



Handwriting and Presentation Policy



Handwriting Policy

We are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

Consistency throughout the school is essential. All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting books with coloured guidelines to aid sizing and orientation are used to support handwriting practice when appropriate.

Where pages are blank or when children write on to A4 paper, they are expected to use a line-guide and paperclips to hold the guide in place.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established, a handwriting pen can be used. In Key Stage 2 all children will use a pen to write drafted work into the final copy and for handwriting practice. All children will be given their own pen to use, although when drawing and in maths they will use a pencil. Regular practice enables children to master a consistent, fluent, neat cursive handwriting style.

Inclusion

Sometimes, children may experience difficulties due to a co-ordination problem or it might be that they are experiencing problems because they have fallen in to bad habits and have not been corrected.

On occasion, children who struggle with handwriting may be exhibiting signs of a learning disability called dysgraphia. Dysgraphia affects a child's ability to write with a pen, pencil, or crayon. Dysgraphia often overlaps with other learning disabilities such as dyslexia and ADHD, but not always. Teachers will work closely with the SENCo to ensure children are supported accordingly.

Activities to develop 'gross motor skills' can be promoted as these will assist fine motor skills, as will plenty of pre-writing activities to loosen up the wrist and upper arm.

Older children needing additional support are given short bursts of handwriting practise, e.g. one-to-one with a Teaching Assistant, as often as possible (daily preferably). Use of a small whiteboard and pen is often the most successful aid as they are less restrictive and enable the child to feel less inhibited, but they must transfer this practise on to paper as well.

Pencil grippers and triangular-shaped pencils are available to support those pupils struggling to hold their pencil correctly and for those pupils in Year 4 or upwards who are still having difficulty with fine motor skills, use of a 'stabilo easy write pen' are available to help them develop greater control and boost confidence. We recognise that not all pupils will achieve consistent, fluent, neat and accurate cursive handwriting and so it is important for the child's self-esteem that they are not stigmatised by being the only ones who are not allowed to write with a pen. Teachers must use their discretion and experience to judge what is appropriate. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

The use of ICT

All teachers use the Interactive Whiteboard in direct teaching: use of the lined writing templates are an essential tool for learning, as the teacher can demonstrate the correct letter formation and joins clearly to the whole class at once if necessary. Where possible, teachers use the pre-cursive / cursive font when using the whiteboard or creating worksheets.

Handwriting and Reading

In school, children are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around classrooms and school – teachers lettering, labels on displays/teaching aids such as word banks on tables and through teachers modelling of writing.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practise and explore other handwriting resources on Letter-join.



Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting



Lesson Planners

Module 1 Print: Early Years teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.



Pupils will also learn their letters through the Read Write Inc phonics programme: a discretely taught synthetic phonics scheme which is progressive and builds on acquired skills, knowledge and understanding throughout. Once pupils have learnt to write the following sets of letters correctly, they will be ready to learn cursive writing.

Set 1: m a s a d t l n p q o c k u b f e l h sh r j y w th z ch q x ng nk

Set 2: ay ee igh ow oo (look) oo (zoo) ar or air ir ou oy

Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

Pupils are taught how to form letters by **starting on the line**: we say “Start on the line” at the end of the letter we say, “...and hook” as this reinforces the join movement. (NB numbers, symbols and capital letters are not joined).

Module 2 Lesson Planners – Year 1

Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.

It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.



Module 3 Lesson Planners – Year 2

Module 3 – Starting Cursive introduces children to cursive letters and how to join them. They will have regular practise in letter formation and joining their handwriting.

For those children who have gaps in their handwriting skills and need specific taught sessions to learn cursive then Module 3 Cursive will be used.

Moving to Letter-Join Summer 2022

In order to move to the Letter-join handwriting scheme, the following will apply for the summer term 2022:

EYFS: Module 1

KS1: Module 2 (Year 2 to move on to Module 3 summer 2)

LKS2: Module 4

UKS2: Module 6



Presentation of Work

A positive attitude towards neat presentation is actively encouraged from day one; taking pride in their work is a value we seek to promote at all times. Pupils will not deface or scribble in books or on any of their work. If mistakes are made, then they will be encouraged to write one single neat, horizontal line through the mistake or if it is a final piece that is being written up for something special (e.g. a display in church) then the teacher may grant permission to use a rubber. NB use of a rubber is discouraged, but is at the discretion of the class teacher.

