

St. Theresa's
Catholic Primary School



ST. THERESA'S CATHOLIC PRIMARY SCHOOL

Handwriting Policy

Our Mission Statement

At St. Theresa's School
We learn together
We play together
We pray together
We grow together in the love of God.

Date of policy: June 2018

Review: June 2019

Policy written by: Linda O'Melia Headteacher
Key person responsible: Linda O'Melia Headteacher

ST. THERESA'S CATHOLIC PRIMARY SCHOOL

HANDWRITING POLICY

At St Theresa's we recognise that handwriting is an important life skill. Children's ability to write fluently depends on a good foundation of taught handwriting in the early years of their education.

We believe that neat, well- formed handwriting and neat presentation of written work helps to raise standards. We feel that pupils take more pride in their own work and have a sense of ownership of their work.

As a school we are adopting the cursive method of handwriting. This is based on the following principles that cursive handwriting:

- Encourages a natural flow of handwriting
- Demands correct letter formation
- Encourages perception of whole words
- Involves no re learning as with printing and then joining later

Aims

- To raise standards in writing and handwriting across the school.
- To raise standards of presentation across the school.
- To teach children to write with a flowing hand, which is legible, swift and pleasant to look at.
- To teach correct letter formation.
- To encourage children to develop a comfortable and efficient pencil grip.
- To assist children in taking pride with the presentation of their work.
- To have a consistent approach across all Key Stages when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting **by all adults** when writing in children's books or the whiteboard.

Handwriting Guidance

Early Years Foundation Stage

- In Foundation Stage children will learn how to hold a pencil correctly.
- Children will learn how to form basic letter shapes starting in the correct place.
- Fine motor and gross motor control is developed through games, creative work, manipulative and constructive toys and activities both in and outside of the classroom.
- Opportunities for emergent writing is encouraged in all areas of learning.
- Children will learn all letters have flicks.
- Children will learn to form loops on g y j.
- Children should begin to join letters towards the end of the Summer Term in Reception Class.

Key Stage One

- Children begin fully cursive handwriting in Year 1 by starting to join their letters.
- The teacher and children will use the handwriting checklist to teach pencil grip and posture. These should be frequently highlighted to the children throughout each lesson.
- Formal handwriting practice is to be undertaken regularly throughout the week, possibly every day for 10 minutes.
- Children in Year 1 and Year 2 will use handwriting books
- Handwriting practice could be included in homework, possibly in conjunction with spelling.
- By the end of Year 2 nearly all children should be writing cursively.

Key Stage Two

- Children in the Lower Juniors will continue to be taught to develop their cursive joins, flicks and size of their handwriting in all work. (No handwriting Books will be used at this stage as skills learnt in Key Stage 1 will be fully transferred into everyday work.)
- In Year 4 children who have fully mastered cursive handwriting and are

continually producing work which reflects all the skills taught may use a blue handwriting or fountain pen with the agreement of the Head or Deputy Head.

- In the Upper Juniors, children will use pen in all their work with the exception of Maths.

Information to refer to:

Cursive Handwriting INSET Powerpoint.

Handwriting Checklist

Posture Preparation Sheet

Handwriting Alphabet – further copies can be obtained from www.tpet.co.uk

St Theresa's Handwriting Scheme

Teaching Letter Shapes and their Formation

Tell the children there are three basic letter shapes from which most of the alphabet are made – c, l and i

Teach each of these shapes in isolation in the following order making sure to include the lead in stroke and the flick (tails) to the letters.

Tell the children **all** lower case letters start on the line so there is never any confusion as to where to start.

Teach letter c first, demonstrate how the basic shape is formed and ask them if they can guess which other letters begin with this shape. i.e. c,a,o,d,g,q

Letters should be introduced and taught in the groups and order displayed below.

1. c a o d g q

2. l b h k t

3. i j m n p r u y

4. v w e f s x z

5. ad cp go qu

6. al pt ck gh

7. or rd va wi oe

8. oh rh vk wt

Introducing Handwriting Sessions

- Carry out the handwriting posture exercises as a warm up and ensure children are sitting correctly.
- When introducing a new letter shape demonstrate the shape on the board first, then ask the children to practise drawing the shape in the air with their finger along with the teacher.
- Remind the children that all letters begin on the line and the main body of the shape should sit on the line.
- Lower case letters should come half way up the space and tall letters should reach the top line.
- Capitals should not be joined and must touch the top line
- Ensure you and the children use consistent vocabulary eg ascenders, descenders, loops, lead in strokes and flicks.
- If the children's letter shape is poor, write the letter shape for them and allow them to go over it for a few times for practise
- Allow opportunities for children to reflect on their own handwriting ability through peer and self-assessment.
- Check letters are evenly sized and spaced and that they sit on the line correctly.
- Begin each session by reminding the children of the letter shapes they

have been learning in previous lessons and revise quickly taking account of any difficulties pupils are encountering in lessons.

Quick Handwriting Checklist

- Left handed children sit on the left side of the desk
- Pencil should be loosely gripped between the first finger and the thumb, using the second finger as a rest. (see detailed handwriting check list in pack – this can also be used as an assessment tool)
- Pencil should be at 45 degrees to the paper
- Left handers need to grip the pen further away from the nib to enable them to see what they are writing
- Work needs to be slanted appropriately to enable the letters to be formed at the correct angle
- Hand and wrist should be in line with their arm and not bent
- Non handwriting hand should be used to support and guide the paper.
- Always have the handwriting scheme displayed in the classroom

Policy to be reviewed: June 2019