



St. Joseph's Catholic Primary School

Handwriting Policy

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.

AIMS

- Achieve a neat, legible style with correctly formed letters
- 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 & LEARNING

- Children should experience coherence and continuity in learning and teaching across the school though in EYFS, the children start with basic letter formation before they can then progress to cursive in Key Stage 1.
- 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 to use their skills with confidence and pride in real life situations.
- Teachers' handwriting – in pupils' books, displays, whiteboards etc - must reflect the school's expectations of pupils and model joins and legibility.

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.

INCLUSION

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Support Plans. Teachers of children, whose handwriting is limited by problems with fine motor skills, should liaise with the SENCO to develop a programme designed for the individual child.

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 will make appropriate provision.

PROVISION

In all classes, suitable materials are available for pupils to work at their own tables. These will include a range of writing implements including line guides, word lists, pens and dictionaries.

ASSESSMENT

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in book scrutinies.

The Teacher Assessment Framework (TAF) at the end of Key Stage 2 states that, in order to be working at the required standard, pupils must:

- Maintain legibility in joined handwriting when writing at speed.

The expectation is that, in Key Stage 2, this will be evident in all pieces of work a pupil completes.

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