



SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

Handwriting Policy

Approved by ¹	
Name:	Katie Chappell and the Educational standards Committee
Position:	Headteacher
Signed:	
Date:	Spring 2024
Proposed review date ² :	Spring 2025

¹ The Employer free to determine how to implement.

² The Governing Body or Proprietor free to determine review period.

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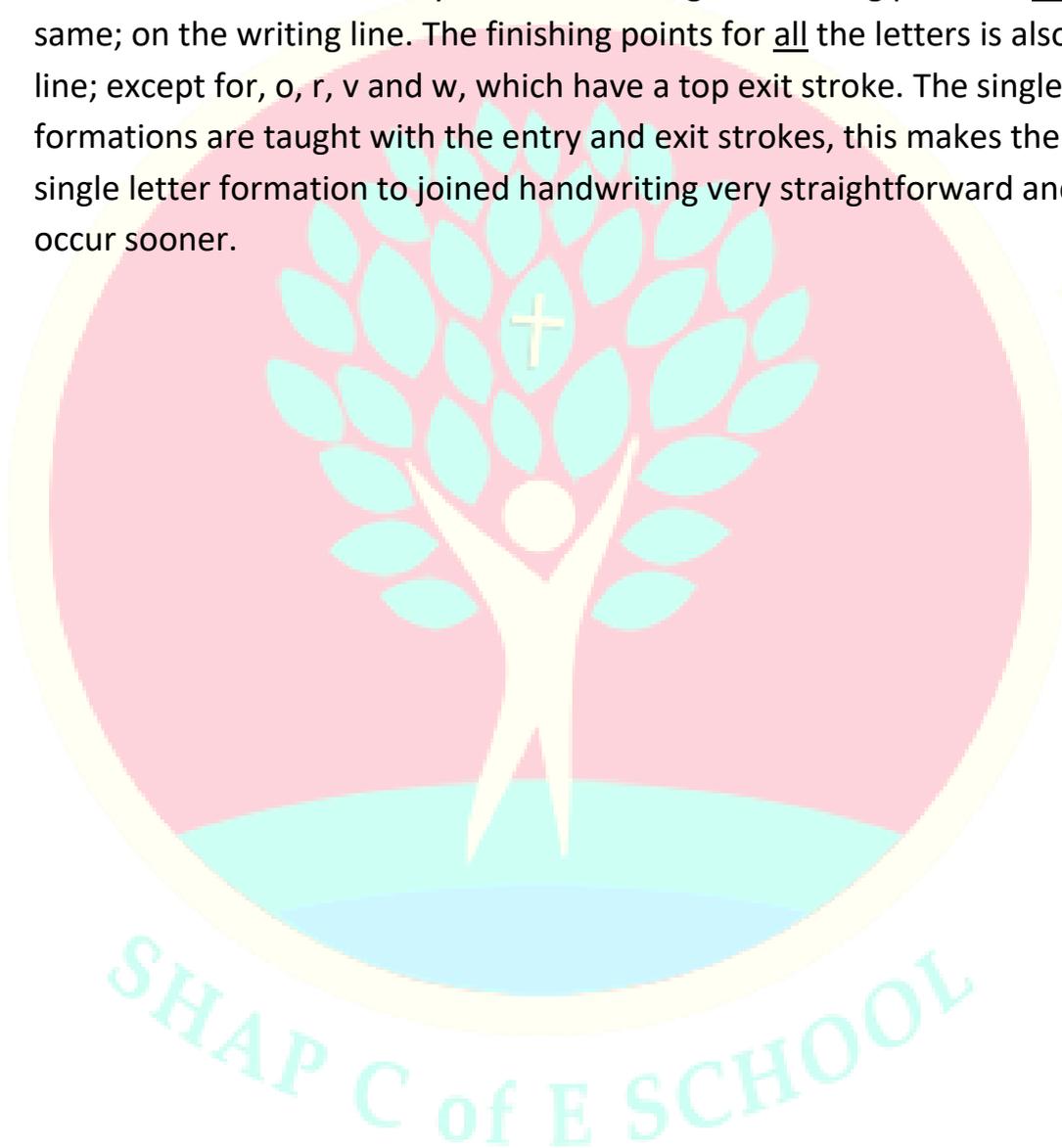
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(spelling & handwriting only with handwriting highlighted in green)



1. Introduction

Continuous Cursive

For a continuous cursive style of handwriting the starting point for all the letters is the same; on the writing line. The finishing points for all the letters is also at the writing line; except for, o, r, v and w, which have a top exit stroke. The single letter formations are taught with the entry and exit strokes, this makes the transition from single letter formation to joined handwriting very straightforward and allows it to occur sooner.



