



## **Handwriting at Gordonbrock 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.
- Handwriting is taught daily in the foundation stages and at the beginning of year 1, and 2-3 times per week from Year 2-6.
- Opportunities for linking phonics and spelling are used.
- 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.
- Children write in pencil until the end of KS1. In KS2, most children will be working towards writing in pen.

### **Specific Progression**

#### **Foundation Stage**

- Children are taught correct letter and number formation in a pre- cursive style, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right.

## **Years 1 and 2**

- Children will first master the basic connecting letters 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.*
- Children are all taught to write 'starting on the line'

## **Years 3 and 4**

- Years 3/4 is the transition time from pencil to pen. Children continue to use pencil in their work books but may be taught to use pens in handwriting lessons.
- They work on securing joins, improving fluency and continuing spelling links.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.
- Children are given regular opportunities to revisit and redraft pieces of learning to ensure that they are of a high standard.

## **Years 5 and 6**

- Children should be writing in pen at this stage.
- Children revisit and redraft pieces of work regularly.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

## **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 writing). Difficulties are addressed through appropriate interventions or specific equipment.

## **Celebration and Motivation**

- All staff ensure that presentation and handwriting is promoted by:
- Celebrating work of a high standard, including homework, in whole class situations.
- Sharing good work in whole school assemblies.
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children.

## **Monitoring**

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