



Handwriting Policy

Reviewed July 2024

St Giles Academy Handwriting Policy

At St. Giles Academy we have decided to adopt a new cursive style for handwriting following the Join It scheme. This is due to the high level of importance the National Curriculum now places on the teaching of handwriting. We believe that by introducing a cursive handwriting style we will raise standards in writing throughout the whole school, developing consistency, confidence, accuracy and fluency and improved presentation.

We felt it was important to follow a system that met the needs of all our children. It was therefore decided that EYFS will begin with a pre-cursive style that will flow easily into a cursive style later in KS1. The children will then begin to learn how to join their letters when the teacher judges it to be appropriate.

We are confident that through regular and consistent use of this new approach, that the standard of handwriting will improve greatly. Although we provide many opportunities for handwriting across the curriculum, we will also teach regular discrete handwriting lessons to focus on and revise specific skills. As well as the sessions that the children will receive during the school day, we will provide parents with materials to further the children's progress at home.

In EYFS we will:

- Develop good gross and fine motor control including how to hold a pencil correctly.
- Practice pattern formation (spirals, zigzags, waves.)
- Introduce the letter families, teaching the children how to correctly form the letters.
- Write letters in the pre-cursive style.
- Learn to sit correctly at a table, holding a pencil comfortably and correctly.
- Learn to form capital letters if ready.

- Learn to form digits 0-9 if ready.

<ul style="list-style-type: none">• Long ladder family:• i, j, l, t, u, y	<ul style="list-style-type: none">• One armed robot family:• b, h, k, m, n, p, r	<ul style="list-style-type: none">• Curly Caterpillar family:• c, a, d, e, g, o, q, f, s	<ul style="list-style-type: none">• Zigzag family:• Z, x, v, w, y, k
--	---	---	---

In Year 1 we will

- Revise the letter families taught in EYFS.
- Continue to develop good gross and fine motor control.
- Introduce the cursive style (unjoined.)
- Learn to sit correctly at a table, holding a pencil comfortably and correctly.
- Learn to form capital letters.
- Learn to form digits 0-9.
- Introduce 'IN' and the patten for learning cursive writing

m	In Maisie Mountain mountain out	b	In down the laces to the heel, round the toe and out
a	In round the apple down the leaf out	f	In round the petal, down the stem, round the leaf and out
s	In slither down the snake out	e	In cut off the top, scoop out the egg and out
t	In down the tower out and across	l	In down the long leg and out
d	In round his bottom, up his tall neck, down to his feet and out	h	In down the head to the hooves over his back and out
i	In down the body, out and dot the head	r	In down his back, over his arm and out
n	In down nobby, over his net and out	j	In down his body, loop out and dot his head
p	In down the plait, up and around the pirates face and out	v	In down a wing, up a wing and out
g	In round her face, down her hair and loop out	y	In down a horn, up a horn, under his head and loop out
o	In all around the orange out	w	In down up down up and out
c	In curl around the caterpillar	z	In zig zag zig
k	In down the kangaroo's body, round his tail, down his leg and out	x	In round the arm and leg, off, round the other arm and leg

u	In down and under, up to the top, down and out	q	In round her head, up to the top, down her hair and out

In Year 2 we will:

- Consolidate the letter families taught in previous years.
- Continue to teach the unjoined cursive style until the child's letter formation is accurate and the teacher assesses the child as being ready to introduce joins.
- Start using some of the diagonal and horizontal strokes needed to join letters.
- 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.

First join (to letters without ascenders)	Second join (to letters with ascenders)	Third join (horizontal joins)	Fourth join (horizontal joins to letters with ascenders)
un um ig id ed eg an or in gung	ch sh th tl ll ill sli slu ck ack st sti ink unk	od pg re ve oon oom	wl vl of ff fl flo

In Year 3 we will:

- Consolidate joins taught in Year 2.
- Use the diagonal and horizontal strokes that are needed to join letters.
- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.]

Practice the four joins (See year 2) in ine ut ute ve vi ok oh	Two joins for the letter s sh as es	Two joins for the letter r ri ru ry	Practice to and from the letter a oa ad as ai al ay ha ta fa
Joining from the letter e ee ea ed	Joining from the letter o ow ov os oi od oo og	Joining to the letter y ky hy ly	Practice joining to the letter r er ir ur
Practice joining o to ascenders ot ol ok	Practice the horizontal join to the letter e re oe fe	Practice the horizontal join to the letter u ou wu vu	

In Year 4 we will:

- Revise joins taught in Year 3.
- Use the diagonal and horizontal strokes that are needed to join letters.
- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the down strokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Teach joins:

Main letter joins:	Silent letters:	Double letters:	Spacing:	Proportions:	Punctuation:
ning, ping, ting, cod, ake, ome, are, fla, flo, fle, who, wha, whe, ie, in, il, inly ky, ny, ap, ar, an, ick, uck, ack, he, we, re, fte, fir, fin	wra, wri, kni	tt, ll, oo, pp, ss, ii, rr, nn, mm, cc, ff, ee	ew, ev, ex	th, ht, fl	! ? " () £

In Years 5 and 6 we will:

- Revise prior learning from Years 3 and 4.
- Work on dictation materials with a focus on speed and accuracy.