2. Intent

Shap CE School's overarching intent for our pupils is to provide a Handwriting programme of study which ensures all pupils are provided with the opportunity to learn and develop a neat legible style of handwriting with correctly formed letters in the 'continuous cursive' handwriting style.

As recommended by the British Dyslexia Association, a 'continuous cursive' handwriting style that is consistent throughout the whole school will:

- Ensure high levels of written presentation.
- Have a simpler approach to forming joins.
- Give a clearer distinction between upper-case/capital letters and lower-case letters.
- Reduce the likelihood of reversal mix-ups such as b/d and p/q.

A smooth flow improves speed and spelling; children develop fluency whilst writing and develop 'muscle memory' of how each letter is written. Eventually the children are able to write the letters with confidence and correct orientation.

Muscle memory is the act of committing a specific motor task into memory through repetition. While your muscles themselves can't actually remember anything, they are full of neurons attached to your nervous system that play a role in motor learning. Any movement required brain activity, and repeating movement, even complicated ones, enough times trigger recognizable patterns in your brain regions responsible for motor skills; leading to a learned motion that will require less brainpower in the future.

SHAP C of E SCHOOL

3. Implementation

Our agreed continuous cursive style is as below:

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

The quick brown fox
jumps over the lazy dog.

- All letters will join.
- Each lower-case letter begins on the line and leads into the main body.
- The letters will be taught alongside, and complement the Systematic Synthetics Phonics programme of study pupils begin in EYFS when they begin to learn and make links between letters and sounds.
- All adults are to adopt correctly and neatly formed continuous cursive handwriting when writing in children's books, on the whiteboard or Interactive Whiteboard and any other handwritten resources/displays.
- In all classes staff will provide regular opportunities for children to develop, practise and perfect their skills.
- We will provide targeted support for any child experiencing difficulty.

SHAP C of E SCHOOL

4. Organisation/provision

Using our chosen Handwriting scheme;



Handwriting at Shap CE School will be organised with the following provision and arrangements:

In EYFS:

- Children will develop hand eye co-ordination, gross and fine motor skills that will support the eventual development of handwriting.
- Children will use a range of tools to develop drawing lines & circles using gross motor resources such as swirling ribbons/batting balls/painting.
- Children will use a range of materials to develop fine motor skills e.g. wax crayons/markers/pencils/sponges/chunky brushes/ cotton wool balls/shaving foam/finger paints etc.
- Children will practice manipulative skills e.g. cooking/building with construction toys/threading/playing instruments.
- Children will use a variety of tools and paper, indoors and outdoors for purposeful writing e.g. role play/labelling/making cards
- Children will be introduced to letters in line with their Systematic Synthetics Phonics programme of study when they learn and make links between letters and sounds. One of the Phonics session each week will be a discrete handwriting session, with further handwriting activities embedded throughout the other 4 phonics sessions per week.
- Children will be taught how to correctly hold a pencil: using a tripod grasp where the index finger is approx. 2cm away from the point. Triangular barrelled pencils/pencil grips may be used to support this initially/as needed.
- Children will be taught to form letters using an un-joined continuous cursive style, starting each letter from the line and leading in to the main body of the letter.
- When children learn digraphs/trigraphs they will be taught to join the 2/3 letters together.

- Parents will be given opportunities to support their child to practice their letter formation at home. Teachers will send home materials to enable parents to do this.

In Key Stage One & Two

Staff will:

- Have high expectations; valuing work that is the child's best effort and supporting when it is clearly not.
- Identify left handed children and make sure they have sufficient space in which to work and that they are tilting their paper by slanting it to the right. Ensure these children in particular maintain a good posture and straight hold of their pencil.
- Encourage children to assume the correct sitting position in order to write; with both feet and 4 chair legs on the floor.
- Model how to hold a pencil correctly.
- Ensure the hand that is **not** holding the pencil is holding the paper.
- Reinforce how to form letters, beginning each letter in the same place; on the line.
- Reinforce how to join letters correctly adopting a fluid motion.
- Monitor children's progress through regular assessment and observations of how letters and numbers are formed in all subject areas; not just work with a specific handwriting focus.
- Implement intervention for those children not forming their letters and numbers correctly.
- Where necessary, group children and provide differentiated tasks.
- Model expected handwriting:
 - On the board
 - When marking children work in their books
 - On displays
 - Use a cursive handwriting font (Letter-join Air Plus 40 in EYFS & Y1, Letter-join Plus 40 in Y2-Y6) on teaching materials where possible.
- Allow children with very poor fine motor skills to print letters rather than write in the continuous cursive handwriting style and not join letters together. This should be decided after consulting with Mrs Chappell in her capacity as SENDCo.

