Stanton Harcourt CE Primary School

Handwriting Curriculum Handbook

Rocket Phonics

Curriculum Statement

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Curriculum Statement

Children will confidently write with ease, speed, and legibility. We will encourage joining handwriting for smooth, connected letter formation, promoting efficient writing and supporting literacy development. Once pupils have achieved fluent handwriting, cognitive capacity is freed up to concentrate on the higher-level writing skills. Handwriting skills will be taught consistently and systematically to ensure mastery.

At Stanton Harcourt School we will:

- Ensure staff have a confident, fluent and coherent understanding of handwriting requirements.
- Deliver specific instruction in handwriting in order for children to develop automatic, legible handwriting.
- Make sure all staff understand the requirements of the National Curriculum to teach children how to form letters and legible writing.
- Communicate the purpose of handwriting to children as communication, to be read by others and re-read by self.
- Understand that self-esteem and performance across all subjects is negatively influenced if handwriting is illegible.
- Strive towards children writing legibly and comfortably, at speed and with little conscious effort to allow children to focus on the higher-level aspects of writing content and composition.

Intent

• To develop correct letter formation: consistently sized and proportioned letters that are correctly orientated and positioned based on a script used commonly consistently throughout the school.

• To develop handwriting for different purposes.

• To develop a pride in their work and a positive self-image.

Implementation

• Children are introduced to the print formation of lower-case and capital letters in EYFS as part of the Rocket Phonics program. These letters have clear start and finishing points and are supported by letter-formation patter order to support the correct modelling to children. Handwriting patternfor letter formation…

• From Year 1, pupils are introduced to cursive handwriting also via the Rocket Phonics program. This is an all joined style with two main joins – a diagonal line which starts with the pencil point on the writing line, and a smile join (Appendix 2). Explicit teaching of handwriting is evident throughout the Rocket Phonics program in Year 1 and 2. Additionally, a weekly handwriting session focuses on orientation on the line alongside ascenders and descenders being formed correctly and in proportion to each other.

• Children will be taught the traditional tripod pencil grip and encouraged to think carefully about the letters they write and the joins each letter needs within whole words. The teaching focus will be on the mechanics of handwriting rather than simple copying.
How to hold a pencil - Nip, Flip, Grip …

• Proper seating posture is also emphasised. Children are taught to rest their writing hand lightly on the paper below the words being written, ensuring the words remain visible and unobstructed. https://www.youtube.com/watch?v=Ii8QbOQ4aCc

• Handwriting will be taught regularly and systematically within Key Stage 2, building on the styles introduced in Key Stage 1, and as the need arises, in groups and individually in UKS2.

• In Upper Key Stage 2, children will be expected to fluently join their handwriting when writing in their books, with the exception of any task that focuses on note-taking.

• Children will understand the purpose of handwriting instruction. In the EYFS, the focus will be on developing the need to communicate, gradually progressing towards efficient letter formation for note-taking and the ability to produce a neat final copy.

Resources

• Children will be taught to position letters correctly using **Rocket Phonics booklets** and then transfer letters to plain-lined paper during direct teaching.

• Bubble handwriting guided paper provides a simple scaffold to help children consistently form letters with uniform height and width. It also enables them to leave equal spaces between words and easily see if there is enough space at the end of each line for the next word. During handwriting sessions, all children will start with the bubble writing scaffold. When appropriate, this will be replaced with a single yellow highlighted line to help children clearly differentiate the height of ascending and descending letters. All children will work towards writing clearly and fluently without a scaffold.

• Pencils will be used for the majority of handwriting, with specialist right-handed and left-handed pencils used to support pupils with fine motor control. Handwriting pens will be introduced in KS2 as fluency and style is embedded.

The Role of the Teacher and TAs

• Adults will provide a legible, clear model of the school handwriting style when working with children, marking books and writing on smart boards.

• Adults will model the school script for pupils in their writing.

Working with Parents

• In EYFS, parents will receive a copy of Handwriting script and formation guide of lower case letters.

• Parents will be reminded of the handwriting expectations during parent-teacher meetings and will be expected to support this through home learning tasks.

Impact

At Stanton Harcourt, our handwriting teaching ensures that children develop the necessary skills for effective written communication through ongoing formative assessment. These enable teachers to monitor progress, identify areas for improvement, and allow us to provide timely support for any child who may need additional help. This approach ensures personalised learning, helping us tailor instruction to meet the diverse needs of all learners, fostering their confidence and success in written communication.

Frequent assessment and feedback on handwriting will be given in line with the school marking policy, using purple pen comments with the expectation that children will respond to these.

Adults will gather feedback from children about their confidence and comfort with handwriting.

Progression is measured against NC Guidance for Assessment Matrix NC Guidance. In order for children to be working at the expected standard in writing at the end of Key Stage 2, they must "maintain legibility in joined handwriting when writing at speed."

Work scrutiny by the Literacy Coordinator and Leadership Team will monitor the consistent application of the agreed handwriting expectations.

Inclusion

Our aim and expectation is that almost all children have the capacity to handwrite with ease, speed, and legibility.

• **Provision for Left-Handed Children:** Some left-handed children may experience handwriting difficulties and develop fluency later than right-handed peers because they push the pen across the page rather than pull it. School guidance notes on assisting left-handed writers are available to all staff. Left-handedGuidance.pdf

• **SEND:** Some children have specific handwriting needs, such as dysgraphia or developmental disorders (e.g., dyslexia, dyspraxia, autism spectrum disorders) or visual-motor coordination deficits. These children should be considered specifically in accordance with the school's SEN policy.

• Appropriate resources, such as triangular-shaped pencils, grips, or writing slopes, may be provided for children who exhibit specific difficulties. Bubble handwriting scaffolded paper guides are available in line with adaptive practices.

• Computers will be made available to children experiencing significant fine motor difficulties, after consultation with the SENDCo.

Cultural Capital

Our handwriting curriculum at Stanton Harcourt School encourages neat, legible writing, helping students build valuable knowledge and skills that are important for learning and future success.