



Stower Provost Community School

Curriculum drivers

The curriculum is underpinned by the school's Curriculum Drivers: [Engage, Develop, Innovate and Express](#). The spiritual, moral, social and cultural development of our pupils and their understanding of the core values of our society are woven through the curriculum.

Handwriting Curriculum Statement

Ownership	LB
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Contents

- 1. Curriculum Statement**
- 2. Teaching and Learning**
- 3. Assessment**
- 4. Planning and Resources**
- 5. Organisation**
- 6. EYFS**
- 7. KS1 and KS2**
- 8. Equal Opportunities**
- 9. Inclusion**
- 10. Role of the Subject Leader**
- 11. Parents**

1. Curriculum Statement - Handwriting

Intent

At Stower Provost Community School, the importance of children being able to write legibly, fluently and at a reasonable speed is recognised. With these skills, children have a much greater chance of being able to reach and demonstrate their true potential throughout their school careers and in their lives beyond school.

In the EYFS, children regularly have access to activities to develop the children's fine and gross motor skills. Children develop the use of effective pencil grip throughout their time in reception. They will be taught pre-handwriting patterns and will move on to writing recognisable letters, most of which are correctly formed.

Children are taught using the Read, Write Inc. scheme, they place emphasis on the physical process of handwriting, and ensuring that the handwriting process is enjoyable so children can see themselves as 'writers'. As children are being taught their phonics, they will learn the phoneme, grapheme and mnemonic for each sound. The mnemonics are used to help children visualise the letter and where it joins before they write it down. Therefore, the children begin writing of their letters using a non-cursive style. As the children move through the phonic stages, their handwriting will move onto cursive writing. This is all practised under the guidance of their phonics teacher so they do not develop habits that will be difficult to undo later.

The children work through three stages of handwriting, in line with the phonics scheme. Stage 1 is split into two stages and is taught whilst the children read the Red, Green, Purple, Pink and Orange Storybooks. Stage 1a focuses in the children practising correct letter formation and Stage 1b: focuses on children learning where to place the letters on the writing line.

Stage 1a

Children learn the correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons.

These letters are now taught in handwriting groups:

- 'Around' letters: **c a o d g q**
- 'Down' letters: **l t b p k h i j m n r u y**
- 'Curly' letters: **e f s**
- 'Zig-zag' letters: **v w z x**

Children write on plain paper.

Stage 1b

Once children can form the letters correctly, they learn how to place the letters on the line. The picture mnemonics help children to visualise the size and placement.

- Some small letters are called 'boat letters': **a c e i m n o r s u v w x z**
- Letters that are written below the line are called 'water letters': **g j p q y**
- Tall letters are called 'sun letters': **b d h k l t f**

Children should write on wide-lined paper or books for practise.

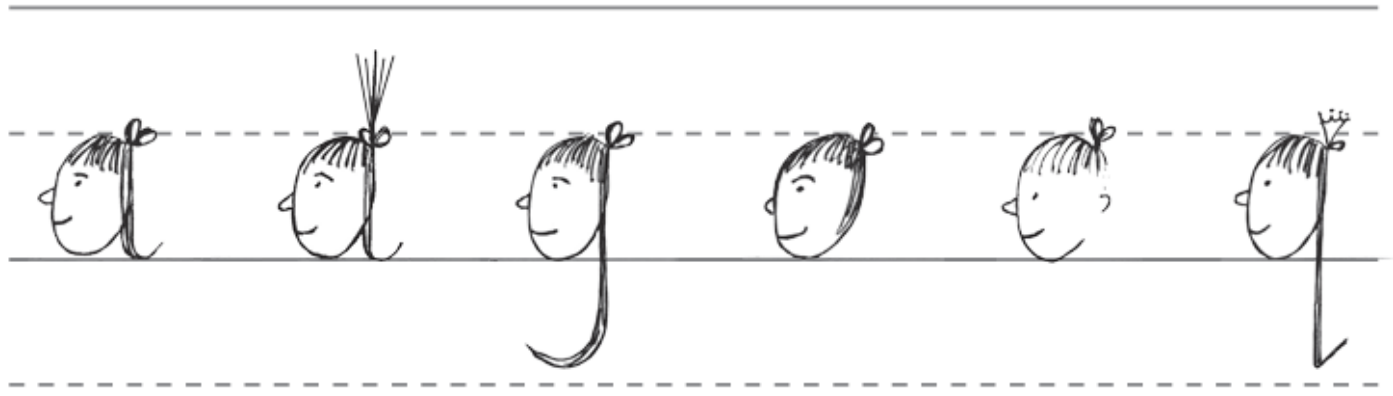
It is explained to the children that:

