

St Mary's Catholic Primary School

Handwriting Policy

Intent

At St Mary's, we believe that handwriting is a necessary skill that children must develop to be able to communicate effectively. Children must be able to write legibly with ease and speed. The development of this fluid style enables children to focus their energy on the content of their writing.

Aims

- Children will be encouraged to form letters correctly to write in a consistent, well presented and legible format.
- To have a consistent approach across Foundation Stage, Key Stage 1 and 2 when teaching handwriting.
- For children to develop their handwriting so that they can focus on the content of their writing rather than the physical energy required to write.

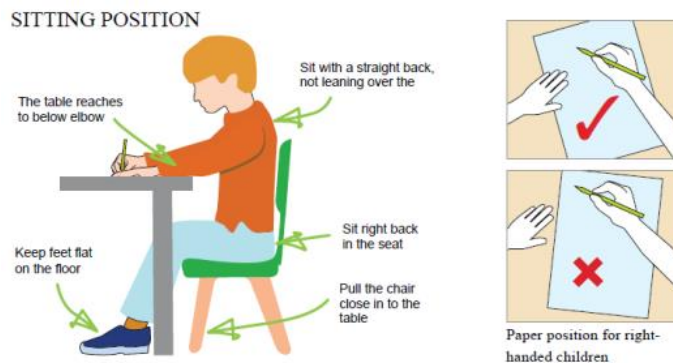
Implementation

All children will be taught to:

- Hold their writing tool correctly. Children should be encouraged to use the tripod grip as shown below.



- Adopt the correct posture when writing as shown below.



- From Year 2, write using the continuous cursive script agreed at St Mary's as shown below.

a b c d e f

g h i j k l

m n o p q

r s t u v w

x y z

- Write from left to right and from the top to the bottom of the page.
- Correctly form letters, which are appropriately sized.
- Use regular spacing between letters and words.
- Take pride in their written work and presentation.

In EYFS, children will develop their gross motor skills for mark making including developing their overall body strength, coordination, balance and agility. They will use a range of large and small apparatus to achieve this. They will also develop their small motor skills by using a range of tools competently such as paintbrushes, scissors, cutlery and mark making tools. These skills will enable children to develop the foundations of a handwriting style, which is fast, accurate and efficient. Letter formation will be taught in line with our phonics program – Essential Letters and Sounds. ELS Mnemonics and Rhymes are used to aid letter formation (Appendix 1).

In Year 1, children continue to use the ELS Mnemonics and Rhymes to form printed letters efficiently. In the summer term, children should be introduced to the basic joins to initially form individual letters using the continuous cursive script. By the end of Year 1, children should be able to write individual letters of the alphabet using the continuous cursive script.

In Year 2, children should initially form individual letters using the continuous cursive script before progressing to joining letters to form words. By the end of Year 2, children should be able to write full words using the continuous cursive script after modelling during their handwriting lessons.

In Year 3, children will continue to build upon their skills developed in KS1 to independently join letters to form words. By the end of Year 3, children should be able to fully adopt the continuous cursive script in all writing.

In Years 4, 5 and 6 children will be expected to use cursive handwriting in all areas of the curriculum. Children will continue to increase their fluency, style and speed. Those children whose writing is neat and legible may be encouraged to use pens.

Any child who is not on track to meet expectations will receive additional support and/or interventions.

Discreet handwriting sessions will be taught twice per week from year 1 onwards. Children will use a handwriting book with guidelines during these sessions.

Children should use the handwriting style appropriate to their year group in all curriculum subjects.

Teachers should model accurately the handwriting style appropriate to their year group in their teaching and marking.

Mnemonics and Rhymes to Support ELS

RECEPTION/PRIMARY 1 AUTUMN 1: PHASE 2

s – snake – **swerve around the snake**
a – ant – **around the head, down the body**
t – teacher – **down her body and cross her shoulders**
p – parrot – **down his body, around his face**
i – inventor – **down her body, spot her idea**
n – nest – **down the bird and over her nest**
m – meerkat – **meerkat, mound, mound**
d – duck – **over his back and around the tail, up his neck and down to his feet**
g – goat – **start at his ear, around the face and down the beard**
o – ostrich – **around the ostrich's body**
c – camel – **curl around the camel's back**
k – kid – **down the body, up the arm, down the leg**
ck – a camel and a kid – **the camel stood by the kid**
e – elephant – **around the head and down the trunk**
u – umbrella – **under the umbrella and down to the tip**
r – runner – **down her body, up over the arm**
ss – two snakes – **sunbathing snakes**
h – heron – **from his head to his feet, up and over his back**
b – bike – **down the person and around the wheel**
f – fox – **over the ear, down to the tail and across the jaw**
ff – two foxes – **two foxes facing forwards**
l – ladder – **down the long ladder**
ll – two ladders – **ladders in a line**

RECEPTION/PRIMARY 1 AUTUMN 2: PHASE 3

j – jellyfish – **swoop down the tentacles and dot the body**
v – viper – **down the tongue, up the tongue**
w – wallaby – **hop to the top, land and hop, land and hop**
x – x x x – **criss-cross the kiss**
y – yacht – **under the hull and down to the anchor**
z – zigzag – **zig and zag**
zz – two zigzags – **a zigzag duet**
qu – quill – **around the feather and down the pen**