

Central Primary School



Handwriting and Presentation Policy

Our motto: Children are Central

Introduction

At Central Primary we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we have adopted the fully cursive method of handwriting.

Aims

- To raise standards in writing across the school.
- To have a consistent approach across both Key Stage One and Two 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, on the whiteboard or on displays / resources. N.B. However, words in print do not necessarily have to be in a cursive font, because we believe that children need to be exposed to a range of print.

Handwriting Guidance for Foundation Stage and Key Stage One

- In Foundation Stage and Key Stage One all children will have access to triangular pencils.
- In Foundation Stage children will learn how to hold a pencil and how to form basic letter shapes.
- Some children will be given a pencil grip to aid their handwriting
- Children begin to experience cursive handwriting through phonics, when they are taught how to form letters. They will also be taught how to join when using digraphs and tri-graphs in their writing.
- Children are expected to begin fully cursive handwriting during the end of Year One and during Year Two by starting to join their letters.
- For agreed letter formation please see Appendix 1; there are also exemplars on the school website and in all classrooms.
- Formal handwriting practice is to be undertaken at least four times a week in Year One and Two.
- Handwriting practice is to be included in homework in Year One and Year Two, in conjunction with spelling.

Handwriting Guidance for Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have handwriting sessions at least twice a week using specialist handwriting books in Key Stage Two.
- Children in Upper Key Stage Two will write with a pencil until the class teacher assesses that they are joining competently and consistently. A pen will then be used in all written work (except Maths). Exceptions

may be made for pupils with fine motor needs that require a more consistent pressure to enable their writing to be readable.

- To begin with all children will use a handwriting pen and can progress to using a fountain pen in Year Six if they so wish.
- Pencils will be used in Maths and for the drawing and completion of diagrams and tables.
- Handwriting is taught in accordance with the Central Primary Handwriting Sequence (Appendix 2)

Presentation Guidance

All work should begin with the date. In all subjects except Maths and French this should be written in the following way: Tuesday 10th September 2017. In Maths the short date can be written in the following format: 10.09.17. (Some discretion may be used for children who find writing physically challenging).

- The date should be written on the top line and underlined (not in the margin)
- Under the date the objectives of the lesson should be written. Learning Support Assistants may support here for the small minority of children who find writing challenging or pre-prepared stickers could be used.
- Underlining should be completed with a ruler and a pencil.
- Children should write from the margin to the edge of the page.
- Work should be ruled off at the start of the following lesson, leaving the teacher room to comment on the work.
- Mistakes should be crossed out using a ruler line. In Maths an eraser can be used at the teacher's discretion.
- Felt pens should never be used in exercise books.

Monitoring and Evaluation

This will be undertaken regularly by the class teacher and will also be assessed as part of each half term's writing assessments.

Materials

Pencils will be provided by the school. In Key Stage Two handwriting pens will be available or may be provided from home.

Special Educational Needs

Pupils are supported in their handwriting and presentation through an EHC plan, monitored by the class teacher and Inclusion Team. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

It may be more appropriate for pupils with physical difficulties to spend their handwriting time in learning keyboard skills as the physical task of writing may be too onerous.

In addition some pupils have input from specialist agencies to support their motor skills.

For some pupils a programme designed to support their fine motor skills will be beneficial.

Equality

In accordance with the Equality Act 2010 we seek to;

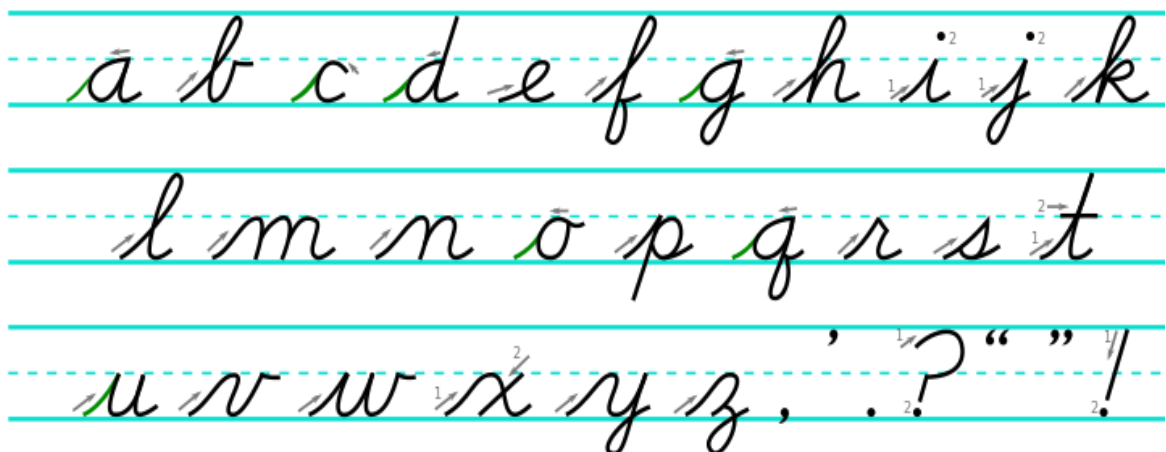
- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Handwriting and Presentation Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through ensuring that all pupils are supported in the development of their handwriting and presentation.

