Handwriting at Corpus Christi 2024-2025

Intent	• At Corpus Christi, our vision is for all children to become legible, fluent, effective writers using a fully cursive handwriting script. • When communicating ideas in writing, it is important that children use a handwriting style which is neat, legible and appropriate to the task. • The importance of handwriting should not be under-estimated. Even in this technological age of emails, texts and tweets, putting pen to paper stimulates the brain like nothing else. Learning to write in cursive has been shown to improve brain development in the areas of motor control, thinking, language, emotions and working memory. • It is vital that children can write quickly, comfortably and legibly, as it is a skill needed in many curriculum areas. • Children's self-esteem is heightened when they are able to take pride in their handwriting and in turn the overall presentation of their written work.
Implementation	***Progression*** Children are taught <u>FS</u> • Fine and gross motor skills. • Preference for a dominant hand. • Working left to right. • Straight lines, clockwise and anti-clockwise circles, re-tracing lines. • How to hold a pencil in a comfortable grip, encouraging tripod/ pincer grip. • How to sit in a comfortable position. • How to form individual letters. • How to exercise control over size of letters. • How to exercise control over spacing of letters within and between words. <u>KS1</u> The above learning is consolidated and revised each year.

	Sessions are linked directly to phonics teaching but additional sessions are taught each week. Handwriting is taught using a range of multi-sensory approaches. The teacher models focus letters/ joins, writing on the board. The children are also given the opportunity to practise their letters on whiteboards, paper, large wallpaper and in the back of their English books (not EYFS). (Letters should be pre-prepared at the back of the English books so that children can trace the letter and use it as a guide.) Phonics and handwriting activities are linked, assisting the children with phonic skills required for successful reading. Once children move into Year 2, they begin to work on letters with instrokes and outstrokes (if they are ready). They will then work on the joins along with consistent sizing and positioning of letters on the line (including ascenders and descenders being clearly distinguished). N.B. If Year 2 children have not mastered the correct letter formation of all lower-case letters they continue with printed letters. They do not move to cursive formation until they are secure with the basic formation. KS2 **Year 3 and 4** The cursive style continues to develop through regular handwriting practice sessions. The accuracy and legibility continues to develop. Handwriting is timetabled in short, regular sessions and where possible is integrated across the curriculum after a weekly teacher led handwriting demonstration (spelling sessions). Children copy letters/ joins into the back of their English books (following the teacher's model), applying the same techniques, closely monitored by the teacher. **Year 5 and 6** Handwriting is practised as a taught lesson when necessary, depending on pupils' handwriting fluency. Joins and letter formation

	can be consolidated during spelling lessons and teachers' modelled writing. <u>Children with formation issues are targeted.</u> In Year 6, pupils work towards receiving a pen licence to enable them to write in pen for certain tasks. ***Scheme*** 'Join It' font 19a/ b is on the computer system and this is the font/ letter formation to follow in year groups. The order of letters to teach and the progression of handwriting joins can be found in the document: Whole school cursive handwriting, Focus letter plan (Teachers, English, Handwriting). **<u>Incorrect letter formation/ positioning/ sizing</u>** Teachers pick up and act on children's handwriting inaccuracies/ misconceptions. Additional handwriting sheets, a green for growth comment or some extra whiteboard work are all ways of correcting misconceptions with handwriting. Intervention groups are running with children who need additional support with the cursive handwriting style.
Impact	***The children*** Our children will become fluent, legible and speedy hand writers whose self-esteem is increased. Pupils take pride in their handwriting and the overall presentation of their written work. • ***The Lowest 20%*** • We support these children within our whole class teaching and through additional intervention. This will ensure that the gap is narrowed and not widened.