



Our values - Encouragement, Friendship, Respect, Responsibility, Truthfulness.

Our mission - To be kind, learn as much as you can and encourage one another.

Handwriting

Intent

When children begin school in Reception they learn handwriting as part of their Read Write Inc. lessons. This continues throughout the school. We follow the Read Write Inc. programme to teach handwriting across the school.

It is not a statutory requirement of the 2014 National Curriculum that children use joined-up handwriting until Year 3, although it notes that children 'should be taught to write with a joined style as soon as they can form letters securely with the correct orientation'. Therefore, we teach children to join their handwriting as part of the Read Write Inc. programme once they have accomplished forming all their letters correctly.

This guide gives clear examples of our school Handwriting policy and the progression in handwriting from:

Stage 1a letter formation;

Stage 1b Relative size of letters;

Stage 2 Mature style of handwriting;

Stage 3 joining and the different types of joins.

It demonstrates how to join all letters and shows examples of different types of joins, from a range of letters.

The only letters that we do not join from are: 'q' and 'x'.

FSU: Letter formation as outlined in the RWI scheme. Begin to understand the difference between upper case and lower case.

Year 1: Letter formation as outlined in the RWI scheme. Develop understanding the difference between upper case and lower case.

Year 2: Letter formation as outlined in the RWI scheme. Consolidate understanding the difference between upper case and lower case. Introduce joining if children are ready.

Year 3/4: Introduce/develop understanding of joining. Introduce language - diagonal and horizontal join

Year 5/ 6: Consolidate understanding of joining and language - diagonal and horizontal join

Implementation

Joined handwriting is practised several times every week in each year group, with a particular focus in the Autumn term. Letter formation will be taught as appropriate to each year group with joins introduced in Year 2 if the children are ready. Intervention groups will be used if necessary to teach children who are not yet regularly forming letters correctly or joining, at a level which is appropriate to them.

Children should be encouraged to use a grip which allows them to produce a fluent and legible hand. This is usually a tripod grip, but can be an adapted version which allows the child to write comfortably. Consideration should be given to left-handed writers who may benefit from sitting on a cushion to give them a better writing position; being allowed to turn their book/writing paper to allow them to write away from the written word; placing left-handed writers on the left side of right-handed writers so that they do not interfere with each other's writing.

Children should also be encouraged to sit upright in their chairs, with feet flat on the floor. Some children may benefit from using a writing slope (a supported lever-arch file makes a good writing slope)

Impact

Assessment underpins all teaching that we do at St Barnabas and handwriting is no different. We therefore start our teaching from where the child is and attempt to move them on, as we would in any subject. Handwriting is recognised as an important element of English and is the criterion within the National Curriculum. We use these criteria during our formal whole school writing moderation (three times a year) and therefore handwriting forms a part of these discussions. Children, for many different reasons, may find handwriting difficult so we would try to diagnose the cause and provide an appropriate intervention. A useful handwriting site for this is:

teachhandwriting.co.uk

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