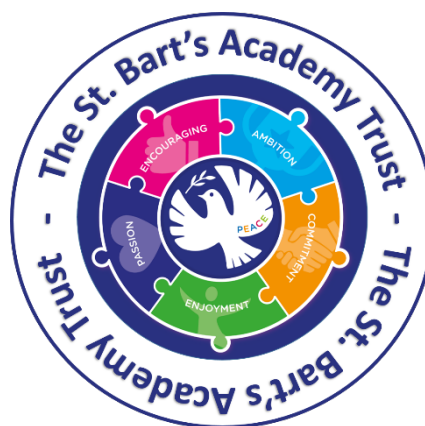


Belgrave St. Bartholomew's Academy

**Co-Principals: Mrs L. Baker &
Mrs R. McNamara**



Handwriting Strategy

Chair of Governors: Mr Matthew Cliffe

*"An inclusive family under God."
Loving each other as we love ourselves Matthew 22:39.*

Belgrave St. Bartholomew's Academy is a place where every person has the right to be themselves, to be included and to learn in a safe and happy environment. Everyone at our school is equal and treats each another with mutual respect and kindness. This is consistently upheld through our C.C.R Values; Courage, Compassion and Respect.

School Vision

At Belgrave St Bartholomew's Academy, we believe that clear, fluent and legible handwriting is an essential life skill. Through the consistent teaching of handwriting using the [Letter-join handwriting scheme](#), we aim for all pupils to develop a neat, joined and increasingly fluent handwriting style that supports written composition across the curriculum.

We recognise that handwriting is closely linked to spelling, phonics, composition and presentation. Our intent is that pupils will:

- develop correct letter formation from the beginning of writing;
- establish a comfortable and efficient pencil grip;
- write fluently, legibly and with increasing speed;
- take pride in the presentation of their work;
- develop a personal, efficient handwriting style by the end of KS2.

This strategy is based on the requirements of the National Curriculum and the progression guidance within the Letter-join programme.

Aims

Through the teaching of handwriting, we aim to:

- ensure strong foundations in transcriptional skills are developed in the EYFS and Y1;
 - establish consistent handwriting expectations across the school;
 - ensure progression in handwriting skills from EYFS to Year 6;
 - support pupils in developing stamina and fluency for writing;
 - ensure handwriting is taught regularly and explicitly;
 - provide intervention for pupils who require additional support.
-

Teaching and Learning

Handwriting is taught using the [Letter-join handwriting scheme](#) through regular, discrete lessons alongside opportunities to apply skills across the curriculum.

Frequency of Teaching

Following Letter-join guidance:

- EYFS: daily sessions with writer repeater (morning), handwriting book (guided sessions)
- Year 1: handwriting session weekly, writing in a morning
- Year 2: one session per week (half an hour), writing in a morning
- Years 3: one session per week (half an hour), writing in a morning
- Years 4, 5 and 6: opportunities for application across the curriculum and interventions where needed to support specific children.

Handwriting Progression

EYFS

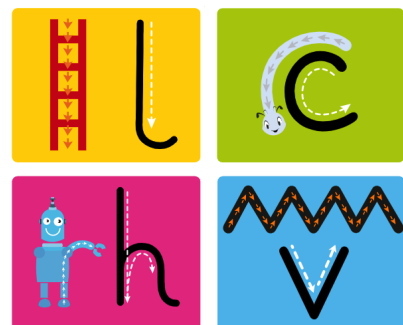
In EYFS, pupils begin by developing the physical foundations needed for handwriting.

Children will be taught to:

- develop gross and fine motor skills;
- use anti-clockwise and retracing movements;
- sit correctly and hold a pencil using a comfortable tripod grip;
- form recognisable lower-case letters correctly;
- begin to form pre-cursive patterns and movements;
- develop correct letter orientation;
- write their name independently;

Teaching includes:

- air writing;
- sensory mark-making;
- pattern formation;
- tracing activities;
- large-scale movements;
- fine motor provision.



Expected Outcomes by End of EYFS

Most pupils will:

- form recognisable letters correctly;
- hold a pencil effectively;
- write simple words and phrases legibly;
- demonstrate correct starting and finishing points for letters.

Key Stage 1

Year 1

Pupils build on correct letter formation and begin developing consistency.