Review

This policy will be reviewed every two years.

Appendix 1: Cursive Script



Appendix 2: Central Primary School's Handwriting Sequence

Guidelines for good practice

- Prior to the beginning of the session the room needs to be organised accordingly. It is suggested that all children face the whiteboard/SMART board.
- Correct posture with the child sitting comfortably with feet flat on the floor with body upright.
- The paper should be positioned to a comfortable angle and moved up as the page is filled.
- Adequate space is needed so that the children are able to write without their elbows touching.
- Correct light in order to see without eyestrain.
- Pencil grip should be firm but relaxed. The children need to be aware that they should not grip so that their hand aches but need to be able to apply some pressure.
- Handwriting sessions should be short and regular.

Progression in Handwriting

The following progression is based on lower case handwriting. Capital letters will be throughout the process but the focus is on lower case letters and joins.

Nursery

Children will practise the skills required for handwriting in a variety of contexts, including gross and fine motor movements. The children will practise letter formation/ movement by air writing, writing in sand, writing on walls with water and paintbrushes and making letter shapes out of modelling media.

They will also begin to work on the first of the four letter groups – curly group (anti-clockwise round) – c, a, d, f, g, q, e, s. The children will not be introduced to the ground, grass and sky scheme yet.

Reception

Key learning objectives:

- To use a comfortable and efficient pencil grip
- To write letters using the correct sequence of movements

Children will continue to develop the fine and gross motor skills needed for handwriting as part of the Early Years curriculum.

In addition to practising letter formation in a range of contexts they will begin to work in group and individual sessions on handwriting. Children will be taught the movement of each of the four letter groups. They will visit each series of letters on a termly rotation basis. During this time the children will learn the letter positions using the ground, grass and sky scheme.

- Curly group (anti-clockwise round)– c, a, d, f, g, q, e, s
- Long group (down and off in another direction) – l, i, t, j, u, y
- One-armed group (down and retrace upwards) – b, h, k, m, n, p, r
- Zig Zag group – v, w, x, z

The teaching sequence is:

**c, a, d, f, g, q, e, s, l, i, t, j, u, y, b,
h, k, m, n, p, r, v, w, x, z**

Year 1

Key learning objectives:

- To develop a comfortable and efficient pencil grip
- To form lower case letters correctly in a script that will be easy to join later.
- To practise handwriting in conjunction with spelling and independent writing, ensuring correct orientation, formation and proportion, in a style that will be easy to join.

Children will revisit all letters, in their appropriate groups, to reinforce and practise formation. Children will be encouraged to use the terms ground, grass and sky letters.

When this is secure, children will begin to work on baselines joins:

in, un, um, am, ine, ime, an, ar, aw, ir, hu, ti, ki, du,

ey, ay, ip, up, it, nt, ent, ant, ill, all, ib, if, ub, th, ck, ch

Year 2

Key learning objectives:

- To practise handwriting patterns from Year 1.
- To use and practise the four basic handwriting joins.
- To practise handwriting in conjunction with phonics and spelling patterns.
- To use the four basic handwriting joins with confidence and use them in independent writing.

Children will continue and practise the joins started in Year 1. Once the children are confident with this, they will be encouraged to apply these skills to their independent writing.

As appropriate the children will be introduced to horizontal joins (top joins), first to letters without ascenders and then those with:

op, ou, ow, ov, ri, ru, ve, we, re, fe, fu, fi, ob, ol, wh, rk, rt, ot, of, fl, ft

Year 3

Key learning objectives:

- To practise correct formation of basic joins from Year 2.
- To ensure consistency in size and proportion of letters and the spacing between letters and words.
- To build up handwriting speed, fluency and legibility through practice.

Children will practise and consolidate the joins introduced in Year 2. They will also be taught about the way to present their work in books, refer to the presentation policy. They will be encouraged to use a joined script in their independent writing to enable them to build a fluent and clear style.

Year 4

Key learning objectives

- To use joined handwriting for all writing, except where other forms are required.
- To know when to use:
 - A clear neat hand for finished, presentation work
 - Informal writing for everyday informal work
- To ensure consistency in size and proportions of letters and spacing between letters and words.
- To build up speed.
- To use a range of presentation skills

Children will build upon their work from Year 3 and be taught more about a variety of presentation methods through literacy lessons. In addition to using and practising the known joins, children will also be taught more complicated anti-clockwise joins in handwriting sessions: ac, ca, da, ha, ad, ag, ea, ed, va, wa, oa, oo, od, fa, fo

Year 5 and 6

In handwriting sessions, children will learn and practise patterns involving 3 joins.

They will reinforce previous work, especially considering the spacing of letters, consistent spacing and size, distinguishing ascenders and descenders, reinforcing that the capital letter is not joined and analysis of writing style and presentation.