



**ST MARY'S  
CATHOLIC PRIMARY SCHOOL**

St Mary's Catholic Primary School  
Handwriting Policy  
September 2020

St Mary's Catholic Primary School  
Handwriting Policy

**Aims**

As a school our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching across the Nursery and School
- Develop a recognition and appreciation of pattern and line
- Understand the importance of clear and neat presentation in order to communicate meaning clearly
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use their skills with confidence in real life situations.

**Knowledge, Skills and Understanding**

**During and at the end of the Foundation Stage:**

Use different sizes of pencil, and hold it effectively to form recognisable letters and numbers, (including 'kicks and flicks' from school scheme- Read, Write inc.)

Use a correct and comfortable pencil grip, with support or aids where necessary.

**At Year One:**

Write most letters and numbers, correctly formed and orientated, using a comfortable and efficient pencil grip. Write with spaces between words accurately.

Use the spacebar and keyboard to type their name and simple texts.

**From Year Two:**

Follow the structure of the handwriting scheme used across both key stages in regular, short lessons.

Understand the importance of presentation as part of handwriting and everyday written work.

Write with a clear and legible style, keeping lower case letters at a uniform size and clarity. Join all letters with accuracy, including the more difficult joins of z, k, f, s, p, b q and x.

Develop a fluent and accurate style, being able to write at speed without losing presentation.

**Teaching and Learning**

We teach handwriting as a specific skill rather than as an independent task (which can often reinforce poor formation having a reverse effect than the intended outcome). Little and often is the most successful way – at least 10 minutes 3 times a week is ideal with additional, independent practice.

**Basic structure of a handwriting session:**

-Posture check, feet flat on the floor, back touching the chair

-Teacher modelling

-Children practising independently with teacher model, then from memory or from school scheme. Sessions should be fun, varied and multi-sensory: write letters in the air

Books can be used and whiteboards and pens are ideal as mistakes can be wiped away leaving no record of poor performance.

**Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Education Plans [I.E.P.'s]. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENco to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

All teachers are aware of the specific needs of **left-handed pupils** and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

**Read Write Inc.**

Here is a list of the letter sounds and their rhymes to help the children with writing letters at school.

|   |                                                                         |
|---|-------------------------------------------------------------------------|
| a | Round the apple down the leaf (apple)                                   |
| b | Down the laces to the heel, round the toe (Boot)                        |
| c | Curl around the caterpillar (caterpillar)                               |
| d | Round his bottom up his tall neck and down to his feet (dinosaur)       |
| e | Lift off the top and scoop out the egg (egg)                            |
| f | Down the stem, and draw the leaves (flower)                             |
| g | Round her face down her hair and give her a curl (girl)                 |
| h | Down the head to the hooves and over his back (horse)                   |
| i | Down his body, and dot for his head (insect)                            |
| j | Down his body curl and dot (jack-in-the box)                            |
| k | Down the kangaroo's body, tail and leg (kangaroo)                       |
| l | Down the long leg (leg)                                                 |
| m | Down Maisie, over the mountain over the mountain (Maisie and mountains) |
| n | Down Nobby, over his net (football net)                                 |
| o | All around the orange (orange)                                          |
| p | Down his plait and around his head (pirate)                             |

|   |                                                                |
|---|----------------------------------------------------------------|
| q | Round her head, up past her earrings and down her hair (queen) |
| r | Down his back, then curl over his arm (robot)                  |
| s | Slither down the snake (snake)                                 |
| t | Down the tower across the tower (castle tower)                 |
| u | Down and under, up to the top and draw the puddle (umbrella)   |
| v | Down a wing, up a wing (vulture)                               |
| w | Down up down up (worm)                                         |
| x | Down the arm and leg and repeat the other side (Exercise)      |
| y | Down a horn up a horn and under his head (yak)                 |
| z | Zig-zag-zig (zip)                                              |

### **The role of parents and carers**

Parents and carers are introduced to the school's handwriting style through the new school planners. The Foundation Stage staff play an important role in communicating handwriting work at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names.

Children should be encouraged to use, either a sharp HB pencil, or a blue or black ink pen (Berol handwriting pen or fountain pen) for homework as soon as they begin to use pen in school.

All members of staff (including teaching assistants, supply teachers, and students) are provided with appropriate handwriting models [included in handwriting scheme software] and are expected to promote the agreed handwriting style by their own example.

### **Assessment and recording**

Teachers assess handwriting on a regular basis, through APP, mid and end of year assessments, to note progress against the learning objectives in the Framework for Literacy and to determine future targets for improvement. A handwriting assessment of pupils who arrive later than Reception Year is made within two weeks. Teachers aim to ensure that when marking written work, comments about neatness are kept in proportion in relation to those about content and/or meaning.

### **Resources**

Pencils triangular and ordinary Paper  
and books

Pencil grips where appropriate

Software

Handwriting pens (when children are joining in a fluent and legible manner)