

# St. Clement's C. of E. Academy

## Handwriting Policy

**# Learning for Life, Anchored in Christ**

Approved by the Governing Body on July 2024

To be reviewed July 2027

**ST. CLEMENT'S**  
**C. OF E. ACADEMY**

## Our vision

Our vision is to inspire happy, **courageous**, independent, curious and creative, life-long learners. We aim for all to achieve their full potential, striving both academically and socially with **humility** and **dignity**.

We believe being anchored in Jesus Christ will guide us all with **hope**, **compassion** and **wisdom** in becoming successful members of a global community.

## Aims

At St Clement's Academy we believe that the ability to write legibly and appropriately is a skill children need in order to be able to reach and demonstrate their true potential. Through carefully structured lessons, including the use of the Letter-join, programme, we aim for all pupils to achieve an individual style of fluent and legible handwriting. We encourage pupils to strive to do their best and take pride in their finished work.

## Intent

To teach each child to write legibly, fluently and at reasonable speed, progressing from print in EYFS to joining in KS1

### Letter-join Print Plus

Letter-join Print Plus has simple exit strokes for letters that end 'on the line'.

### Letter-join No-lead

Letter-join No-lead has no lead-in line but has a lead-out line that joins to the following letter.

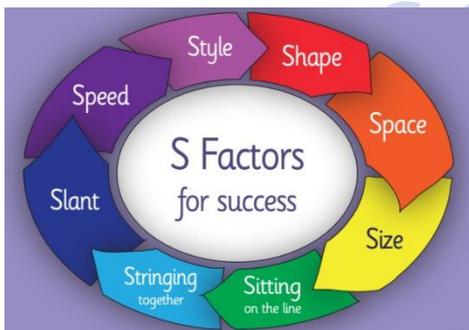
the dog ran

the dog ran

Children will:

- Take pride in their work (All children)
- Learn to write clearly recognisable letters and form them correctly (EYFS)
- Know which letters join to others and which do not (KS1)
- Be able to join letters appropriately (KS1)
- Enhance speed and fluency in order to develop a legible individual style (KS2)
- Demonstrate correct letter formation and joins learnt in all handwriting across the curriculum (KS1 and KS2)

## Progression



As recommended by the National Handwriting Association, the 'S' factors for success are used to show development of handwriting skills in the Early Years Foundation Stage (EYFS) and the National Curriculum (NC) KS1 & 2 and as a checklist for quick evaluation of handwriting by a student or teacher.

Shape - Once a child is ready to write, the first important task is to learn how to form the letters correctly – best taught as a motor skill.

Space - Children need to understand that spaces need to be left between words so they can be easily read.

Sitting on the line - Once children are secure in forming letters correctly they need to know where to position them in relation to the base line.

Size – Children form letters of an appropriate size in relation to other letters

Stringing - Joined or cursive writing is the next step towards fluency.

Slant - A consistent slant helps the appearance of handwriting

Speed - Students in KS2 need to be able to write legibly and quickly

Style - Students should be encouraged to develop a style of writing that works for them.

### Progression in National Curriculum

	<b>Statutory Requirements</b>	<b>Non-Statutory Notes and Guidance</b>
Reception Shape Space	Children at the expected level of development will: ELG: Fine Motor Skills - Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases  ELG: Writing - Write recognisable letters, most of which are correctly formed	<ul style="list-style-type: none"> <li>• Check the child is developmentally ready before asking them to write.</li> <li>• A dynamic tripod pencil grasp is the most efficient</li> <li>• Address an inappropriate grasp in the early learning stages and later if it is causing discomfort or impacting speed.</li> </ul>
Year 1 Shape Space Sitting Size	Pupils should be taught to: <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• form all lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0–9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these</li> </ul>	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.  Left-handed pupils should receive specific teaching to meet their needs.
Year 2 Space Sitting Size Stringing	Pupils should be taught to: <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> </ul>	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

	<ul style="list-style-type: none"> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	
Years 3-4 Stringing Slant	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>	<p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
Years 5-6 Speed Style	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra; and capital letters, for example, for filling in a form.</p>

## Implementation



The 'P checks' are used to support the process of handwriting and cover Posture, Pencil grasp, Paper position and Pressure and fluency. Good habits are established with early writers to avoid correcting bad habits later. (see Good Practice Toolkit)

Handwriting is taught using the 'Letter-join' handwriting scheme. Lesson plans are used to teach handwriting with a printed font, without lead-in lines, progressing to a cursive font in year 2 or when ready. On-line resources and worksheets are provided.

In the early stages of writing, the **process is more important than the product**. Irregular letter forms starting in the correct place with movement in the correct direction are to be preferred to uniformly regular letters achieved through wrong movements.

When children are practising handwriting, teachers should observe them carefully and make every effort to prevent significant faults becoming ingrained habits that will be difficult to break.

