



Diocese of Norwich
Education and
Academies Trust

Cawston Church of England Primary Academy

Handwriting Policy

Completed Autumn 2017

**To be reviewed
Autumn 2019**

This Policy should be read with regard to our Equality Duties. Equality is based on the idea of fairness whilst recognising that everyone is different, and diversity is about the ways in which people differ and about recognising that differences are a natural part of society. Cawston Church of England Primary Academy expects that all staff and volunteers who come into contact with children and young people treat them as individuals and make them feel respected and valued as an essential part of our commitment to safeguarding children.

This policy develops procedures and good practice within Cawston Church of England Primary Academy, to ensure that each person and agency can demonstrate that there is an understanding of the duty to safeguard and promote the welfare of children and young people, including those who are vulnerable. It provides evidence of how this will be implemented within our school and within multi-agency working arrangements.

Handwriting Policy

The National Curriculum for English (2014) places high importance on the teaching of handwriting and confirms the importance of achieving automaticity, so that the child's higher processes of thinking can be released to work on compositional skills, rather than be consumed by the motor, sensory and perception demands of transcription.

Guidance on teaching and learning of handwriting.

At Cawston Church of England Primary Academy good early practice in handwriting teaching should establish secure foundations from the beginning, i.e. the teaching of cursive with 'entry' strokes from school entry (Reception). Teaching should continue to practise, refine and extend skills. Continuity and consistency are essential factors in helping children retain movement patterns as well as to ensure that children do not have to alter movement patterns at a later stage.

Handwriting should be taught weekly.

This will have a clear focus and the children will watch the teacher modelling letter formation and/or joins. It may be that it will be more appropriate to group the children in order to differentiate, but the children MUST SEE AN ADULT MODELLING THE WRITING at least once a week; this can be extended through independent activities.

We follow the letter formation used on 'Joinit C22' cursive handwriting disc, on all computers:

a b c d e f g h i j k l m n o p q r s t u v w x y z
A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

We:





- begin all lettering on the line, with an entry stroke ("Whoosh in")
- do not join capital letters
- do not join descenders, eg g, j and y
- emphasise height of ascenders.

Handwriting resources, work for displays and Learning Objective slips (for children's books) should be generated using the 'Joinit C22' programme on each computer's desktop.

We use the Maths Makes Sense number formation

Formation Families:

For many children writing demands a huge challenge. The letterforms used need to be as simple and fail-proof as possible, with letters taught in 'formation families' which reflect the motor patterns required to write them. These letters are similar to those found in texts. Joining can be taught simply using the exit strokes of these letter forms.

 <p><i>long ladder</i></p>	 <p><i>curly caterpillar</i></p>
l i j u t y	c a d g q o e s f
 <p><i>one-armed robot</i></p>	 <p><i>zig-zag monster</i></p>
r n m h b k p	z x v w

Through all lessons teachers continuously assess:

- Has each letter been formed correctly?
- Are all *lower case* letters the same size?
- Are all *upper case* letters the same size?
- Are all down strokes parallel?
- Is the height and length of ascenders and descenders regular?
- Is the space between letters even? Is spacing between words even?
- Is the writing a reasonable size?
- Could presentation be improved?

For fluent writers extend skills by:

- Encouraging children to evaluate their own and others' writing.
- Attempt to write faster, retaining fluency and legibility - setting time challenges for each other.
- Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters. (2017 National Curriculum Assessments, Interim teacher assessment frameworks at the end of Key Stage 2)

Expectations and Progression across the Academy:

Year Group	Expectations	Writing Materials
Reception	Daily practice taught through phonics to refine writing movements and begin pre-cursive letters.	Sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, chunky felt tip pens, pencils etc.
Year One	Handwriting to form cursive letters correctly and begin joining patterns. Letters taught in 'families' (See Formation Families).	As above for practising, especially during the Autumn Term. Pencil for writing.
Year Two	Handwriting to continue simple joining patterns, and for some pupils to master joins by the end of the year.	Pencil for writing.
Year Three	Continue joining handwriting, developing letter shape and size, and fluency of joining.	Pencil for writing in Autumn Term; start using 'Stabilo' pen (blue ink pen) in Spring Term, in handwriting books initially, and a pen licence certificate awarded.
Year Four	Continue joining handwriting, further developing letter shape and size, and fluency of joining.	Pencil/'Stabilo' Pen (blue ink). Pen licences awards to be maintained, as motivation.
Year Five and Six	Continue joining handwriting, working on fluency, speed and different styles of writing to suit the purpose.	All children to work in pen and to be awarded a pen licence certificate: Year 5 - blue ink Year 6 - black ink