

Clarice Cliff Guide to handwriting

Intent - The Why

We understand that children need to produce fluent handwriting so that they can focus on the generation and organisation of their ideas.

Our intention is to make handwriting an automatic process that does not interfere with creative and imaginative thinking.

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout the school.

At Co-op Academy Clarice Cliff our aims are:

- To enable children to write in a consistent, well presented and legible format.
- To have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching handwriting.
- To ensure that from the Summer Term of Year 1 to the end of Year 6 children are using a cursive writing style.
- To make sure all children know the difference between lower and upper case letters.
- To ensure the skills taught at Key Stage 1 continue to develop throughout Key Stage 2.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

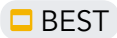
Implementation – The How (**including how/when we assess*)

What do we use to support our curriculum delivery?

We use the Letter-Join handwriting scheme for the teaching of handwriting. This a multisensory, progressive scheme that enables the pupils to form cursive writing by the end of the programme. This continues from the handwriting mantras established through teaching from the Little Wandle phonics scheme from Nursery. During the course of this programme children will be taught to:

- hold a pencil correctly (a tripod pencil grip)
- write from left to right and from top to bottom of the page
- start and finish letters correctly in a cursive style (from the Autumn Term of year 1 onwards)
- form regularly sized and shaped letters
- use regular spacing between letters and words
- take a pride in their written work and the overall presentation
- have an appropriate seating posture to be able to write neatly and accurately
- seating plans are created with left hander

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and monitored through lesson observations and book scrutiny.

Children are taught the correct seating position-  **BEST** this is displayed in classrooms and referred to in handwriting lessons.

Daily

Children have daily handwriting lessons in EYFS and move onto three per week in KS1 and KS2.

Weekly

Teachers use formative assessment strategies throughout the week which help to inform further handwriting lessons and ensure support is put in place where needed.

Half termly/Termly

Children are assessed at the end of every module, the assessment criteria are in line with the National Curriculum targets for handwriting. Children complete a baseline piece at the start of the year which helps to show progress.

Teachers assess pupils at the end of each module/ unit. This assessment information is recorded by the class teacher, support staff in the year group and the English subject leader. This then informs the forward planning, groupings and need for intervention of future sessions. Where pupils are identified as needing further support then in the moment intervention will happen to try and address any issues. If this does not meet the needs of the pupils then the child can be moved to a different group or worked with on a 1:1 basis with an adult.

Assessment for Learning

Staff will use formative assessment techniques to monitor progress as part of regular writing activities. We use the S Rules for Assessment (see appendix 1) to isolate a particular handwriting focus for individual children. This is then monitored to measure impact and reassessed to ensure children make progress. The school's agreed handwriting style should be evident throughout the school with a clear progression in pupils' skills and consistency. If a child's handwriting becomes laborious, an intervention will be put in place to support the child.

What this looks like in Early Years

Handwriting is taught daily in the Early Years Foundation Stage (EYFS) using the Letterjoin scheme. This systematic approach ensures children develop strong foundational skills, starting with correct posture, pencil grip, and fine motor control. The program's multi-sensory and interactive nature helps make learning engaging, building confidence as children progress from simple patterns to correct letter formation. By the end of Reception, our goal is for children to be able to form all lowercase and uppercase letters correctly and fluently, a crucial step toward becoming confident and independent writers.

Where will you see and find evidence of our learning?

You will be able to find evidence of our handwriting within our handwriting books, throughout the school on displays and in other exercise books that we use. We have also begun to create a bank of Clarice Cliff written work that children can use to as examples and which will ensure our children are aspirational within their lessons.

Impact – The So What

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children write with ease, speed and legibility ensuring that they can focus on the other technical elements of writing. By Year 6 children will be able to write cursively and this handwriting should be evident in all curriculum areas.

The rigour that we show towards handwriting and improving writing fluency across the school is effective- this can be seen within our writing outcomes, in 2024 our KS2 71.6% of pupils achieved the expected standard in writing with a further 8.3% achieving greater depth.

Cultural Capital and Enrichment

Ofsted has described cultural capital as 'essential knowledge' the ability to write fluently and legibly is essential for our learners. By enabling them with this skill we are enabling them to be able to access

the wider curriculum and to not have their progress stunted by the mechanics of writing. At Co-op Academy Clarice Cliff, we have high aspirations for all of our learners and believe that by equipping them with the skills to be fluent and automatic writers we are opening up a world of aspirational careers to them such as becoming authors, journalists or copywriters.

Components of the handwriting lesson

The lesson will consist of a two-minute warm up activity, followed by the main focus of the lesson, which will be the teaching of individual letters or joining pairs of letters.

