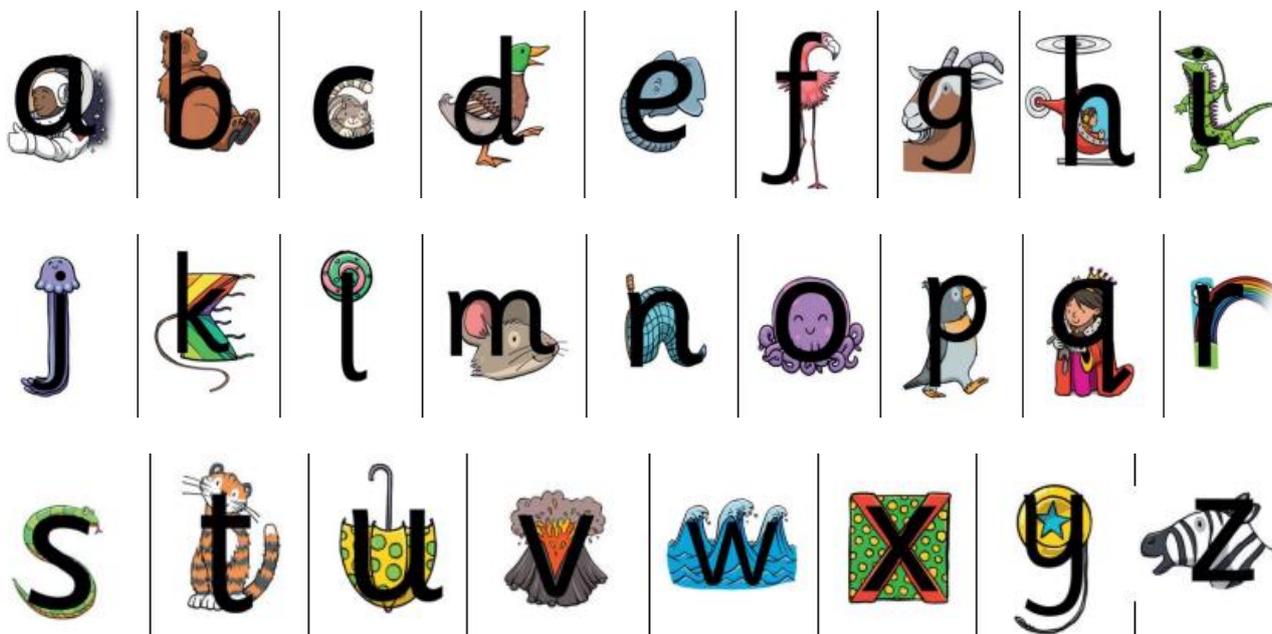
The log-in details are as follows:

User name: **dw8161**
Swipe code
(starting at top left): 

The Teaching of Handwriting Throughout the School

Early Years

For our youngest pupils we teach handwriting through our Systematic Synthetic Phonics Scheme Little Wandle Letters and Sounds Revised. Each letter has a picture and short rhyme that is introduced throughout Phase 2 as the children learn the GPCs. Following this, the children are introduced to capital letters, with a rhyme for each one.



Key Stage 1: Years 1 and 2

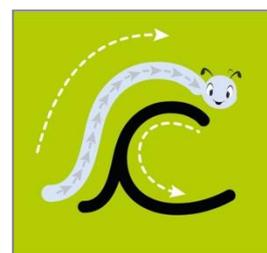
Teaching progresses from five short, to two longer lessons per week:

- 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

Lesson Planner Module 2 Print to Cursive for Year 1 teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

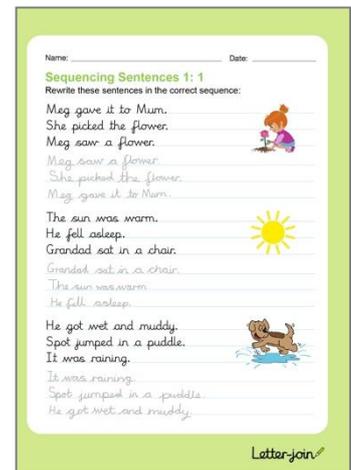
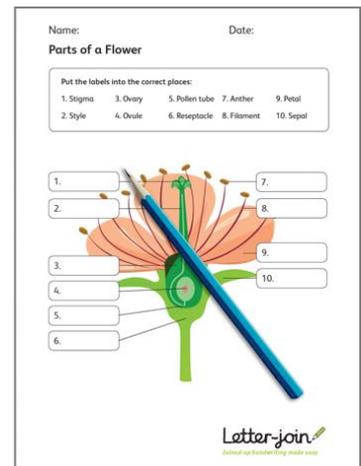


On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

Lesson Planner Module 3 Cursive: Year 2 includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs. The sections in this module cover:

- 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, French activities, 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.

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

EXAMPLE
Word of the Week: precarious
 Write this 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 hazy dangerous
 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.

Dictation Exercises

Key Stage 2
 More challenging exercises
 4 small satsumas
 29-10-2003
 My birthplace is Scotland but 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.

Handwritten notes on a red background. One note is titled "ANNE BOLEYN" and mentions "Marrried to Henry VIII from 1532 to 1536" and "Gave birth to Elizabeth in 1533". Another note is titled "Tiger Fish and Catfish" and describes their characteristics.

