



## **Handwriting at Eliot Bank Primary School**

### **Our Aim**

A consistently high standard of handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work.

### **Handwriting Across the School**

- Children use a continuous cursive handwriting style.
- Children are encouraged to maintain a correct posture and pencil grip.
- The formation of letters in the cursive script is taught daily in the Foundation Stage and Year 1. Once children are forming letters correctly, they are taught to join. From Year 2 – Year 6, handwriting is taught in three short sessions a week.
- Opportunities are made to link phonics and spelling to handwriting.
- Teachers model cursive script in all writing across the curriculum.
- All classrooms have a cursive alphabet on display which is accessible for all children.
- Handwriting books are used from Y1 onwards. However, writing with a range of mediums is encouraged to help with formation.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed requires improvement.

### **Specific Progression**

#### **Foundation Stage**

- Children are taught correct letter formation (and number formation) in the pre- cursive style with a lead in and a lead out for every letter.
- Children are encouraged to practise this in many areas of the setting using a variety of mark-making implements and in large form.
- Children may move to practising joins once they are effectively forming all letters.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct posture and pencil grip is taught and always encouraged.
- They are encouraged to write in a straight line from left to right.

## **Years 1 and 2**

- Children will first master the basic connecting letter shapes in the following order:
  - Set 1 - l t h b k l n m j p r u y
  - Set 2 - c a g q o s f d
  - Set 3 - e v w x z
- Once children have mastered the basic shapes, they will be taught how to join some letters in the following order:
  - First join; un um ig id ed eg an or in gung
  - Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
  - Third join; od pg re ve oon oom
  - Fourth join; wl vl of ff fl flo

*However, different joins may also be introduced within their phonics and spelling sessions.*

- Once joins are mastered, they are taught to write short words that practise these joins.
- Children first practise on whiteboards and then transfer to handwriting books.

## **Years 3 and 4**

- Children work on securing joins, getting the size and spacing of letters correct and developing fluency.
- Children are encouraged to write in the cursive script when writing across all subjects.
- Children are given regular opportunities to revisit and redraft pieces of learning to ensure that their handwriting is of a high standard.

## **Years 5 and 6**

- Children are taught to develop their handwriting speed – they continue to use simple words and sentences in order to develop this.
- Handwriting can be linked to more complicated spelling words once children have mastered joining, size, spacing, fluency and speed
- Children revisit and redraft pieces of work regularly.
- Children are expected to join legibly when writing in all subjects.
- Targeted support in small groups is given to those children who are still mastering letter formation and joins.

## **Inclusion**

These expectations apply to the vast majority of children in our school. Occasionally, a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties). Difficulties are addressed through appropriate interventions or specific equipment.

## **Celebration and Motivation**

- All staff ensure that presentation and handwriting is promoted through a range of ways:
  - Celebrating work of a high standard, including homework, in whole class situations.
  - Sharing good work in whole school assemblies.
  - Displaying written work celebrating children's efforts in handwriting
  - Using and modelling joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
  - When marking, teachers will praise children whose handwriting is of the expected standard especially when the child has made marked improvements in their letter formation or legibility

## **Monitoring**

Presentation is monitored by the Senior Leadership Team and English Subject Leader on a regular basis through work scrutiny and lesson observations. Feedback will be shared with the class teacher and at leadership meetings. This will ensure that the policy leads to good practice.