



# Handwriting at St Peter's CE Primary School.



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## Rationale

Developing a fluent, legible handwriting style is essential to enable children to communicate their thoughts and ideas efficiently. At St Peter's CE Primary School the children initially learn to write using clear print and are moved towards a cursive handwriting style. Cursive handwriting helps children to learn and remember spelling patterns. Children's work will consistently be presented neatly, improving their self-esteem and confidence by producing work of which they can be proud.

## Benefits

A cursive writing style helps children to minimise confusion for the child as every letter starts on the line with an entry stroke and leads out with an exit stroke. As the letters naturally flow into each other, it is impossible to write separate letters without joining, therefore a sophisticated writing style is developed. Spacing between words is clearly defined as the child develops whole word awareness. Due to the flow of cursive writing, children's visual memories are developed and spelling patterns are clearly formed in their minds. All of these benefits mean that all children's writing skills progress, regardless of academic ability.

## Teaching and Learning

Handwriting will be taught three times a week in key stage 1 and key stage 2, in conjunction with spelling. The expectation is that all work in all books will show high levels of presentation, using cursive handwriting at all times.

When marking or writing comments, members of staff use cursive handwriting. This will continue high levels of modelling for pupils.

## Early Years

Children start practising handwriting using a printed style, with a focus on correct letter formation. The formation of each letter is taught explicitly as part of the children's phonics session, and the order of letters taught will follow the sequence and progression in the Read

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Write Inc scheme. The scheme teaches children rhymes to aid correct letter formation and staff use these to aid children in their writing.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Practise patterns and free flowing hand motions
- Write lower case initially, and upper case letters when ready
- Write from left to right
- Be consistent with the size and shape of letters and the spacing of letters and words
- Have a correct grip on writing instruments
- Find a convenient position for their writing on a page and, when ready, write along a line
- Have the correct posture and position to complete fluent, legible handwriting: both feet flat on the floor, a grip on the writing instrument and the other hand supporting the page or paper being written on.

As an aspirational target, children will work towards letters that sit on the line, and ensure that ascenders reach the appropriate height, and that descenders sit below the line

### Key Stage 1

Children continue to practice forming letters accurately, reducing the size of their print where necessary and writing carefully on a line. Once developmentally ready, children are taught to join letters through their journey in key stage 1. By the end of Year 2, children should be writing fluently with legible handwriting.

### Key Stage 2

From year 3 onwards, children are expected to use a handwriting pen for all subjects in the curriculum, except for Maths. The Cursive style continues to develop with daily practice, perfecting the formation of each letter shape, including ascenders and descenders.

Handwriting is taught to:

- to develop effective and efficient pen grip
- to develop the habit of concentration which is crucial to good handwriting
- to encourage the development of cursive script, neatness and legibility

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- to provide the class teacher with the opportunity to help assess pupil progress and monitor areas requiring reinforcement.

Children continue to use cursive handwriting in all work books, applying the same techniques developed in handwriting sessions, closely monitored by the Teacher. Where pages are blank or when children write on to A4 paper, they are expected to use a line guide and paperclips to hold the guide in place.

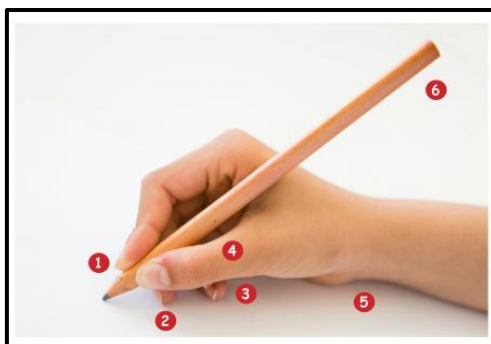
### Monitoring and assessing

Teachers will monitor pupils writing, providing specific guidance on how to form letter shapes where there are difficulties. The English Lead will monitor books in conjunction with teachers and will provide resources and training for staff where necessary.

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### Tips for successful cursive handwriting

- First, make sure children are sitting appropriately for writing. Feet should be flat on the floor to provide a stable base. The supporting hand should be resting on the table or holding the paper that is being written on.
- Children should be sitting upright in order to be able to see the entire page when writing. The writing hand should demonstrate a suitable grip of the pen or pencil, preferably the 'tripod' grip (see the diagram below).



- All letters start on the line and a majority finish on the line with a slight flick.
- Continuous cursive flows rhythmically from left to right.

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- Structure the teaching of the letters taught:

**Start with straight line letters: l, I, t**

**Then, move onto curves to start letters: c, a, d, g, q, o, e, s**

**Next, top exit letters: r, v, w**

**After that, tunnel letters: n, m, h, k, p, u**

**Then, hooks and loops letters: j, y, f, k**

**Finally, exception letters: x, z**

### Further ideas

It is a good idea to link handwriting to other areas of English and the curriculum. These should include spelling words, spelling rules, words from the year group spelling list, common exception words, topic words and high frequency words.

If children struggle to form cursive joined writing at speed, it is at the class teacher or SENDCo's discretion to allow children to use a clear, fluent writing style.

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