Children will:

- Take pride in their work
- Learn to write clearly recognisable letters and form them correctly.
- Know how to begin each letter from the line and join them neatly.

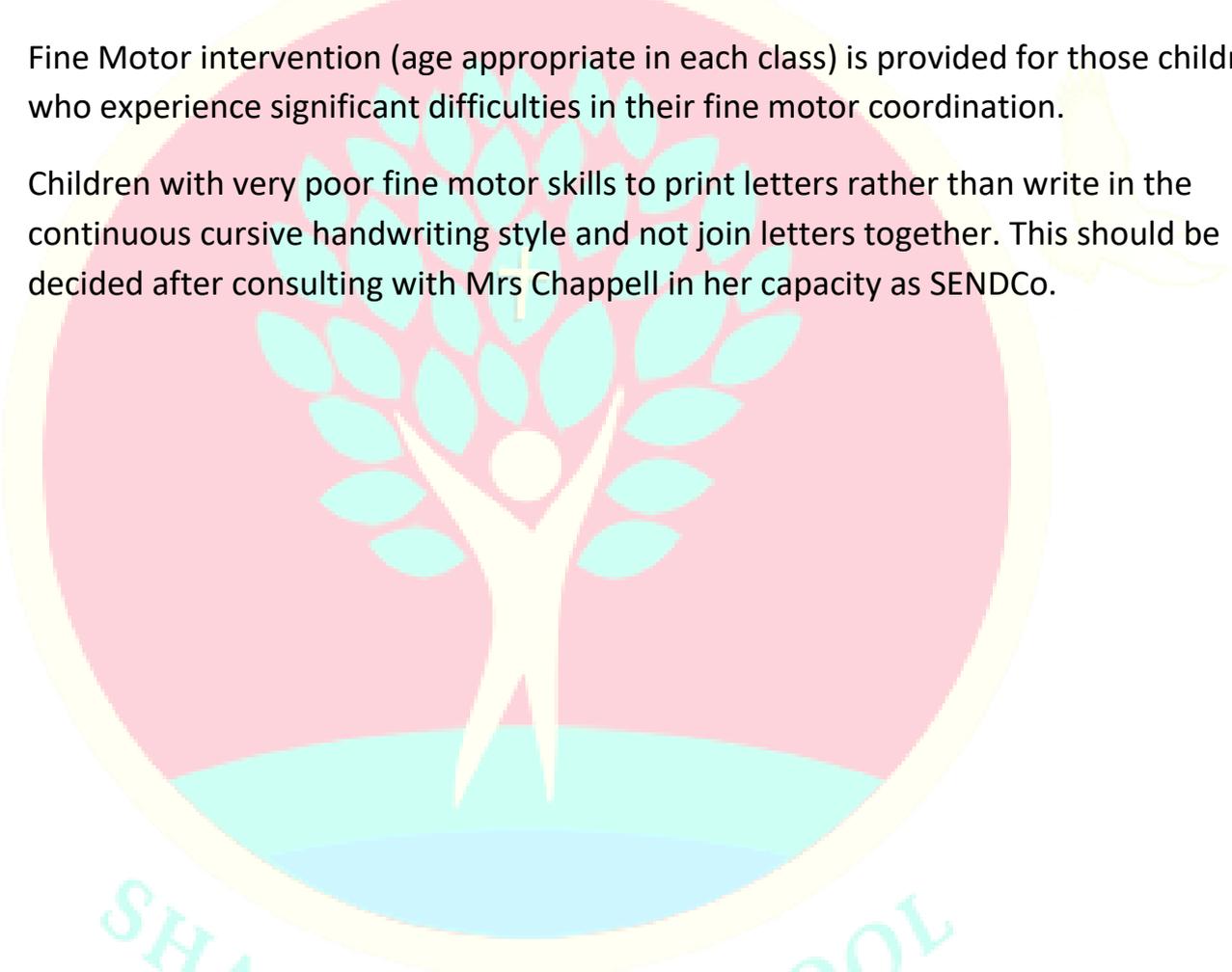
- Demonstrate correct letter formation and joins learned in all their written work across all curriculum areas.