After this activity, there is a brief recap on aspects of the previous handwriting lesson.

Suggested lesson structure:

Warm up activity: Silent, focused activity to immerse children in good pencil control and prepare them mentally and physically for the lesson ahead. The warm-up activity consists of children drawing repeating patterns of tall, short and tail lines to develop focus, concentration and pencil control.

Main focus of the lesson: A good handwriting lesson has two main aspects:

1. The delivery of the lesson by an adult
2. Practical tasks undertaken by the children.

There should be an equal balance between the two during the lesson.

Teacher modelling of correct letter formation, using their very best handwriting is key.

This is done very slowly so children can follow the point of the teacher's pen, to observe exactly how a letter is formed. When children recognise that their teacher regards this as of great importance, it motivates them to produce their own best.

The teacher will use the same lines for their modelling as the lines the children are using. These lines should be widely spaced so their modelling is large, which helps the children to see exactly how a letter is formed. Each teacher will make use of their visualiser when teaching handwriting to ensure that pupils are seeing it completed on the correct line size.

While the teacher is modelling they must narrate exactly where the letter starts, describing the journey of the pen, telling the children exactly where to finish the letter and constantly referring to the broken and solid lines.

Children practising: Teacher modelling is followed by a short period of children practicing what they have just observed. This should be no longer than two minutes initially. It is unnecessary and counter-productive for the children to be practicing one thing for longer than this.

During practising, the teacher must be on the move, observing and monitoring using the lapping technique. Occasionally, further modelling for individual children is necessary. The teacher should aim to visit each child during a lesson. During this short period of practice, the teacher will give feedback to individual children, to groups of children and the whole class to avoid embedding inaccuracies as handwriting habits.

<p>EYFS</p>	<p>In the Foundation Stage, staff focus on getting children ready for handwriting by:</p> <ul style="list-style-type: none"> ● Building the gross and fine motor skills needed for handwriting through structured games and activities ● The spatial awareness, visual and motor memory skills needed through non-pencil and pencil activities ● Supporting the children through the developmental pencil grip stages; including hand dominance identification Developing the children’s ability to correctly push and pull the pencil to be able to form letters correctly, firstly through pre-handwriting patterns and then single letter formation <p>In Foundation Stage 2, the emphasis is on movement and correct letter formation. Letter formation (starting at the correct entry point and then moving in the right direction) learned at this early stage becomes automatic and influences later fluency and legibility.</p> <p>Close attention is given to pencil grip, correct posture and paper position. Children when ready in EYFS are taught to put joining lines on to letters which lead to joined writing later.</p>
<p>KS1</p>	<p>Building on the work done in the Foundation Stage, teaching in Key Stage 1 is focused on:</p> <ul style="list-style-type: none"> ● Continuing to build the gross and refine the fine motor skills through handwriting warm up exercises and PE warm up and cool down activities; ● Supporting the children through the developmental pencil grip stages so that they can comfortably hold the pencil in a tripod pencil grip; ● Reinforcing the correct sitting position and teaching the correct position, tilt and movement of the writing paper; ● Use of patterning when teaching handwriting and games like ‘take a line for a walk’ ● Refining the handwriting letter size and teaching the joining of letters to form words. ● Ensuring that appropriate gaps are left between words ● Using the correct formation of capital letters and understanding the difference between upper and lower case in their handwriting <p>By the end of year 1, we expect children to use ascenders and descenders correctly. In Year 2, children continue to build on the work done in FS and Year 1. They are also taught how to use joining lines so that they can start to join their letters when ready to do so.</p>
<p>KS2</p>	<p>In Key Stage Two teaching and learning is focussed on refining handwriting skills by:</p> <ul style="list-style-type: none"> ● Continuing to build the gross and refine the fine motor skills through handwriting warm up exercises and PE warm up and cool down activities ● Focusing on the 4 Ps (posture, pencil grip, pressure and paper) ● Refining the handwriting letter size and teaching the joining of letters to form words Building speed and fluidity using dictation activities and sentences ● Practising consistency and fluency through focus on handwriting when publishing work ● Understanding what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version ● Learning when to use an un-joined style, for example, for labelling a diagram or data, and capital letters, for example, for filling in a form.

- Increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of the letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Y3/4)
- Pupils should be using joined handwriting throughout their independent writing. (Y3/4)
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Y5/6)
- Choose the writing implement that is best suited for a task. (Y5/6)
- They should be clear about what standard of handwriting is appropriate for a task, for example, for labeling a diagram or data, writing an email, address, etc.(Y5/Y6)

Appendix 1:

