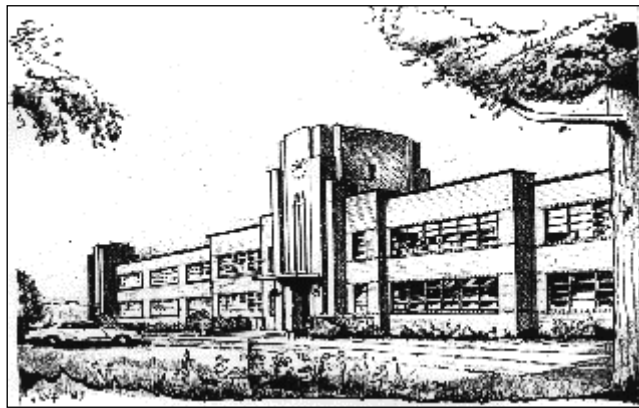


William Torbitt Primary School



Handwriting and Presentation Policy

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A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity.

We actively teach handwriting as part of the English curriculum through discrete lessons and application every day. Handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills.

Aims

- A whole school approach to the Learning and Teaching of Handwriting and a consistency in the presentation of work.
- Children understand and value the need for high quality presentation and handwriting.
- Children are aware of the necessity of having more than one style of handwriting for different purposes.
- High quality handwriting will be reinforced throughout the school through displays, modeled and shared writing activities and adult writing in children's books.

To develop a clear, legible style of writing, children are taught to:

- hold a pencil comfortably; promoting a legible style that encourages writing from left to right, from top to bottom of the page and starting and finishing letters correctly
- develop a consistent size and shape of letters and a regularity of spacing between letters and words
- join letters correctly
- develop greater control and fluency as they become increasingly confident.

Statutory requirements

Statutory requirements for Presentation and Handwriting is outlined in the English National Curriculum (2014) (See Appendix 1), and within the Early Years Foundation Stage (EYFS) Curriculum Guidance.

Planning

Planning is based on the objectives from the EYFS Guidance and the English National Curriculum Framework. Termly progression is outlined in the Penpals Handwriting Scheme.

Reference to the teaching of Handwriting and Presentation should be noted on English plans.

Making links: Where possible handwriting should be linked to and reinforce spelling patterns and topic related vocabulary.

Approaches to teaching and learning

- Handwriting is a skill that needs to be taught and learned.
- Adults model accurate letter formation through discrete teaching of handwriting and when writing across the curriculum.
- Vocabulary to describe letters is consistent. E.g. Letters are referred to as upper or lower case. (Rather than big and small).
- Children need to understand the purpose and audience for their handwriting.
- The development of good gross motor and fine motor skills through a wide range of directed and self chosen activities underpins a child's ability to write with control and fluency. (This continues to be an important stage of development for children of all ages).
- A consistent approach and high expectations are essential in promoting good quality handwriting and presentation across the school. (See Appendix 2 for Letter Formation Poster.)

Early Years Foundation Stage

Throughout the Early Years Foundation Stage children will have a wide variety of opportunities to develop their gross and fine motor skills. Well-planned play activities will ensure practice of pre- and early-writing skills throughout all areas of the curriculum. These will range from simply making marks to writing words and sentences.

All Early Years Foundation Stage staff, including support staff, must be aware of directionality and when children are showing a firm interest in writing, they should be encouraged to use correct directionality and to use upper and lower case letters accurately. In Reception children will be taught letter formation through Letters and Sounds sessions and through discrete teaching as shown on planning format.

Assessment

Children's handwriting is continuously assessed and picked up during marking and feedback, and informs next step planning. Summative assessment of handwriting is included within the termly writing assessments.

Inclusion - Considerations when teaching handwriting:

- Pencil grip and tension
- Writing pressure
- Clarity of the stroke
- Body posture.
- Orientation of the paper for left/right handed children. Further information to support left-handed children can be found on 'Teacher Resources – Literacy'

When children are at an early stage of letter formation, sand trays and sticks (or fingers), paper, paint and large brushes, modelling materials, blackboards and chalk may be used to aid coordination.

Presentation

The following guidelines should be used to ensure consistency in expectations across the school.

To keep your book neat:

1. Always write the date and underline it
2. with a ruler.
3. Always use the learning intention as the title and underline it with a ruler.
4. Cross out mistakes with one line, don't use a rubber.
5. Leave one clear line between each paragraph and questions.
6. Write in pencil until you are ready to use a pen. Write using a neat handwriting style in black pen.
7. Do all drawings in pencil.
8. Write next to the margin and right up to the end of the line.
9. Start a new page for the next piece of work or underline your work and continue if you have space.
10. Keep the cover of the book clean.
11. Be proud of your work, try your best to keep it neat for people to see.

To keep your maths books neat:

1. Use one digit in each square.
2. Always use the short date and underline it with a ruler.
3. Always use the learning intention as the title and underline it with a ruler.
4. Cross out mistakes with one line.
5. Leave one clear line between questions.
6. Write in pencil.
7. Do all drawings, diagrams & graphs in pencil.
8. Start a new piece of work on a new page or underline your previous work and continue if there is space.
9. Be proud of your work, try your best and kept it neat for people to see.

Resources

Handwriting books are used for handwriting practice from Year 1. In Reception handwriting practice is shown in Literacy books.

In years 3 and 4 black handwriting pens are used for handwriting practice and for written work for presentation. In years 5 and 6 black handwriting pens are used for all written work. Pens are not used in maths books.

Role of the Literacy Subject Leader

The Literacy subject leader will monitor handwriting and presentation across the curriculum through the whole school monitoring cycle. The subject leader will provide advice and guidance to staff and identify individual or whole school training needs.

Statutory requirements – Year 1

Handwriting:

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Statutory requirements – Year 2

Handwriting:

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Statutory requirements – Year 3 & 4

Handwriting:

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Statutory requirements – Year 5 & 6

Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Appendix 2

Dots indicate the starting point.
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
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

abcdefghijklmnopqrstuvwxyz
wxyz
No joins to Capital Letters