Common faults include: • faulty pencil/pen grip

- incorrect letter formation
- reversals and inversions

- poor posture and paper positioning

Foundation stage

Handwriting is implemented as follows:

- Daily handwriting lesson/practise
- Pre-writing patterns used to encourage gross and fine motor skills and as a foundation for handwriting
- Visual and motor skills are used to reinforce the teaching of letter shapes:
  - Encourage children to form letters by drawing them in the air.
  - Finger trace over tactile letters, on desk or table tops.
  - Write over dotted or 'shadow' writing.
  - Draw round templates.
  - Write in sand with a finger or stick.
  - Write with chalk on a chalkboard.
  - Write letters boldly with a wax candle and then apply a colour wash.
  - Form letters with pegs on a pegboard or with beads in Plasticine.
  - Finger trace the outline of a letter on the back of the person in front of you.
  - Form letters with fingers and/or bodies, individually and in groups.
- Fine motor skills and activities are practised at the start of each handwriting lesson.
- Teachers demonstrate the skills of handwriting using a clear, consistent terminology for describing the correct letter formation (letter-join animations)
- Children are taught to form letters using a variety of materials
- Children are introduced to pencils and a dynamic tripod grasp
- Letter formation is introduced in a progressive manner starting with 'long ladder letters' and building up to more complex letter shapes. When children learn a new letter, the lead letter of the family will help them to start.
- Letter join module 1 used

Across KS1 and KS2

Year 1 – Letter-join module 2 - Daily handwriting lesson/practise

Year 2- Letter-join module 3 -Discrete handwriting lessons three a week with additional daily handwriting practice underneath the LO in writing lessons.

KS2 – Letter-join module 4-7 -Discrete handwriting lessons twice a week with additional daily handwriting practice underneath the LO in writing lessons.

Each lesson begins with a warm-up exercise to practise fine and gross motor skills; teachers ensure all children are sitting in a comfortable position and have correct pencil grip (four Ps)

Children will practise their handwriting in their literacy books and their work will be marked.

Letter-join worksheets are used to practise handwriting and link to revision of spelling, punctuation and grammar, MFL, history and science.

Teachers and Teaching Assistants should:

- Have high expectations; valuing work that is the child's best effort and supporting when it clearly is not- do not accept continued poor presentation and handwriting.

- Make links with appropriate spelling and vocabulary in daily practise and use a range of strategies eg dictation, cloze activities
- Use 'letter-join' resources to introduce 'Word of the Week' and add to vocabulary wall in classrooms.
- Encourage children to regularly self-assess ('S' factors)
  - Identify left handed children and make sure they have sufficient space in which to work
- Provide appropriate paper and pencils and/or pens (i.e. all pencils must be sharp and of a reasonable length)
- Implement intervention for those children not forming letters or numbers correctly
- Model good handwriting ( using the letterjoin format); on the board, in marking children's work, displays (using letter-join handwriting font where possible) Slides and resources should all be created in Letterjoin font.
  - Allow children with very poor fine motor skills to print and not make joins.
  - Provide regular publishing opportunities where children use pens and focus solely on presentation
  - Display examples of good handwriting in the classroom using 'letter-join' font

### Parental involvement

Each pupil has a simple log-in which allows pupils and parents to access the Letter-join website on their PCs and tablets. Parents can become familiar with the cursive handwriting style used and children can complete activities to reinforce letter formation, letter families and SPaG.

### Resources

Online lessons and printables through letter join subscription

Foundation stage and year 1 – 15mm lined exercise books used to allow more space for early writers.

Printable / highlighted line guides used to help to secure the correct positioning of letters before joining is taught, and may also be required by older children as part of intervention strategies.

Pens introduced when a joined handwriting style has been achieved. The pen licence will be awarded by the Head Teacher in a Star Pupil Awards. Pens should not be given until a pen licence has been achieved. From Sept 2024 all current pen licences will be revoke and all children will have to work towards gaining a new one- this will keep all expectations and standards high.

### Assessment and monitoring

1. Whole class assessment – teachers use the handwriting assessment tracker to assess progression in handwriting skills from Early Years to Year 6.
2. Individual assessment -To assess the progress of individual children it is necessary to observe them as they write, as well as studying their finished writing.

(See 'Good Practice toolkit' Handwriting difficulties and possible solutions)

3. Self-assessment – children are encouraged to self-assess using checklists

**Handwriting Recovery Programme**- this is used with pupils in UKS2 who require extra support with their handwriting

Literacy is monitored by subject lead and SLT. The literacy lead's Action Plan and the school MER forms the basis for any monitoring activities and will clearly identify when, who and what is to be monitored and how this will take place

**Equal Opportunities:**

The governors and staff are committed to providing the full range of opportunities for all pupils, regardless of gender, disability, family circumstances, social, ethnic or linguistic background. All pupils have access to the curriculum, and the right to a learning environment, which dispels ignorance, prejudice or stereotyping.

**Review**

The effectiveness of this policy will be reviewed and discussed in the SLT, alongside any new guidance/resources schemes. Any consequent revisions to the policy will be presented to the governing body for discussion at their termly meeting in September.