- Some letters are the same size as the boat and are called 'boat letters': **a c e i m n o r s u v w x z**
- Some letters go below the water line and are called 'water letters': **g j p q y**
- Some letters are as tall as the sun and are called 'sun letters': **b d h k l (f and t are just a little bit smaller).**

Stage 2 is taught whilst children read the Yellow, Blue and Grey Storybooks. Children learn a mature style of writing for the following letters: **a d g o c q u y b p**.

It is explained to the children that they are going to use new characters to help them develop a grown-up style of writing that will lead to joined-up writing. New pictures are introduced which will help them to visualise the new shapes. The children are introduced to the formation family: six sisters, two uncles and their two pets.

The six sisters – Annie, Dina, Gabi, Olivia, Carina and Queenie – all look the same. Their mother tells them that they must all have a different haircut so people can tell them apart!



The uncles – Uncle Umberto and Uncle Yaseen – look just like the sisters, except they are bald on the top of their heads.




The family have a dog and a bunny whose faces are very similar too, but they have long ears.





Stage 3 is taught whilst the children read the Yellow, Blue and Grey Storybooks. Children learn the two basic joins: the arm join (diagonal) and the washing line join (horizontal) and the two variables for each join. Children are also taught to use a handwriting pen.

The arm join has three variations:

a. arm to boat ai  

b. arm to sun ab  

c. arm to sister. ic  

The washing line join has three variations:

d. washing line to boat



e. washing line to sun



f. washing line to sister.



Throughout KS2, emphasis is placed on children's development of writing legibly, fluently and with increasing speed. Emphasis is placed on children being taught to choose which shape of a letter to use when given choices and deciding whether or not to join specific letters, as well as choosing the writing implement that is best suited for a task.

Implementation

To ensure a consistent approach, the progression of handwriting document is followed. The order of letters and joins taught have come from Read, Write Inc. and the mnemonics used link to our Phonics scheme and are referred to when supporting the children in their writing. The teachers will need to refer to the type of join the children are learning and whether it is a horizontal or diagonal join.

Handwriting sessions are taught as part of the Phonics scheme and are built into the lesson plans. The children in Stage 1a will record their handwriting in plain paper books. Children in Stage 1b will record their handwriting on wide lined paper or in handwriting books. Children in Stage 2 and 3 will be using handwriting books, and moving into narrow lined books.

Each session will start with the use of our handwriting signal, this reminds the children to get into the perfect handwriting position:

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

Where needed, groups of children will be taken for targeted handwriting sessions to aid the development of a consistent handwriting style. Here, children could make use of the RWI handwriting paper. Other strategies will be made use of to support the children who need more guidance in the size of their letters. This could be making use of green highlighted lines drawn in the children's writing books. Alternatively, drawing a yellow line in the books to mark the halfway point.

Impact

This systematic approach ensures development in the skill of handwriting. Children take pride in their written work and achieve proficiency in their own consistent and fluent handwriting style. Outcomes in children's wider curriculum work, as well as in their English books and school displays, evidence the progress that children make in this area, as well as the consistency of the approach across the school.