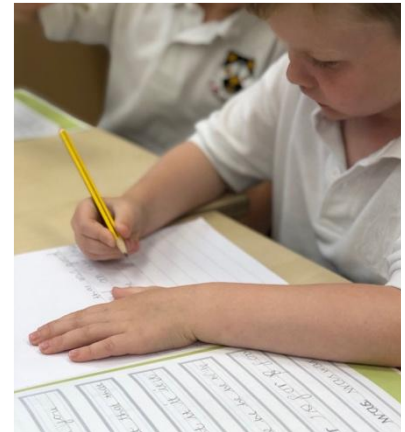
Children will be taught to:

- form lower-case letters correctly and consistently;
- form capital letters and digits correctly;
- understand letter families;
- use spacing between words;
- begin pre-cursive
- write on lines with increasing control.

Expected Outcomes by End of Year 1

Most pupils will:

- form letters accurately;
- orientate letters correctly;
- begin pre-cursive letters patterns and cursive letters
- write short pieces fluently.



Year 2

Pupils consolidate joins and develop fluency.

Children will be taught to:

- pre-cursive letters patterns and cursive letters
- understand which letters are best left unjoined;
- write with consistent size and spacing;
- increase handwriting speed while maintaining legibility;
- apply joined handwriting across curriculum tasks.

Expected Outcomes by End of KS1

Most pupils will:

- use pre-cursive consistently;
 - write legibly with clear ascenders and descenders;
 - maintain appropriate spacing;
 - produce writing of a consistent size.
-

Lower Key Stage 2

Year 3

The focus moves towards cursive, fluency, consistency and stamina.

Children will be taught to:

- use joined handwriting throughout independent writing;
- maintain parallel downstrokes;
- improve consistency in size and spacing;
- increase writing speed;
- present work neatly across subjects.

Expected Outcomes by End of Year 3

Most pupils will:

- use joined handwriting automatically;
 - write with increasing confidence and fluency;
 - maintain legibility across longer pieces.
-

Year 4- Taught through English and wider curriculum

Pupils refine handwriting style and stamina.

Children will be taught to:

- maintain legibility at speed;
- write neatly across all curriculum areas;
- use handwriting to support extended writing tasks;
- develop a consistent personal style.

Expected Outcomes by End of Year 4

Most pupils will:

- produce fluent joined handwriting;
 - sustain neat presentation in all books;
 - write efficiently without loss of legibility.
-

Upper Key Stage 2- Taught through English and wider curriculum

Years 5 and 6

The emphasis is on automaticity, efficiency and personal style.

Children will be taught to:

- write legibly, fluently and with increasing speed;
- adapt handwriting for different purposes;
- choose appropriate joins;
- write at length while maintaining presentation;
- develop an individual, efficient handwriting style.

Expected Outcomes by End of KS2

Most pupils will:

- write fluently and legibly in all subjects;
 - adapt handwriting for formal and informal tasks;
 - maintain presentation and consistency independently;
 - demonstrate a mature, efficient handwriting style.
-

Inclusion

All pupils will have access to high-quality handwriting teaching. Additional support may include:

- targeted intervention groups;
- fine motor development activities;
- pencil grips or adapted resources;
- additional modelling and guided practice;
- use of Letter-join intervention resources.

Where appropriate, reasonable adjustments will be made for pupils with SEND.

Assessment

Teachers assess handwriting regularly through:

- observation during lessons;
- scrutiny of work across subjects;
- National Curriculum expectations.

Progression is monitored from EYFS to Year 6 to ensure continuity and progression.

