

The Good Shepherd Primary Catholic Voluntary Academy



Handwriting Policy

Mission Statement

**Our mission is to develop our children with active and creative minds,
a sense of understanding and compassion for others and
the courage to act on their Catholic beliefs.**

**In our school community we celebrate our faith and we work together
to achieve our personal potential by trying to live like Jesus and
become the person that he wants us to be.**

Ratified On:	March 2021
Review Date:	March 2023
Chair of Governors signature:	Mrs R Burke
Head Teacher's signature:	Mrs M.H.B.Williams

'God is our refuge and strength, an ever - present help...'



The Good Shepherd
Primary Catholic Academy
Our School • Our Community

We are very proud of our pupil's handwriting and take particular care in our cursive, joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

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

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

Aims

- For all pupils to use a neat and legible handwriting style using the cursive style.
- To ensure a consistent approach of cursive handwriting across the whole school.
- For handwriting to become an automatic process which frees pupils to focus on the content of their writing.
- To help raise attainment for all pupils by using a consistent approach to the teaching of handwriting throughout the school.

Teaching and Learning

- Handwriting is a skill which needs to be taught explicitly.
- Handwriting is a movement skill and correct modelling of the agreed style by the teacher is very important.
- Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.
- Handwriting is a cross-curriculum task and will be taken into consideration during all lessons.

The role of the teacher:

- To follow the school policy to help each child develop legible and fluent handwriting;
- To provide direct teaching and accurate modelling;
- To provide resources and an environment which promotes good handwriting;
- To observe pupils, monitor progress and determine targets for development;
- To use neat, joined-up cursive writing for all handwriting tasks including marking.

Continuity and Progression

Guidance for Foundation Stage:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing;
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, sand trays, tuff spots and iPads;
- Letter learning to familiarise letter shapes, formation and vocabulary;
- To form letters using the printed style;
- During the Summer Term teachers are to model the leading in cursive style and, children who have been assessed as ready, to begin writing in the cursive style in preparation for Year One.

Main teaching aims for Key Stage 1:

Year 1 (to be taught at least 4 times per week):

- To develop a comfortable and efficient pencil grip for forming and linking letters;
- To recognise upper and lower-case counterparts;
- To form lower case letters correctly in a script that will be easy to join;
- To reinforce the link between handwriting, spelling and the recognition of phonic patterns and letter strings.

•

Year 2 (to be taught at least 4 times per week):

- Practice in basic sight vocabulary;
- Reinforcement and practice using the four basic handwriting diagonal and horizontal joins;
- Linking handwriting to phonic and spelling knowledge and patterns;
- Conceptual awareness of space required for printing (for labels, notices etc).

Main teaching aims for Lower Key Stage 2 (to be taught at least 3 times per week):

- Reinforcement and practice of cursive style to ensure consistency in size and proportion of letters and the spacing between letters and words;
- Purposes and uses of handwriting and print;
- Consolidation and development of a style that is fast, fluent and legible;
- Presentation, layout and decoration of 'finished' work.

Main teaching aims for Upper Key Stage 2:

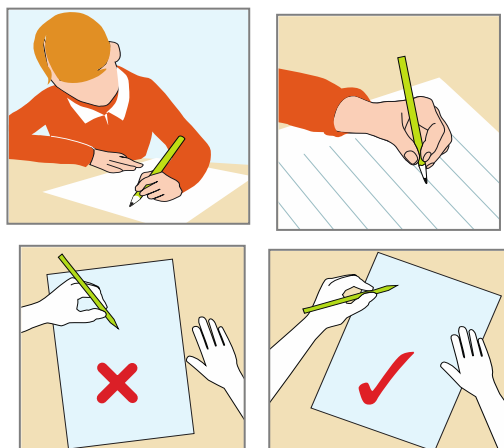
- Handwriting should not be taught explicitly in Year 5 and 6.
- Handwriting should be taught in the form of an intervention

Children with special educational needs

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme may be drawn up in consultation with the SEN co-ordinator and linked to the child's IEP. In Foundation Stage and Year 1, one-to-one or small group interventions using finger gym / dough gym, therapy putty and pencil grips and fine motor skills exercises also take place for those children with poor pencil control. If the teacher or SENCO feels it is beneficial, some children with special educational needs may be encouraged to use print rather than cursive.

Guidance for Left-handers

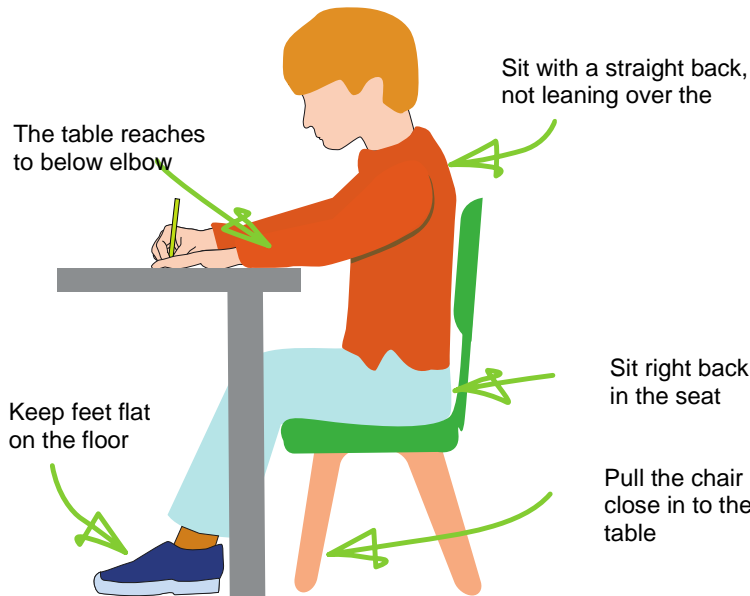
Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- 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.

Posture

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



Handwriting Rhyme



1 2 3 4

Are my feet flat on the floor?

5 6 7 8

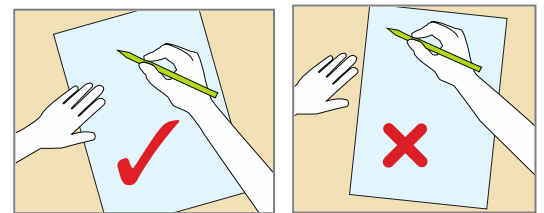
My chair is in, my back is straight.

9 10 11 12

This is how my pencil is held.

13 14 15 16

Now I am ready for my very best writing.



Paper position for right-handed children

Materials

Letterjoin Handwriting Scheme

Pencils

Pens

Chalk

Paint brushes

Large feathers

Sand/ glitter

Shaving foam

Mini whiteboards

Whiteboard pens

Handwriting books

Workbooks / lined paper

Computers

iPads

Checklist for Teachers

- All letters are formed and clear
- All letters are joined consistently
- All letters are of even and consistent size
- All ascending and descending letters sit correctly on the line

Lower case letters

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

Capital letters

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