

St Joseph's Catholic Primary School



Handwriting and Spelling Policy

September 2021

Intent

St Joseph's Catholic Primary School's handwriting and spelling policy explains the vision of its writing standards, the skills it aims to provide the pupils, why these are important and how handwriting and spelling will be taught progressively across the school.

St Joseph's Catholic Primary School aims for children to:

- Write with a neat, eligible style with correctly formed letters in cursive handwriting
- Develop stamina to write at length in extended pieces of writing
- To write with fluency in a consistent style across all subjects within the curriculum
- To have a range of spelling strategies to spell accurately and confidently
- To identify links between spelling patterns

This policy sets out the principles to achieve these aims. This includes how letter formation and letter joins are introduced to the children and how spelling and handwriting are taught interlinked to build stronger connections between the two areas.

Implementation

Handwriting

The school has invested in a font to use with the pupils to ensure consistency in the print used within the school environment and resources used within lessons as well as the handwriting style modelled by the staff. The font is called Linkpen27b and can be found at [Linkpen 27b : Linkpen, Handwriting fonts for home and school \(linkpenfonts.co.uk\)](http://linkpenfonts.co.uk).

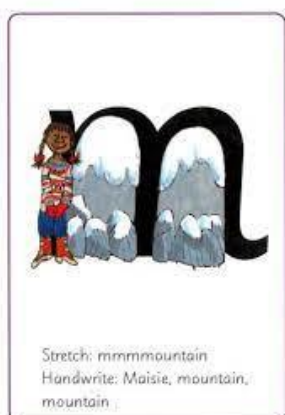
Below details how specific letters are formed or joined linked to the Linkpen27b font.

<i>abc</i>	With lead-ins
<i>gfy</i>	With tail loops
<i>hk</i>	No top loops
<i>b</i>	Closed b with outflick
<i>f</i>	f with looped ascender and descender
<i>k</i>	k with loop
<i>o</i>	o with outflick

<i>p</i>	p closed with outflick
<i>qu</i>	q joins to u
<i>r</i>	r standard
<i>s</i>	s with outflick
<i>v</i>	v straight with outflick
<i>w</i>	w curved with outflick
<i>x</i>	x curved
<i>z</i>	z straight no outflick
-	No break letters except q (q only joins to u)

Progression

In FS2, the children are taught to write the letters of the alphabet in print using the Read, Write Inc scheme which the school uses for the teaching of phonics. Each letter has a saying linked to it to help the children form this correctly. Children are encouraged to practise writing the letters daily during their Read, Write Inc lessons and also within opportunities in the provision.



Speed Sounds Set 1

m m	a a	s s	d d	t t
i i	n n	p p	g g	o o
c c	k k	u u	b b	f f
e e	l l	h h	sh sh	r r
j j	v v	y y	w w	th th
z z	ch ch	qu qu	x x	ng nk

Pre-cursive

In Year One, the children are introduced to pre-cursive style where children are taught the letters of the alphabet with a lead in alongside the print version they are already familiar with to make the link between the two forms. The teacher models explicitly and the children are encouraged to practise independently within their handwriting books. The children are encouraged to continue using the sayings from Read, Write Inc as they form their letters with the added 'lead in' to start. Pupils are encouraged to use pre-cursive for letters they have been taught within their handwriting lessons when they write in other lessons within the curriculum. Once all of the alphabet has been covered, pupils are expected to use pre-cursive letters in all of their writing.

Cursive

In Year Two, the children are introduced to the cursive style linked to the spelling scheme and spelling pattern they are learning each week. The children are encouraged as part of the structure of lessons to practise handwriting their spelling words in cursive script. The joins are modelled by the teacher explicitly. The progression from pre-cursive to cursive is broken down for the pupils, where they begin by only joining a small number of letters together as part of the spelling pattern eg th because all of the spellings that week contain th. Only when

the children become skilled and confident are they then expected to join whole words towards the end of the year after progressing through the scheme.

In Year 3 to Year 6 the spelling scheme continues to build in opportunities for different joins linked to the spelling pattern and sets of words being taught each week. Pupils are always encouraged to only join a set of letters linked to the spelling pattern of the week to begin with then this is assessed within the lesson by the teacher through observation. Pupils who are able to progress further are then encouraged to join in other letters to the spelling pattern which are in the words they are learning until they build up towards the whole word being in cursive. Each stage of this is modelled explicitly by the teacher and pupils receive instant feedback and guidance on their handwriting in their books.

Intervention

Pupils who need additional support have handwriting formation and joins modelled further in their handwriting books by the teacher. Pupils will be encouraged to master the letter formation or handwriting join that is the focus of the session before progressing onto the next stage. Pupils may also receive specific one-to-one or small group intervention timetabled outside of the handwriting and spelling lessons.

Spellings

The pupils are taught a spelling rule each week which corresponds to the National Curriculum Appendix 1: Spelling. The spelling rule has a handwriting focus matched to it whether that be a particular sound or spelling pattern within each of the words. Below is an example.

Handwriting join	Rule	Year 3 spellings	Year 4 spellings
Double n, d, t, p, g, b join <i>nn dd tt pp gg bb</i> Join the double into words <i>bedding</i> ing join by itself <i>ing</i> double and ing join together <i>nning dding tting pping</i> <i>gging bbing</i> Then join the whole word <i>bedding</i>	Adding suffix 'ing' Doubling the consonant If the last syllable of a word is stressed and ends with one consonant letter which has just one vowel letter before it, the final consonant letter is doubled before any ending beginning with a vowel letter is added. (The consonant letter is not doubled if the syllable is unstressed).	Bedding Betting Chatting Chopping Digging Plodding Popping Rotting Setting Shopping	Flapping Grinning Jabbing Knitting Planning Plugging Forgetting Quitting Scanning Shutting

Some handwriting joins are revisited across the scheme allowing children further practice.

Structure of handwriting and spelling lessons

Pupils each have a spellings and handwriting book which they use to record work during these lessons.

Lesson 1 – Teach

The spelling rule and words linked to the rule are introduced. The teacher explains the meaning of the words in context and the pupils clap syllables and dot/dash the words to understand how the spelling rule influences them.

Lesson 2 – Learn

A range of spelling strategies are used to help the children learn and remember the spellings. This includes missing letters, games, letter shapes and chanting.

Lesson 3 – Practice

Pupils will record in their handwriting books for this lesson. The teacher models the letters/join linked specifically to the spelling pattern of the week. Pupils are then guided to progressively move through the join as per the plan on the scheme to eventually build up to joining the whole word (ability dependent). The teacher moves around the room to assess and support pupils, modelling additionally where needed.

Lesson 4 – Learn

Pupils work with their learning partner to carry out a partner check to spell and correctly form their letters/joins. They use their purple pens to correct any mistakes and their partner gives them feedback on each spelling and handwriting attempt.

Lesson 5 – Assess

The pupils will be tested on the spellings for that week

The spellings are sent home each week on a look, say, cover, write, check, correct sheet.