



# Approach to Handwriting

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## **Introduction:**

At Tadpole Farm CEPA we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's online handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

## **Intention:**

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

## **Aims:**

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

## **Expectations:**

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books. Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

## **Handwriting frequency:**

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

## **Pens and pencils:**

Children will start handwriting using a soft pencil. When fine motor skills have been established, a black handwriting pen can be used (usually within LKS2).

## **Inclusion:**

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

## **Key Stage Teaching**

### **Early Years:**

For our youngest pupils, we teach short handwriting lessons a daily basis which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities,
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc,
- becoming familiar with letter shapes, their sounds, formation and vocabulary,
- correct sitting position and pencil grip for handwriting.

*Module 1 Print: Early Years* teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. It is divided into three sections covering pre-writing patterns, easy letters and words as well as harder letters and words. At the end of this module, children should be able to recognise and form all printed, lowercase letters of the alphabet.

### **Key Stage 1: Years 1 and 2**

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills and exercises,
- strengthening handwriting, learning and practice,
- numerals, capitals and printed letters; where and when to use, learning and practice,
- KS1 SATs SPaG exercises.

*Module 2 Print to Cursive: Year 1* teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are introduced in preparation for Module 3 when children are required to start joining their handwriting. It is divided into three sections covering warm-ups, letter families and capital letters; use of printed letters; numbers and symbols; and introducing pre-cursive patterns and cursive letters. On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

*Module 3 Starting Cursive: Year 2* introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting. The sections in this module cover cursive letters and words; letter families; high frequency words; joining techniques; sequencing sentences; dictation exercises; times table facts; and SPaG practice for KS1 SATs. With regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

### **Lower Key Stage 2: Years 3 and 4**

Handwriting lessons will continue twice a week in Lower Key Stage 2.

*Module 4: Year 3* is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French), onomatopoeia, simile and statutory spellings. Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

*Module 5: Year 4* 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 French. 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 build on producing fluent, consistent and legible handwriting through regular practice offered in this module's lessons. On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

### **Upper Key Stage 2: Years 5 and 6**

- More advanced handwriting techniques will be taught during two weekly lessons: reinforcing cursive handwriting across the curriculum;
- form-filling/labelling using printed and capital letters'
- dictation exercises promoting quick note-taking and speedy handwriting writing skills;
- KS2 SATs SPaG practice.

*Module 6: Year 5* 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. On completing 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* presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. 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. Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice. 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 unjoined style or capital letters. All of these writing styles are covered in this module.

## **Letter-join Handwriting Recovery Programme**

The Letter-join Handwriting Recovery Programme is designed for pupils in UKS2 and above who require extra support with their handwriting. The aim is to deliver a handwriting intervention to pupils who are not forming and/or joining letters correctly. It is intended as a revision of prior knowledge and is not aimed at younger pupils. Daily 10-15 minute practice sessions are recommended to focus on what needs improving and practise using the lesson plans as required.

## **Learning Environment**

In EYFS and Year 1 classrooms, the printed handwriting script must be displayed where all pupils can refer to. For additional support, copies of the printed handwriting script poster should be available for children to collect and refer to.

During the year, Year 1 classrooms must add the cursive handwriting script displayed for pupils to refer to. This should happen when the children are introduced to cursive script. Again, for additional support, copies of the cursive handwriting script poster should be available for children to collect and refer to.

In Years 2 - 6, the cursive handwriting script must be displayed where all pupils can refer to. For additional support, copies of the cursive handwriting script poster should be available for children to collect and refer to.

The above should also be displayed and made accessible in all shared learning spaces. All of the resources mentioned above can be found in the Writing folder.