5. Teaching Handwriting to children with special needs

Children with Special Educational Needs, where necessary will be provided with specialist equipment such as pencil grips, weighted pencils, weighted wristbands, wide ruled paper, enlarged worksheets, angled table support.

Fine Motor intervention (age appropriate in each class) is provided for those children who experience significant difficulties in their fine motor coordination.

Children with very poor fine motor skills to print letters rather than write in the continuous cursive handwriting style and not join letters together. This should be decided after consulting with Mrs Chappell in her capacity as SENDCo.



SHAP C of E SCHOOL

6. Equality and Diversity

At Shap CE Primary School, all children will have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex.

Children with SEN, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper.

Children will also have the opportunity to use electronic devices such as tablets and other tools deemed appropriate to rehearse specific skills on a more regular basis.

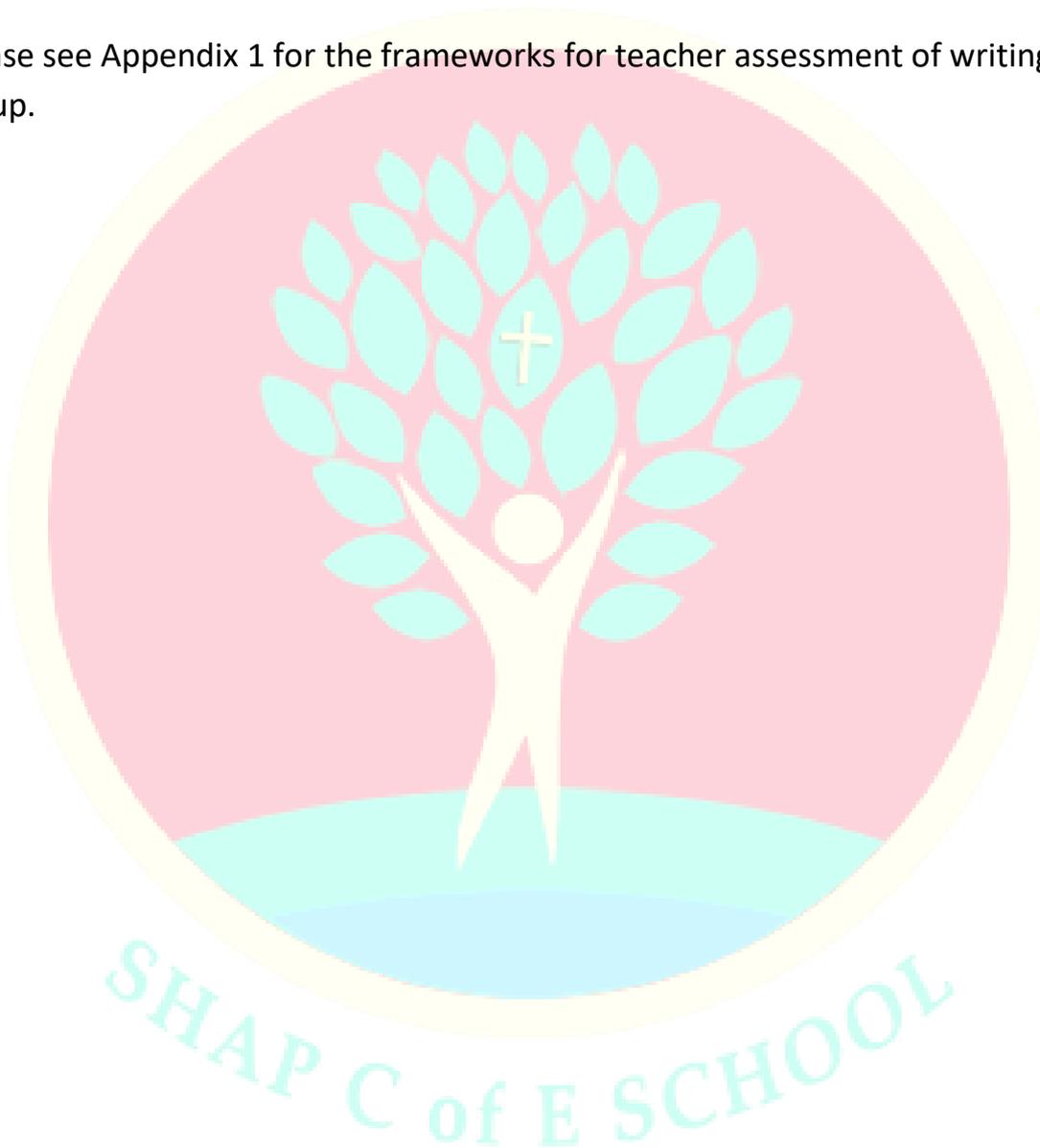
Intervention will be provided for those children who experience significant difficulties to practise pre-writing skills and fine motor coordination.