Spelling 1
 Words ending in icious and itious

Look	Trace	Copy	Cover and write
delicious	delicious	delicious	delicious
precarious	precarious	precarious	precarious
conscious	conscious	conscious	conscious
spacious	spacious	spacious	spacious
inicious	inicious	inicious	inicious
suspicious	suspicious	suspicious	suspicious
infectious	infectious	infectious	infectious
caustic	caustic	caustic	caustic
ambitious	ambitious	ambitious	ambitious
scrupulous	scrupulous	scrupulous	scrupulous
superstitious	superstitious	superstitious	superstitious
nutritious	nutritious	nutritious	nutritious

Challenge Write a paragraph using as many of these words as possible.
 I was suspicious about the nutritious meal being healthy because it was really scrupulous. I was cautious because it was so delicious! The chef was very precise about the recipe and got quite anxious when I ask for the ingredients. The kitchen was really ambitious and I was conscious of the ambitious staff who were superstitious about their names. They would burst into infectious laughter all the time.

Lesson Planner Module 7 for 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.

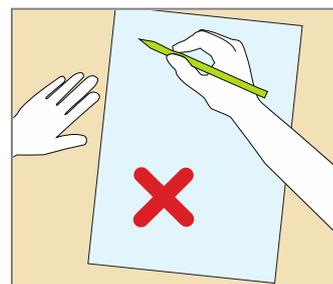
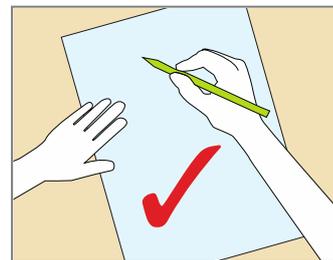
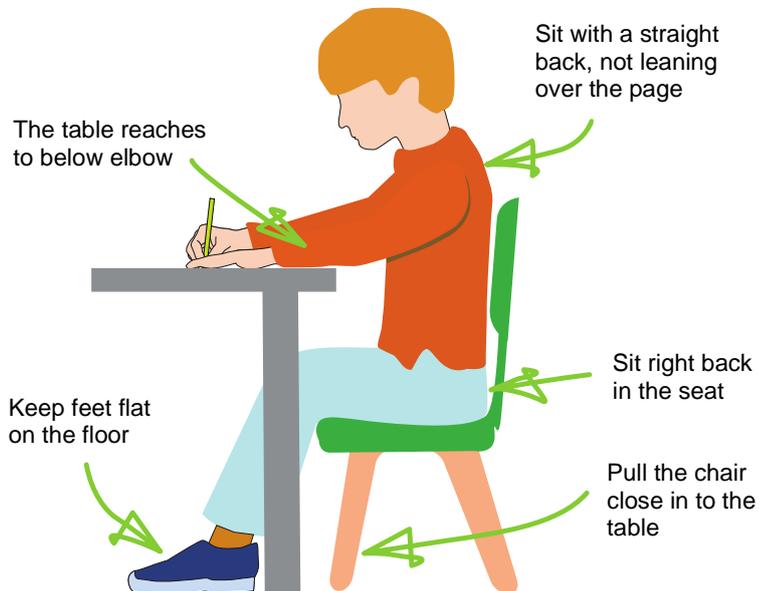
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.



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

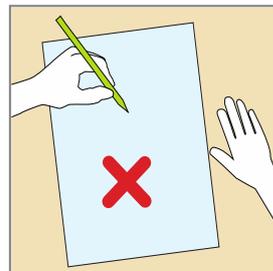
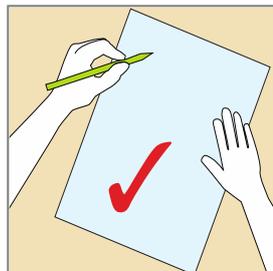
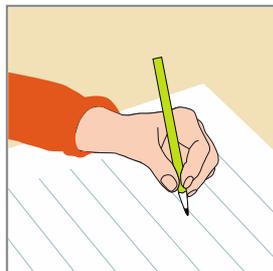


Paper position for right-handed children.

Left-handed Writers

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 where needed.

- 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.

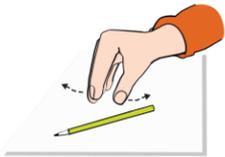


Paper position for left-handed children.

The 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.

Letter and number formation

The following exemplifies the correct letter and number formation to be taught and used at St John's from Nursery through to Year 2, however pre-cursive patterns are introduced in the Summer term of Year 1 in preparation for Year 2.

								
Around the astronaut's helmet and down into space.	Down the bear's back, up and round its tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and curl down its trunk.	Down the flamingo to its foot and across its wings.	Round the goat's face and curl under its chin.	Down, up and over the helicopter.	Down the iguana and dot the leaf.
								
Down the jellyfish and dot its head.	Down the kite, up to the top corner and down to the bottom corner.	Down the lollipop stick	Down, up and over the mouse's ears	Down, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground and over the rainbow.
								
Down the snake from head to tail.	Down the tiger and across its neck.	Down and around the umbrella, and back to the ground.	Down to the bottom of the volcano and back up to the top.	Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl round the string.	Across the top of the zebra's head, zig-zag down its neck and along.	

0 1 2 3 4

5 6 7 8 9

+ - × ÷ =

() # % &

@ / £ \$ €

The following exemplifies the correct letter and number formation to be taught and used at St John's from Year 2 upwards. Letter-Join software is installed on computers to enable teachers to create documents and screens using the correct font.



Approved and Authorised by:

Signed _____

Headteacher/Co-ordinator

Signed _____

C-o Chairs of Governors

Date: _____