



**SACRED HEART**  
CATHOLIC PRIMARY  
SCHOOL & NURSERY

## Handwriting Policy

*This is our school.*

*Together we worship; Together we learn; Together we belong.*

*With the love of God, our dreams and ambitions come true*



**September 2023**

**Policy Date:** September 2023

**Policy Status:** Statutory Policy

Awaiting approval by Governing

Body October 2023

**Review Cycle:** 18months or as required

**Next Review Date:** January 2025



*At Sacred Heart Catholic Primary School & Nursery we are proud to provide a safe, stimulating and inclusive learning environment where every member of our community is valued and respected.*

### **Mission Statement**

**‘Together we worship, Together we learn,  
Together we belong – with the love of God...  
our dreams and ambitions come true.’**

Our broad, balanced, creative curriculum and enrichment activities provide opportunities for everyone to achieve and succeed. Together we take pride in making a positive contribution to our school and the wider community.

This policy should be referred to in conjunction with the curriculum, assessment and teaching and learning policies.

### **SAFEGUARDING STATEMENT**

“Sacred Heart Catholic Primary School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.



Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically.

## Handwriting Intent

At St Sacred Heart Catholic Primary and Nursery School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed: Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across the school.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.

## Implementation of Handwriting

The National curriculum states that In Key Stage 1, pupils should be taught to:

### 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
- form capital letters
- form digits 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**

- form lower-case letters of the correct size relative to one another
- 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 unjoined
- 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.

In Key stage 2, pupils should be taught to:

## **Year 3 & 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 unjoined
- 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].

## **Years 5 & 6**

Pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

At Sacred Heart Primary school, we follow the Letter Join handwriting scheme.

The scheme uses progressive modules in each year group, in Key stage 1 modules 1 - 3 are taught and in Key Stage 2 modules 4 – 7 are used.

### **Module 1 Print**

For teaching handwriting using the printed method. Resources supporting the printed font include all animations, lowercase letters and words, phonics, games and activities and KS1 worksheets.

### **Module 1 Cursive**

Covers pre-cursive patterns and continuous cursive, lower case letters with or without lead-in lines. It starts with Getting Ready for Handwriting: warm-up exercises, sitting position and tripod pencil grip. At the end of this module children should be able to form and join all lowercase letters.

## **Module 2 Print to Cursive**

Module 2 is for teaching how to write capital letters, printed letters, numbers and symbols alongside cursive handwriting using Letter-join's on-line and printed resources. Children will practise their fine and gross motor skills with Letter-join's warm up activities, learn how to sit correctly for handwriting using the tripod grip and will be introduced to the different letter families.

## **Module 2 Cursive**

This module covers the teaching of fine and gross motor skills and how to sit correctly for handwriting using the tripod grip. The different letter families are introduced and how to write capital letters, printed letters, numbers and symbols alongside cursive handwriting using Letter-join's on-line and printed resources.

## **Module 3 Starting Cursive**

Children are introduced to writing cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

## **Module 3 Cursive**

Children increase the fluency and speed of their handwriting through regular practice, improving letter formation and orientation of letters. Worksheets include high frequency words, joining practice, dictation exercises and SPaG practice

## **Module 4: Year 3**

The handwriting lessons in Module 4 are presented in sets of two lessons per week and are designed to improve legibility, consistency and quality of handwriting. It is targeted at Year 3 children in lower KS2 where pupils should be using joined handwriting throughout their independent writing.

The worksheets for this module cover a variety of curriculum topics: Dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL, onomatopoeia, simile, WOW words and spellings.

## **Module 5: Year 4**

Module 5 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum. Learners will continue to develop legible handwriting through the regular practice offered in this module's lessons.

## **Module 6: Year 5**

Module 6 continues to build on combining fluent handwriting with other subjects across the curriculum. In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources, they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. By the end of this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

### **Module 7: Year 6**

The aim of Module 7 is to ensure that handwriting is neatly presented and clear in readiness for KS2 SATs and is the expected standard of handwriting for Year 6. Learners will consolidate the stamina and skills required to write at length, with accurate spelling and punctuation. They will develop more of a personal handwriting style as they write with automaticity and will learn to write at different speeds with different attention to neatness, depending on the task.

Promoting speedy, fluent writing continues to be a strong feature in Module 7. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

## **Impact**

- When children can write autonomously they can concentrate on what to write rather than how to write so their ideas and writing content will improve.
- A significant impact on the children's self-esteem, when they see beautiful writing they have created with their own hand.
- The huge effect of good handwriting on children's motivation and enjoyment for writing.
- Develops a strong sense of pride which cannot be measured by attainment level or standardised testing.
- Where children have good handwriting, and are proud of how their work looks, they become far more meticulous about spelling, punctuation, grammar and use of language.
- When children take care to produce beautiful work they are more likely to take care in other areas of their life – e.g. care for resources, care for each other.

## **Progression of Skills**

### **Early Years**

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the pre cursive style, to their full potential at that age.



### **Key Stage 1**

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

### **Key Stage 2**

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

### **Progression through Read, Write Inc scheme**

- RWI phonics – for children in Nursery, Reception and Key stage 1. Some children in years 3 may also need to access the RWI phonics programme. During this structured session the children are taught the mnemonics on how to form and write letters.
- Fresh Start – for children in Years 4, 5 and 6 who still need some phonics catch up. Same principles as RWI phonics but using an older appealing range of texts.

### **Provision for left-handed children**

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are 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;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **Capital letters**

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

### **Assessment.**

At Sacred Heart, we assess the children using Letter-join's Handwriting Assessment Tracker Pack which is designed in line with the National Curriculum targets for handwriting. It provides a complete scheme for assessing pupils' progression in handwriting skills from Early Years to Year 6.

### **Inclusion.**

To ensure all pupils, irrespective of ability, disability, gender, race, culture or creed, make progress in geography; Staff provide appropriate ways for pupils to access different ideas by;

- amending the scale of information to be accessed;
- increasing the level of support;
- using different/relevant resources such as ICT aids; scaffold use of additional adults.

Letter-join is an excellent resource for teaching children with special educational needs, particularly dyslexia.

It delivers a multi-sensory approach to learning handwriting, which is fundamental when teaching dyslexic pupils. Letter-join's combination of interactive animations, games, activities and worksheets enables children to experience a range of visual, auditory, kinaesthetic and tactile factors of teaching and learning.

Staff are encouraged to challenge the children who can work at a greater depth by;



- expecting them to interrogate more demanding sources;
- expecting them to work with greater independence;
- raising expectations about how they might communicate their ideas.

### **Health and Safety.**

Staff follow sound classroom practice to ensure safety in lessons. Risk assessments are carried out when pupils are to be taken off school premises to undertake visits. For further information please refer to the Health and Safety policy, the Risk Assessment file and Educational visits file, all of which are kept in the Head teacher's Office.

### **Monitoring and Evaluation.**

It is the responsibility of the Subject Leader to monitor this policy in practice with the support of the Management Team. Learning and teaching will be monitored by;

- scrutiny of medium term and short term planning;
- scrutiny of pupils' work;
- pupil interviews;
- lesson observations;
- appropriateness and range of resources.

Following any curriculum monitoring a Review Statement is added to the action plan which contributes to the review of the current year's School Development Plan and informs the SDP of the forthcoming year.

The policy will be reviewed every 18 months or sooner if required, as part of the school's monitoring cycle of curricular areas. It will be reviewed in the light of outcomes from the above monitoring and evaluation, advice and guidance from the LA and DFE