



English Handwriting

Intent

At Emmaus Primary School we believe that joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected across school in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum. It must become an automatic process allowing children to record their thinking fluently and legibly. The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Cursive handwriting helps children to learn and remember spelling patterns.

Our aims are:

- To raise standards in writing across the school.
- To have a consistent approach across Early Years Foundation Stage (EYFS), Key Stage One (KS1) and Key Stage Two (KS2) when teaching handwriting and presentation of work throughout the school, leading to fully cursive writing, for most pupils by Y4.
- To achieve a neat, legible style with correctly formed letters in cursive handwriting.
- To develop fluency and speed whilst writing, so that eventually the pupils are able to write the letters with confidence and correct orientation in their independent writing.

Implementation

Curriculum Planning of Handwriting

Handwriting is taught regularly through short, focused sessions and may be linked with other areas, e.g. spelling, grammar and phonics.

Impact

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

Teaching and Learning Styles

The Foundation Stage

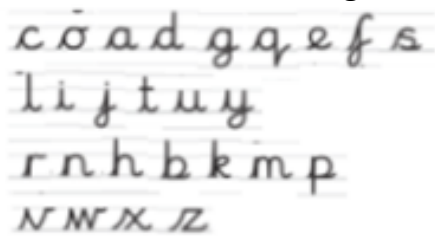
The emphasis at this stage is with movement and fine motor skill development. Letter formation learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are taught to use form letters with the exit flick (pre

cursive) as soon as they are ready for letter formation. Foundation Stage use the following resources to support and develop motor skills: Squiggle while you wiggle, funky fingers, dough gym, roll n write, sand paper letters. They link handwriting with phonics using the Read, Write Inc, scheme

KS1

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant in ensuring that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. Building on the foundation stage, pupils in KS1 develop a legible style. Y1 practise the entry and exit flicks when teaching the children to form letters. Opportunities to develop fine motor skills are continued using a range of practical resources.

Letter formation is taught in the following sequence:



Y2 begin to develop a comfortable and efficient pencil grip and practise handwriting in conjunction with spelling and independent writing. Correct letter formation and relevant letter sizes are taught. Children begin to practise the diagonal and horizontal joins.

KS2

The target for pupils in KS2 is to produce a fluent, consistently formed style of full cursive handwriting. Pupils will have regular handwriting sessions using appropriate resources. Handwriting practise is to be carried out in handwriting practise books and other writing books. Within Y3 most pupils will start to use cursive handwriting.

From Y4 pupils children will be issued with a pen when they develop a fluent fully cursive style and will use this to complete the majority of class work.

Pencils will be used in mathematics.



Left handed pupils

- Teachers should be aware of the specific needs of left-handed pupils and make appropriate provision:
- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case
- pencils should not be held too close to the point as this can interrupt pupils' line of vision

- pupils should be positioned so that they can place their paper to their left side
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space – avoiding elbows knocking
- left handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop
- extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Resources

<https://www.ictgames.com/mobilePage/writingRepeater/>

Nelson PenPals

Twinkle resources

Appendix: National Standard handwriting descriptors for each year group.

Health and Safety

Posture

Chairs and desks within classrooms are matched to pupils' age and height.

Pupils' backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.

Assessment and Recording

Teachers continually assess handwriting to note progress against the National Curriculum requirements. Teachers record and track progress to determine future targets for improvement.

Monitoring and Evaluation

Monitoring will be undertaken by the class teacher on an on-going basis. The English coordinator will carry out regular work scrutinies. When undertaking scrutinies, the coordinator and senior leaders will monitor all subjects for neat presentation and the use of cursive script. This will ensure high standards and consistency across the school.

Date: -September 2021

Date of next review: - September 2023

Appendix

National Standard handwriting descriptors for each year group:

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 and form capital letters and 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:

- hold a pencil comfortably and correctly
- handwriting is legible with almost all lower case letters, capital letters and digits accurately and consistently formed and of the correct size, orientation and relationship to one another
- words are almost always appropriately and consistently spaced in relation to the size of the letters and some diagonal and horizontal strokes are used to join letters

Year 3:

- handwriting is increasingly legible and consistent, including diagonal and horizontal strokes used to join letters, when appropriate

Year 4:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another are best left un-joined. Increase the legibility, consistency and quality of their handwriting.

Year 5:

- handwriting is usually legible and fluent, including appropriate choice of letter shape, and whether or not to join letters; it is not always maintained when writing at efficient speed

Year 6:

- legible, fluent handwriting is mostly maintained when writing at sustained, efficient speed