

St Thomas More Catholic Primary School

Handwriting Policy

Aims

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

At St Thomas More, we use the continuous cursive style of handwriting with the aim that eventually all letters are joined accurately in writing. There are many important reasons for using this style.

Its most important feature is that each letter is formed without taking the pencil off the paper – and consequently, each word is formed in one, flowing movement. Each letter is formed starting on the line.

The key advantages to this system are:

- ✓ By making each letter in one movement, children's hands develop a physical memory of it, making it easier to produce the correct shape;
- ✓ Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (b/d or p/q);
- ✓ There is a clearer distinction between capital letters and lower case;
- ✓ The continuous flow of writing ultimately improves speed and spelling.

Posture and Seating Position

- Chair and table of appropriate height
- The table should support the forearm so that it rests lightly on the surface
- Sit up straight
- Feet flat on the floor
- Chair pushed in but not so far that the tummy touches the edge of the table
- Paper tilted (see additional sheet for diagram)
- Hand not holding the pencil rests on the work keeping it stable

Our agreed continuous cursive style can be found here <http://st-thomas-more.oxon.sch.uk/our-school-2/curriculum/>

Early Years Foundation Stage (EYFS):

In order to perform the mechanics of writing confidently, children must develop good hand control. To this end, we promote the development of both gross and fine motor control through a variety of multi-sensory ongoing opportunities. Through play and cross-curricular opportunities, we allow the children to pick up the writing implement themselves and decide which hand they prefer.

Implements such as chunky triangular pencils, large chalks and chunky pens etc. are used by pupils to rehearse skills on paper, chalk boards, whiteboards, pavement etc. Once they are confidently using flowing movements, the children are introduced to smaller, more controlled activities such as left to right, top to bottom and anti-clockwise movements.

Children are introduced to pre-cursive and cursive script at the earliest stages of writing.

Children in the Foundation Stage write in the pre-cursive script. However, the expectation is that by the end of Reception, pupils will start to transfer towards a cursive script depending on their skill and ability, in order for a smoother transition into Year 1.

Order of teaching handwriting letters and joins.

Single Letters (YR and Y1)

- **The straight letters:** I, l, t, u, y
- **The 2o'clock letters:** c, a, d, g, q, s
- **The tunnel letters:** n, m, h, b, p
- **The top joiners:** o, r, v, w
- **The square letters:** x, z
- **The odd letters:** f, k, j, e

As soon as a letter group has been taught as single letters they can be practised in words (not joined).

Joins Y2 (going into Y3)

Introduction of the four handwriting joins

- First join: un um ig id ed eg an or ing ung
- 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
- Practise the break letters b p g q y j z
- Practise capital letters

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

Joins Y3 (going into Y4)

Revision

- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og(practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay

- oy ou oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound words

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- he
- we
- re
- fte fir fin

- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ “ , ‘

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the week
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing

- Practising drafting and editing
- Practising joining to the letter t

Ensuring letters are consistent in height and size

- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision
- Looking at different handwriting styles