Mission Statement
A Caring Christian family Where We Grow Together

HANDWRITING PROCEDURE

Effective Date: 1ˢᵗ April 2017   **Review Date: September 2020**

Review Date	Signed Head Teacher	Signed Director RCSAT
01/09/2019	*J. L. Todd*	*P. Bartet*

Persons Responsible for Protocol:	Executive Headteacher
Approval Date	01/04/2017
Signed:	Director RCSAT
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1. **Rationale**
    1.1. At RCSAT, all pupils begin the process of learning cursive handwriting from Foundation Stage.
    1.2. This starts with developing motor skills and learning basic letter formations, before progressing to pre-cursive writing in Year 1 and developing full, joined cursive thereafter.
    1.3. This raises standards in handwriting throughout the whole school, developing confidence, accuracy, fluency, writing stamina and presentation.
    1.4. The rules of the cursive style help:
        1.4.1. to minimise confusion for the pupil as every letter starts on the line with an entry stroke and leads out with an exit stroke,
        1.4.2. with the flow of cursive writing as letters naturally flow into each other; it is impossible to write separate letters without joining,
        1.4.3. to form spacing between words as the pupil develops whole word awareness,
        1.4.4. to develop a pupil's visual memory,
        1.4.5. all pupil's writing skills regardless of academic ability,
        1.4.6. to develop skills of punctuation and grammar.
    1.5. All pupils begin by writing with a pencil, although older pupils are able to use ink pens once they have earned a pen licence.

2. **Teaching of Handwriting**
    2.1. <u>Teaching and learning</u>: Handwriting shall be taught in every year, beginning in the Foundation stage with gross and fine motor activities and basic letter formations, using the Read, Write, Inc. scheme (see appendix). The style, nature and frequency of handwriting lessons shall be dependent on the needs of pupils in individual classes, but shall comprise discrete handwriting lessons and those embedded within Literacy and Phonics.
    2.2. <u>Gross and fine motor skills</u>: Activities to develop gross and fine motor skills are essential to the development of good handwriting. This is of particular importance in EYFS and early KS1, but may be required as an appropriate intervention in KS2.
    2.3. <u>Posture</u>: Pupils shall be taught the importance of sitting upright and correctly on their chair, with their feet on the floor and their chair tucked in.
    2.4. <u>Pencil grip</u>: Pupils shall be taught to use a tripod grip and be given constant reminders until this is established. Shaped pencil grips shall be available in school for children who find them helpful.
    2.5. <u>Position of paper</u>: Left-handed pupils shall be encouraged to tilt their paper slightly to the right to improve their view of what they are writing and to reduce smudging later on when they write in ink. Right-handed pupils may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.
        2.5.1. Once pupils are beginning to control the size of their writing, they shall be given lined paper or exercise books, to encourage the correct placing of letters on the line.
        2.5.2. Pupils from years 1 to year 6 shall use a handwriting book to complete their daily English lesson in.
        2.5.3. Lines spaces shall be differentiated as the pupils progress through the years, although some pupils may have different individual needs.
        2.5.4. During an independent writing assessment, pupils shall use lined paper and be asked to apply their handwriting skills without the guidance of the handwriting lines.
        2.5.5. For the teaching and practice of handwriting, handwriting books with special lines and practice activities shall be used in KS1.
        2.5.6. The aim in KS2 shall be for all written work to be carried out on standard lined paper.
    2.6. <u>Correct letter formation</u>: Children shall be taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender.
        2.6.1. This shall be taught in reception and year 1.
        2.6.2. Teaching shall be multi-sensory and appropriate to the needs of the child.

2.6.3. The policy shall be to teach un-joined letter shapes initially and then start to add the joins that resemble cursive lettering to early writers.

2.6.4. Letter formation for cursive writing shall be available to staff and pupils (See appendices 1-5).

2.6.5. The teaching of this shall be grouped so that children learn or revise similar letter shapes together.

2.7. Correcting mistakes: Use of rubbers shall be discouraged. Mistakes in pencil or ink should be crossed out using a single horizontal line, and the whole word rewritten.

3. **RCSAT's Expectation of all Teachers**

   3.1. A high level of presentation is expected across all subjects.

   3.2. Teachers handwriting shall model that as stated in the procedure.

   3.3. Handwriting shall be taught regularly as well as daily rehearsal in English books and regular application on lined paper in celebration books.

4. **Models and Forms of Letters**

a	b	c	d	e	f
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g	h	i	j	k	l
Around the girls face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m	n	o	p	qu	r
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair, and flick.	Down the robots back and curl over his arm.
s	t	u	v	w	x
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y	z				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Group 1 letters (diagonal leads):

c, a, d, g, q,

Group 2 letters (vertical leads):

l, i, j, t, b, h,

k, p, m, n, u, y

Group 3 letters (horizontal joins):

o, v, w

Group 4 letters (other):

e, f, r, s, x, z

APPENDICES – LETTER FORMATION GUIDES
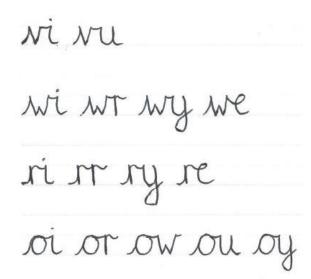
Appendix 1 – Whole Alphabet

Aa Bb Cc Dd Ee Ff
Gg Hh Ii Jj Kk Ll
Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww
Xx Yy Zz

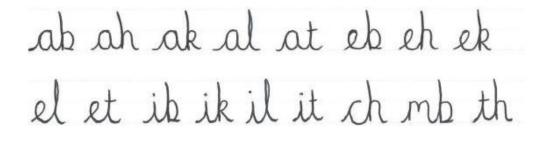## Appendix 2 – Diagonal joins to x-height letters

ai ae aj am ar ci ce cu
cy di dr dy de ee ei em
er he hu hi hy ie ir ip
iw iy ke ki kn ky le lm
lu ly me mi mm mu ne
ni nu ny te ti tu ty tt
tw ui ue up

Appendix 3 – Horizontal joins to x-height letters

vi vu

wi wr wy we

ri rr ry re

oi or ow ou oy

Appendix 4 – Diagonal joins to ascenders

ab ah ak al at eb eh ek

el et ib ik il it ch mb th

Appendix 5 – Diagonal joins from descenders to x-height letters

va vo   wa wo

ra ro rd rg

oa oo od og