Expectations

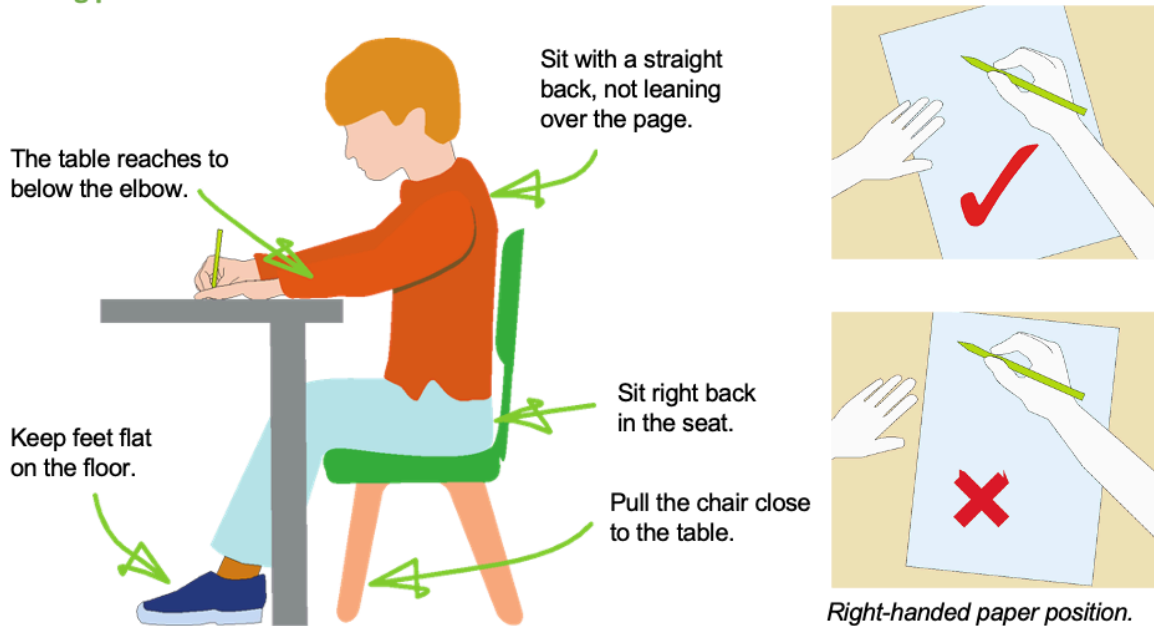
Across the school, pupils are expected to:

- use a sharp pencil or handwriting pen when appropriate;
- form letters correctly;
- use joined handwriting from Year 4 onwards unless additional support is required;
- present work neatly in all curriculum areas.

Pens may be awarded in KS2 where pupils demonstrate consistently fluent and legible handwriting.

All pupils are taught to sit correctly at a table and hold a pencil comfortably and correctly

Sitting position

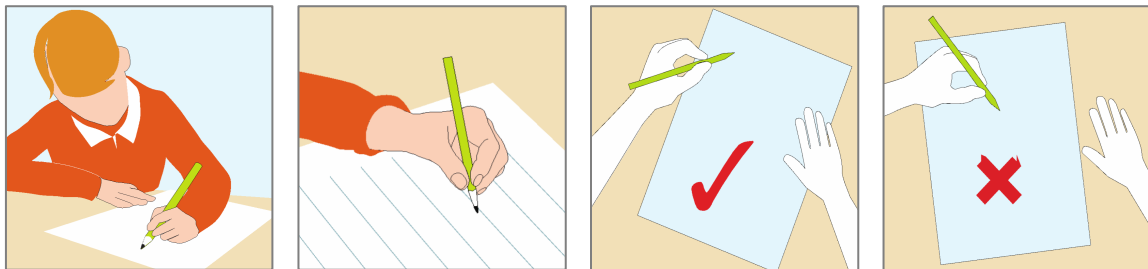


Left-handed writer

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers will demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

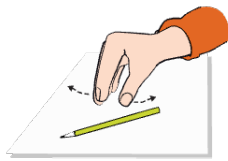


The Tripod Pencil Grip

Both right and left-handed children should use the tripod grip which enables the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

We use the Tripod Grip rhyme:

Right-handed pencil grip



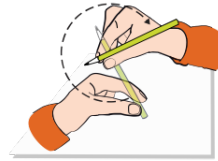
Point away the pencil,



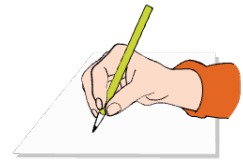
Pinch it near the tip,



Lift it off the table,

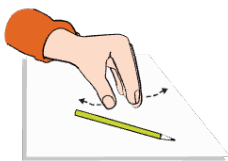


Spin it round...



and grip.

Left-handed pencil grip



Point away the pencil,



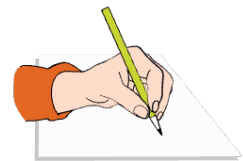
Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Monitoring and Review

The English Subject Leader will:

- monitor handwriting teaching and presentation;
- review pupil outcomes;
- support staff with consistency;
- ensure progression across year groups.