7. Assessment and recording

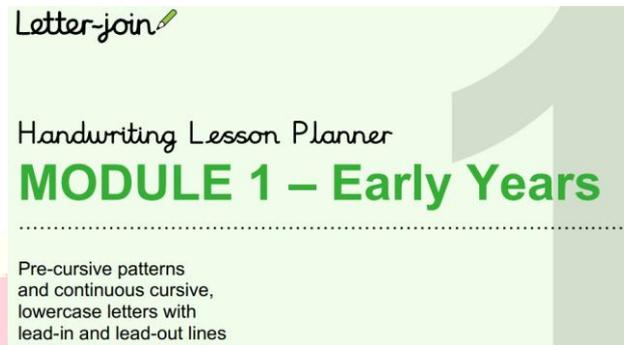
- Children in EYFS' Letter formation and handwriting, alongside fine motor physical development are assessed on an ongoing basis through observation.
- From Nursery to Year 6 handwriting is assessed as part of children's assessments in writing on a termly basis.

Please see Appendix 1 for the frameworks for teacher assessment of writing for each year group.



8. Resources

Resources for **EYFS** ~ 'Letter join' Module 1:



Letter-join 

Handwriting Lesson Planner
MODULE 1 – Early Years

Pre-cursive patterns and continuous cursive, lowercase letters with lead-in and lead-out lines

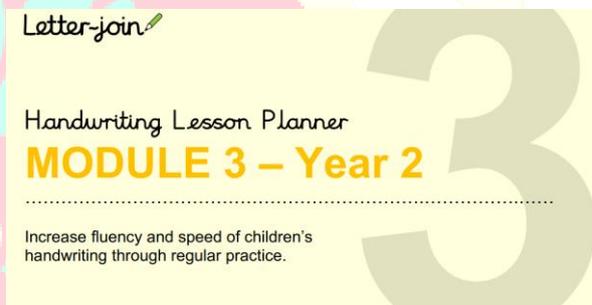
Resources for **KS1** ~ 'Letter join' Modules 2 & 3



Letter-join 

Handwriting Lesson Planner
MODULE 2 – Year 1

Introducing capital and printed letters, numbers, punctuation and other symbols alongside cursive handwriting.

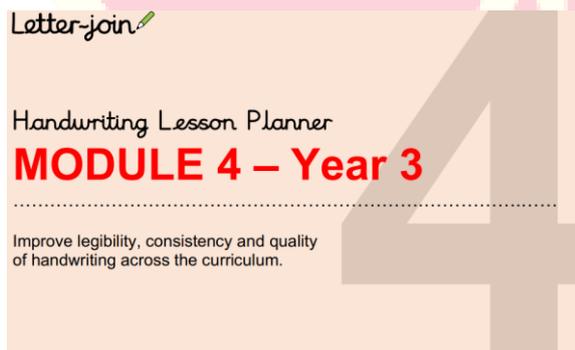


Letter-join 

Handwriting Lesson Planner
MODULE 3 – Year 2

Increase fluency and speed of children's handwriting through regular practice.

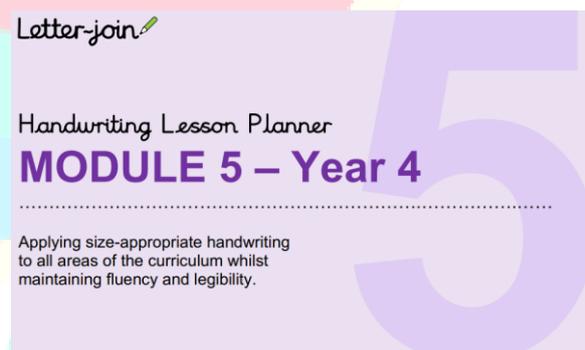
Resources for **KS2** ~ 'Letter join' Module 4, 5, 6 & 7



Letter-join 

Handwriting Lesson Planner
MODULE 4 – Year 3

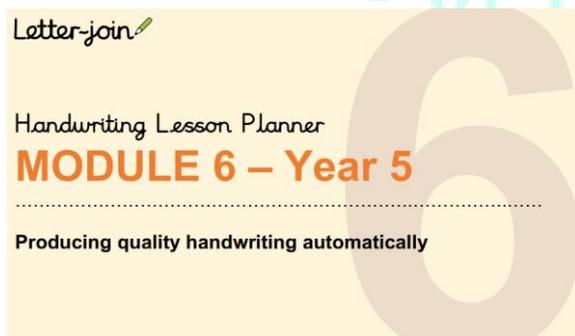
Improve legibility, consistency and quality of handwriting across the curriculum.