Handwriting Lessons

Foundation Stage	Handwriting is taught daily through continuous provision, phonics lessons and practical activities.
Key Stage 1	Handwriting is taught discretely up to 5 times a week with links to phonics lessons.
Lower Key Stage 2	Handwriting is taught discretely up to 3 times a week.
Upper Key Stage 2	Handwriting is taught discretely once a week.

N.B Unless more lessons are required teacher discretion

Penhold

We will teach children the dynamic tripod grasp detailed in the picture below.



This should be reinforced at the start of every formal writing session in Foundation Stage and Key Stage 1 and handwriting lessons in Key Stage 2. In Key Stage 1 other grips should be corrected. A close eye needs to be kept on children developing an awkward grip and a plan put into place. Although the basic tripod grasp is often considered to be the only 'correct' way to hold the writing instrument, there are a number of alternative grips which also work well. If a child has established a grip that he or she finds reasonably comfortable for long periods, it often causes more problems than it solves to insist that he/she change it.

Writing Implements

Pencils will be used for writing in books. Pens will be used in Year 5 and Year 6 –year 3 &4 teachers can allow children to have pens if handwriting is consistently neat over a period of a term or more (pen license).

Pencil will still be used in Maths books and to draw tables and diagrams.

Posture, Paper and Position

Posture should be taught explicitly and children reminded at the start of every formal writing session until it becomes habitual. Children should sit with the upper body reasonably upright and squarely facing the writing surface, with feet on the floor and the non-writing hand supporting the work. Right-handers should rotate the surface slightly to the left. Avoid allowing pupils to rotate the paper further and further until the lines are virtually vertical, as this can become a habit difficult to break. Left-handers should either sit next to each other or on the left of a right hander so that elbows do not clash. Left-handers should rotate the writing surface slightly to the right.

Handwriting Books

EYFS and Year 1 will use a range of practical activities to develop handwriting (e.g. writing in sand, shaving foam, dough disco.)

Year 1 will use wide line books – introduce red handwriting books when teacher feels children are ready.

Year 2 will starting using red handwriting books. This will follow on in the other year groups.

Support for Learning

Children experiencing difficulties with their handwriting will be brought to the attention of the SEN leader and a programme of intervention will be set up as appropriate.

Assessment and monitoring

Children in EYFS are assessed and monitored regularly through daily observation and handwriting forms part of this.

Within Key Stage 1 and Key Stage 2, handwriting is monitored during book looks and is assessed as part of the children's writing assessments. This is recorded on the INSIGHT tracking service..

Left handers

The National curriculum says:

“Left-handed pupils should receive specific teaching to meet their needs.”

Make a big loop, just like so. This is the way to make **zero**.



A straight line **one** it is fun.



Around and back on the railway track makes **two, two, two**.



Around the tree and around the tree. This is the way you make a **three**.



Down and across and down some more. This is the way you make a **four**.



With a straight neck and a round tummy, put his hat on, **five** sure looks funny.



Down to a loop, the **six** rolls a hoop.



Across the sky and down from heaven. This is the way you make a **seven**.



Make an S and do not wait. Climb back up to make an **eight**.



A loop and a line makes a **nine**.



Handwriting standards and expectations

- If children are writing date and LO in books it must be underlined using a pencil.
- When drawing diagrams or tables they must be drawn in pencil and using a ruler where possible.
- Children using pen need to use the red Berol handwriting pens unless you think they would benefit from a different type to suit a need, which you need to test out with them to make sure the colour and grip is appropriate.
- Feedback and editing by children in books - as a result of your marking - should be done in purple pen.
- If you have given verbal feedback regarding HW please mark VF so it's shown that you're aware and have discussed with ch.
- Good handwriting/presentation should be celebrated and children who have made improvement in presentation made aware too.
- Encourage one digit per square in maths books for clarity (HW policy also outlines number formation e.g. no French sevens and fours that look like nines)
- When staff write on boards or in books consider our own presentation as a standard for the children to follow. Underline dates and LO on WB and on lesson slides if used.

a b c

d e f

g h i

l m n

o p q

r s t u

v w x

y z

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

abc def

ghijklm

n o p q r s

t u v w x

y z