


# Handwriting Policy 2020-2021



I am a  
child  
of God  
*1 John 3:1*



**St Gerard's Catholic Primary School**

*"Guided by God, St Gerard's Catholic Primary and Nursery School is an inspiring and aspirational community where we learn to love, hope, dream and achieve."*



## SAFEGUARDING STATEMENT



***“St Gerard’s Catholic Primary and Nursery School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment”.***

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. Handwriting skills should be taught regularly and systematically.

## Aims

At St Gerard's Catholic Primary and Nursery School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the cursive font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed: Teaching and Learning

- Children should experience **coherence and continuity** in learning and teaching across the school.
- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat **presentation** in order to communicate meaning clearly.
- Encouraged to 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.
- Shown how to be able to write quickly to aid expressing themselves creatively and **imaginatively** across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and **pride** in real life situations.

## Knowledge, Skills and Understanding

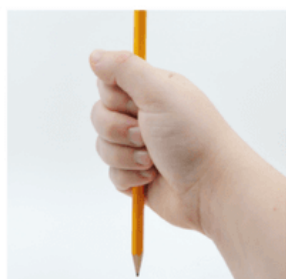
### Early Years

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil, and hold it effectively to form recognisable letters most of which are correctly formed. They should be given the opportunities to develop their handwriting, using the pre cursive style, to their full potential at that age.

10 months  
Pincer Grasp



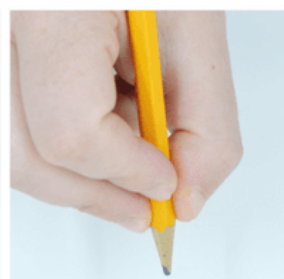
12-15 months  
Palmar Supinate  
Grasp



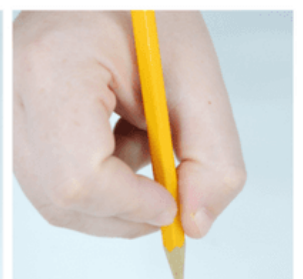
2-3 years  
Digital Pronate  
Grasp



3-4 years  
Quadruped Grasp



5-6 years  
Tripod Grasp



## **Key Stage 1**

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style.

## **Key Stage 2**

During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

## **Progression through Read, Write Inc scheme**

- RWI phonics – for children in Nursery, Reception and Key stage 1. Some children in years 3 and 4 may also need to access the RWI phonics programme. During this structured session the children are taught the mnemonics on how to form and write letters.
- RWI comprehension – if children are assessed at group J then they are ready to move onto the RWI comprehension programme. This takes place at the same time as the RWI phonics sessions.
- RWI comprehension plus – for children in Years 5 and 6.
- Fresh Start – for children in Years 5 and 6 who still need some phonics catch up. Same principles as RWI phonics but using an older appealing range of texts.

## **Provision for left-handed children**

At least 10% of the population are left-handed, the majority of whom are boys. 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.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

## **Capital letters**

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions.

## **The Learning Environment**

In all classes, pencil pots with suitable materials are available for pupils to work at their own tables. Classrooms are equipped with a range of writing implements, line guides, word lists and dictionaries. Classroom displays celebrate handwriting success and encourage children to work independently.

## **The Role of Parents/Carers**

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home. Activities are shared through Class Dojo/School Website for children to complete.

## **Resources**

Every class has an account/login for 'Letter Join'. This is used to model the correct formation of upper and lower case letters.