

HOLY SOULS RC PRIMARY SCHOOL

Pride in our achievements



Vision Statement

Holy Souls School is a Catholic School where we share our life in Christ in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect. We remember that Jesus said, 'Treat others as you would like them to treat you'

Handwriting Policy

Date Agreed by Governors: 11th July 2024

Governor Review Date: Summer 2027



Holy Souls RC Primary School



Policy Statement for Handwriting

This document is a statement of the aims, principles and strategies for teaching and learning of Handwriting. It was developed during Spring Term of 2021 and revised in the Spring of 2024 through a process of consultation with staff and Governors. A review of handwriting across school took place, along with several trials of two different handwriting schemes. A schedule for the review of this, and all other policy documents, is set out in the School Development Plan.

Mission Statement

“To love one another as I have loved you,” is at the heart of our Mission Statement. Holy Souls School is a place where we share our life in Christ, in the growing knowledge that Jesus loves us. Our school is a place where everyone is able to feel welcomed, valued, secure, loved and happy. Everyone who comes into our school will be treated with respect and valued as a unique member of our school family.

Intent

Handwriting is a basic skill that influences the quality of work throughout the curriculum. It is not a natural skill that will grow and develop like speaking or walking so as a school, it is our duty to build our children's fine motor skills, alongside the teaching of reading and writing, to develop joined up handwriting.

By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Within the National Curriculum Programmes of Study for KS1 and KS2, it states that transcription (spelling and handwriting) needs be taught in cohesion with writing composition as it is essential for pupils to be competent in both of these dimensions before starting KS3. Our key intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a school, our aims in teaching handwriting are that the pupils will:

- Be able to hold a pencil, along with other tools, effectively using the tripod grip by the end of EYFS and in doing so, become confident in mark making and letter formation.
- Be able to form capital and lower case letters in the correct direction, with the use of entrance flicks and exit flicks, by the end of Year 1.

- Be able to join more words together and develop joint handwriting by the end of Year 2.
- Be able to increase the legibility, consistency and quality of their handwriting throughout KS2.
- Be given purposeful, engaging and fun handwriting opportunities from Reception to Year 6.
- *Experience coherence and continuity in the learning and teaching of handwriting throughout the school.
- Understand the importance of clear and neat presentation in order to communicate clearly.
- Take pride in the presentation of their work and therefore present their work with a sense of enjoyment and achievement.
- Use their handwriting skill with confidence in all areas of the curriculum but also in real life situations.

*To ensure this consistency and continuity takes place, we have purchased Letter-join, an on-line handwriting scheme that provides modules for each year group with lesson planners and resources as the basis of our handwriting policy, as it covers all the requirements of the National Curriculum.

Please [see attached Appendix 1](#) outlining the statements for each group from the National Curriculum.

Implementation

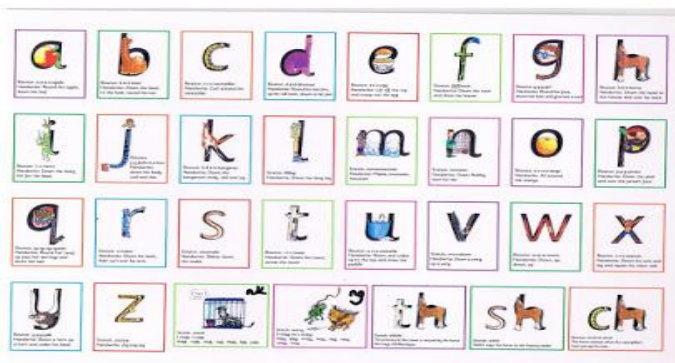
As stated above, the Letter-join scheme will be the primary tool in teaching handwriting at Holy Souls. Through the use of Read, Write, Inc in EYFS and Letter-join for Year 1 – Year 6, the teaching of handwriting will become a new, consistent and holistic approach, where handwriting development will take place in discrete lessons each week but also given the attention it requires through other curriculum areas. The structure of the Letter-join scheme is as follows:

EYFS	Module 1
Year 1	Module 2
Year 2	Module 3
Year 3	Module 4
Year 4	Module 5
Year 5	Module 6
Year 6	Module 7

EYFS

Children in Reception will be taught the physical process of writing through the daily Read, Write Inc phonics programme. The full model of Read, Write, Inc will be followed for the Autumn and Spring term of Reception to ensure they develop an understanding of all Set 1 and Set 2 sounds through rhymes and practical activities. Letters are taught in groups using picture mnemonics to

aid memory. Once children can form the letters correctly, they learn how to place the letters on the line, using the picture mnemonics to visualise the size and placement of the letters. Alongside the Literacy ELG (Early Learning Goal) of the EYFS framework, the children will also develop gross and fine motor control through the Physical Development Early Learning Goal.