2. Teaching and Learning

In order for children to achieve a high standard of handwriting, they need to be explicitly taught the skills needed. At Stower Provost we follow the progression of handwriting document and use Read Write Inc. for this. We have high expectations in handwriting lessons and make sure that know children of the expectation of applying the same standards in other writing as well. Handwriting practice takes place within every phonics session and has a clear focus, with key teaching points demonstrated to the class. Each session provides allocated time for children to practise the specific handwriting skill. Teachers will make sure that children are concentrating on our perfect handwriting position during handwriting sessions. This is-

- feet flat on the floor
- bottom at the back of the chair
- body one fist from the table
- shoulders down and relaxed
- back leaning forward slightly
- left/right hand holding the page
- left/right hand ready in a tripod grip.

3. Assessment

Children's skills will be assessed and developed by the teacher during the handwriting lessons and through discussions. Children's handwriting will also be assessed during the English session where discussions will take place during the writing process. When assessing independent writing, the handwriting objectives for each Key Stage will be assessed.

4. Planning and Resources

Planning will be the responsibility of the class teachers and, where needed, support from the subject leader will be available. The teachers will refer to the Handwriting Progression document and follow the sequence of letters and joins to teach. Resources from Read, Write Inc. will be used. Mnemonics, tips on to sit, hold the pencil and angle the paper can be found on oxfordowl.co.uk.

The children will make use of a HB pencil and then will be moved on to a blue handwriting pen when a consistent and fluent handwriting style has been developed.

5. Organisation

From EYFS through to the end of the Grey level storybooks, there are daily handwriting sessions as part of the phonics lesson. Regular additional opportunities to practise are also provided, for example, presenting work for display.

6. EYFS

The Read, Write Inc. mnemonics are referred to when teaching or reminding children how to form their letters. Therefore, the children begin writing of their letters using a non-cursive style.

7. KS1 and KS2

In KS1 handwriting continues to be taught during phonics sessions. The teachers will refer to the Handwriting Progression document and follow the sequence of letters and joins to teach.

In Year 1 the children will continue to develop their handwriting, moving on to the letter joins with increasing fluency and speed by:

- Having a correct pencil grip, posture and paper position
- Knowing the correct way each letter and numeral is formed (lower case letters and capital letters)
- Forming all letters correctly (including size and orientation)

In Year 2 and KS2 the children progress to write legibly in a cursive style with increasing fluency and speed by;

- Using the 6 joins
- Knowing which letters are the break letters
- Writing in a joined style
- Practising skills of printing, *slanting* and speedwriting
- Progressing to an individual joined style
- Considering handwriting styles for different purposes

8. Equal Opportunities

Whole school policy on equal opportunities will be adhered to in the teaching and application of handwriting. The curriculum is available to every child and all children take part in the activities.

9. Inclusion

Children with special educational needs or disabilities will be differentiated for and supported appropriately, to ensure development of skills and equal access to the teaching and application of handwriting. All children will be supported through differentiation, adaptation or adult support, to enable equal access to their learning.

Some children experience difficulties making good progress in their handwriting development. They may need additional support with their fine motor development, pencil grip or letter formation. The class teacher should liaise with the English subject leader and SENDCo to put into place the most appropriate form of support. This could include:

- Pencil grip or jumbo triangular pencil
- Fine motor skills intervention
- Additional handwriting group
- Additional handwriting homework

10. Role of the Subject Leader

The English lead will:

- Monitor the teaching and learning of handwriting across the school, to support and guide the practice of teachers, ensuring a high quality of teaching and learning.
- Monitor and evaluate the effectiveness of the teaching and learning of handwriting, and liaise and consult with external agencies where appropriate.
- Support and facilitate opportunities that support the continued professional development of teachers in the teaching and learning of handwriting.
- Oversee and maintain resources to support the teaching and learning of handwriting.

11. Parents

We recognise how important the home-school link is for children to make outstanding progress in all areas of learning – including handwriting. Parents will be informed of their child's standards of presentation during Parents Evenings and will be encouraged to support with any additional handwriting practice where necessary.

In EYFS, children are given letter formation homework as and when they learn a new Set 1 sound. From then on, handwriting homework will only be given if a child needs additional support to make good progress in their handwriting and presentation.