Letter-join 

Handwriting Lesson Planner
MODULE 5 – Year 4

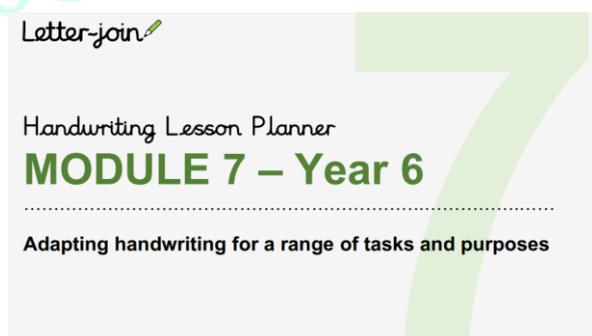
Applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.



Letter-join 

Handwriting Lesson Planner
MODULE 6 – Year 5

Producing quality handwriting automatically



Letter-join 

Handwriting Lesson Planner
MODULE 7 – Year 6

Adapting handwriting for a range of tasks and purposes

9. Monitoring and review

The English Subject Leader and Headteacher are responsible for monitoring the standards of children's work and the quality of teaching. They support colleagues in the teaching of Handwriting, by giving them information about current developments in the subject.

The policy was written in the 2021/22 academic year by the English co-ordinator, after consultation with staff and has been approved by the governors.

It was reviewed in Autumn 2023 and it is up to date with current guidance from the Government and DfE. It will be reviewed again in the 2024/2025 academic year.



10. Appendix 1 : Teacher Assessment of Writing grids (YR-Y6) ~ Transcription (spelling & handwriting only with handwriting highlighted in green)

N		Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Working at the expected standard The pupil can, after discussion with the teacher:					
Transcription	Show a preference for a dominant hand.				

R		Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
(ELG) Working at the expected standard The pupil can, after discussion with the teacher:					
Transcription	Spell words by identifying sounds in them and representing the sounds in with a letter. (L-W ELG)				
	Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. (PD - FM ELG)				
	Use a range of small tools, including scissors, paintbrushes and cutlery. (PD - FM ELG)				
	Begin to show accuracy and care when drawing. (PD - FM ELG)				
	Write recognisable letters, most of which are correctly formed. (L - W ELG)				

Y1		Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Working at the expected standard The pupil can, after discussion with the teacher:					
Transcription	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.				
	Spell many Year 1 Common Exception Words.				
	Write from memory simple sentences dictated by the teacher that include words using the GPC's and CEW taught so far. (See phonic workbooks).				
	Form lower case letters in the correct direction, starting and finishing in the right place.				
	Form lower case letters of the correct size relative to one another.				
	Use spacing between words				

Y2		Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Working at the expected standard The pupil can, after discussion with the teacher:					
Transcription	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.				
	Spell many Common Exception Words.				
	Form 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 letters.				

Y3	Working at the expected standard The pupil can, after discussion with the teacher:	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Transcription	To spell some words correctly from Year 3 and 4 spelling list				
	To use first two or three letters of a dictionary to check its spelling				
	To use joined handwriting				
	To space letters sufficiently so writing is legible				

Y4	Working at the expected standard The pupil can, after discussion with the teacher:	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Transcription	Spells correctly most words from Year 3 and 4 spelling list				
	Uses diagonal and horizontal strokes to join letters				
	Uses legible consistent handwriting				

Y5	Working at the expected standard The pupil can, after discussion with the teacher:	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Transcription	Understand how to use a dictionary to check the spelling and meaning of words				
	Begin to use a thesaurus to find synonyms and antonyms for words in their writing				
	Spell some homophones correctly				
	Spell some words from the Year 5/6 statutory list correctly				
	Mostly producing legible, joined handwriting throughout most work				

Y6	Working at the expected standard The pupil can, after discussion with the teacher:	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Transcription	Demonstrate an understanding of how words are related by meaning (synonyms and antonyms)				
	Use a thesaurus to find appropriate synonyms and antonyms for words in their writing				
	Spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary				
	Spell a range of homophones mostly consistently				
	Maintain legibility in joined handwriting when writing at speed				
	Consistently uses joined handwriting across all work				