Example of the Set 1 sounds from the Read, Write, Inc model.

Please [see attached Appendix 2](#) for all sounds taught in EYFS and KS1 that will work alongside the teaching of handwriting.

EYFS Letter-join for the Summer Term

In the Summer term, EYFS staff will assess and deliver the Letter-join scheme should they feel the children are ready for this stage in preparation for the handwriting module of Year 1.

Inserted from the Letter-join policy for EYFS:

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

- Enhance 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.
- Become familiar with letter shapes, their sounds, formation and vocabulary.
- Correct sitting position and pencil grip for handwriting.”

Years 1 and 2 – Letter-join structure

As children enter Year 1, they will begin Module 2 of the Letter-join scheme that teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols, whilst reinforcing cursive handwriting. This all aids to the preparation for Module 3 when children are required to start joining their handwriting. Year 2's Module includes lessons to improve letter formation and orientation of letters through regular practice and to support spelling, grammar and punctuation in readiness for KS1 SATs.

Inserted from the Letter-join policy for Year 1 and Year 2:

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

- Continuing with gross and fine motor skills exercises.
- Strengthening handwriting, learning and practice.
- Numeral, capital and printed letters; where and when to use, learning and practice.
- KS1 SATs SPaG exercises.”

Years 3 and 4 – Letter-join structure

Module 4 for Year 3 targets the use of the 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, onomatopoeia and statutory spellings. Completion of this module should ensure improvement in the legibility, consistency and quality of the children’s handwriting.

In Year 4’s Module, the focus on using and applying sized-appropriate handwriting practice to support other subjects in the curriculum becomes more prominent. This module aims to promote meaningful links with other subjects and enables children to apply the skills they are learning in context.

Years 5 and 6 – Letter-join structure

Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects and provide plenty of opportunities to develop the stamina and skills to write at length, with accurate spelling and punctuation. 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 for Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of writing. Promoting speedy, fluent writing is a continued, strong feature. Challenging dictation exercises will refine pupils’ revising and checking skills as well as boosting their handwriting speed, stamina and fluency. This module also contains a series of worksheets to aid KS2 SATs SPaG revision. By the end of this module, and therefore the end of this scheme, should be able to adapt their handwriting for a range of tasks and purposes to create different effects.

Inserted from the Letter-join policy for Year 5 and Year 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 skills.”

Teacher’s Planning and Organisation

Teachers are responsible for the following:

- Read, Write, Inc programme in EYFS.
- Letter-join Modules and Lesson Planners in KS1 and KS2.

Following these programmes and the structures that they advise will ensure the approach is consistent throughout school.

Equal Opportunities

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils’ line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

Special Educational Needs and Disabilities (SEND)

At Holy Souls we are committed to inclusion. Teachers set high expectations and provide opportunities for all children to access the entire primary curriculum. Wherever practicable, provision will be made for pupils with SEND, including specialist support if appropriate.

Assessment & Record Keeping

Class teachers assess children’s ongoing progress and match the tasks set to the various abilities and needs of the children. Verbal feedback and live marking are often given while a task is being carried out through discussion between child and teacher. Where necessary, teachers may use intervention time to provide additional support to children who require it. Examples of children’s work

will be collected at the end of each term to ensure progression and standards of handwriting is evident throughout school.

Impact

Monitoring, Evaluation and Celebration of Achievement

From scrutinising children's work in their books, the English Leader is able to gain an overview of the work of the school as a whole. As part of the school self-evaluation process, teachers informally discuss opportunities for further development with both the Headteacher and the English Leader. The schemes will be reviewed yearly to make any necessary changes and update the English action plan for the next academic year.

Success is celebrated through:

- Positive verbal praise from teachers and teaching and learning assistants.
- Positive feedback from teacher's marking of handwriting in all curriculum books.
- The English Leader playing an active role in visiting classes to share feedback.
- The award of a Pen Licence when a pupil can write consistently in a neatly joined cursive style.
- Certificates at our weekly Awards Assembly, acknowledging good examples of handwriting from each year group.
- Good pieces of handwriting being displayed on the English Writing Wall in the Hall each half term.
- The introduction of handwriting competitions and optional homework tasks.

Information Technology

Interactive whiteboards are used to model correct letter formation and handwriting joins in all classrooms. They are an invaluable tool in providing positive examples of handwriting to all children. The Letter-join scheme provides cursive fonts which can be downloaded and used in all word processing documents, allowing staff to use the same font for worksheets, teaching slides, displays etc. This will aid in the consistency throughout school.

Lucy Holt

English Leader

April 2024