When making posters, pupils will be taught the 3-line technique which emulates the line guides in handwriting books, to ensure consistency of accurate letter size and orientation.

When writing on plain, unlined paper use of a line guide is essential.

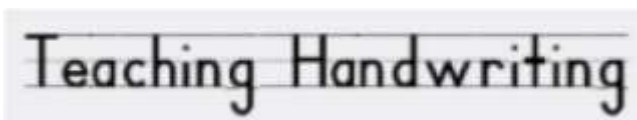
Presentation of work will follow these simple steps as an aide memoire:

- D**ate
- U**nderline
- L**earning Objective
- U**nderline
- M**iss a line
- S**tart

LO: and Steps to Success to be used by EYFS / KS1
Learning Objective LO / Steps to Success (S2S) in KS2.

This is also on display in each classroom (see below). Pupils will be rewarded for achieving excellence and/or for continual effort to improve.

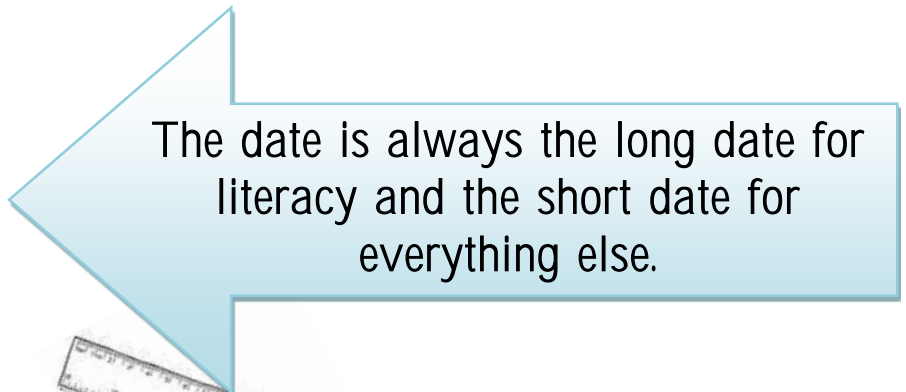
Children will be taught the Three-line Technique when creating posters.



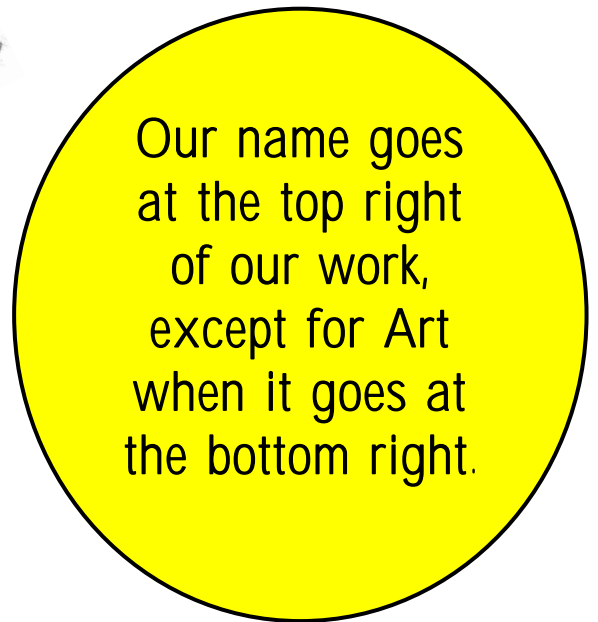
Refer also to our Marking and Feedback Policy and Display Policy.

DUMTUMS

D ate
U nderline
M iss a line
T itle
U nderline
M iss a line
S tart



The date is always the long date for literacy and the short date for everything else.



Our name goes at the top right of our work, except for Art when it goes at the bottom right.

Saturday 11th June 2022

Elizabeth

How to present my work neatly

If I remember to set my work out neatly, I will make my teachers very happy indeed. I will feel proud and confident.

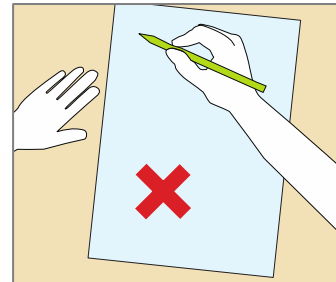
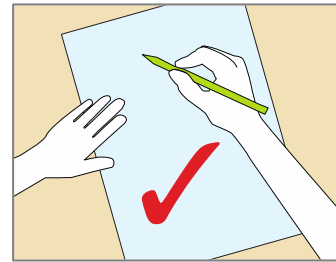
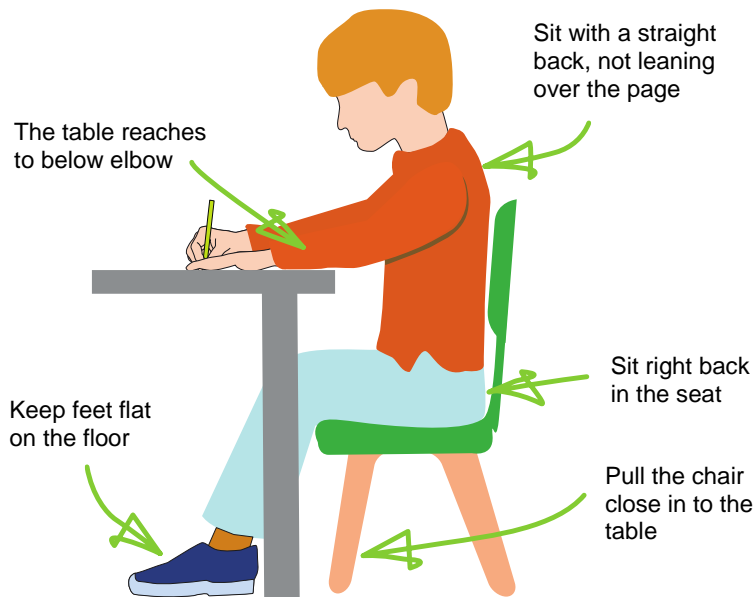
Monitoring

The presentation of all work is monitored through regular work scrutiny.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

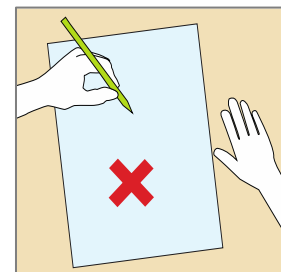
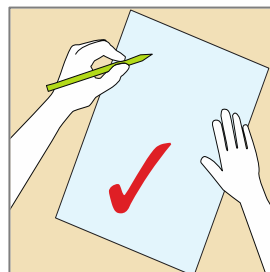
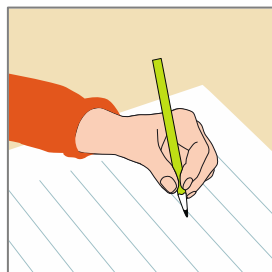
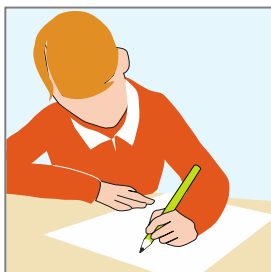


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



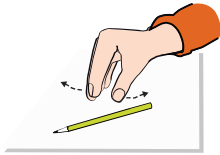
Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the

pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



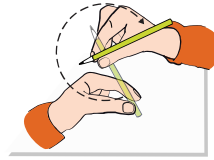
Point away the pencil,



Pinch it near the tip,



Lift it off the table,

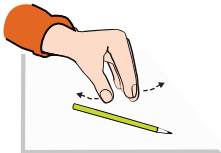


Spin it round...



and grip.

Left-handed pencil grip



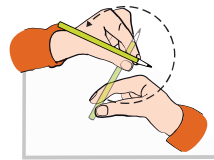
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.