

Temple Herdewyke Primary School and Nursery



Respect, Explore, Excel

Handwriting and presentation Policy

<i>Agreed by Staff</i>	<i>September 2015</i>
<i>Ratified by Governors</i>	<i>September 2015</i>
<i>Reviewed</i>	<i>September 2017</i>

AIMS

We aim to develop the children's ability to write with ease, speed and legibility, enabling them to maximise the fluency, quality and quantity of their work. Children learn joined and fluent handwriting, which teaches pupils to join letters and words as a series of flowing movements and patterns. Links are made between handwriting and spelling.

STATUTORY REQUIREMENTS

Statutory requirements for the teaching and learning of English are laid out in the National Curriculum English Document (2014) and in the Literacy section of the Early Years Foundation Stage Framework (2014).

In the Foundation Stage (Early Years Unit) children should be given opportunities to:

- Use writing as a means of recording and communicating
- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using fine and gross motor movement
- Manipulate objects with increasing control
- Learn how to hold a pen/pencil (triangular pencils are used for this purpose)
- Begin to use anticlockwise movements and retrace vertical lines
- Begin to form recognisable letters correctly
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- Start and finish letters correctly

Formal handwriting will be introduced in Reception at the beginning of Spring Term, once children have learnt the letter sounds. Letter formation will be introduced following the guidance in 'Developing Early Writing' i.e. 'l' shaped letters, 'c' shaped letters, 'r' shaped letters and 'z' shaped letters. Teachers will demonstrate how to make the letter shape and children will record on white paper with one line, whilst sat at a table. Quickly, children will move to recording in a book with one line. At the beginning of Spring Term more lines will be introduced, if children are ready.

Teachers and teaching assistants will demonstrate handwriting in all year groups.

At Key Stage One (Years 1 and 2) children should be taught:

- To write from left to right and top to bottom of a page
- To form letters of regular size and shape
- To put regular spaces between letters and words
- How to form lower- and upper-case letters
- How to join letters
- The importance of clear and neat presentation in order to communicate their message effectively.

At Key Stage Two (Years 3-6) children should be taught:

- To write legibly in both joined and printed styles with increasing fluency and speed
- To use different forms of handwriting for different purposes

TEACHING AND LEARNING

General

□ Displayed writing throughout the school includes block letters, joined writing and computer generated writing. Displayed writing represents the child's best work.

- When marking or writing comments, members of staff use joined handwriting as appropriate.
- Children are given experience of a variety of writing tools. It is expected that pens are used in Years 5 and 6. The teacher awards pens when suitable (considering neatness and joining capability). Biro's are not used by the children.
- Photocopiable masters, Nelson text books, handwriting books and lined paper are used throughout the school as appropriate.
- Left-handed children always sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Foundation Stage

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Handwriting and letter formation is taught every day through the phonics session.

Key Stage 1

Children start practising using the cursive style to begin joining their letters from Year 1 onwards. Handwriting is taught regularly.

The children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities
- Practise patterns and free-flowing hand motions
- Write both lower-case and upper-case letters
- Write from left to right and from top to bottom
- Start and finish letters correctly
- Be consistent with the size and shape of letters and the spacing of letters and words
- Sit letters on the line, and ensure that ascenders reach the appropriate height, and that descenders finish below the line
- Have the correct pencil grip
- Find a convenient position for their page
- Have the correct posture and position

Key Stage 2

During this stage the children continue to have direct teaching and regular practice of handwriting. Our aim is for children to develop a clear and fluent style by the end of Key Stage 2 and to be able to adapt their handwriting for the following different purposes:

- A neat legible hand for finished, presented work
- A faster script for notes
- Print for labelling maps or diagrams.
- Choosing the writing implement that is best suited for the task

ASSESSMENT

Children are assessed continually throughout the school, through the use of formative, summative, self and peer-assessment. Please refer also to the Assessment Policy.

Presentation

To support presentation:

- Writing should always be supported by a line, never a blank space/page;
- Double spacing can be used

- The short number date can be used in maths throughout the school and full written date is used in literacy in Y3/4 and Y5/6
- From Y3/4 onwards the date and the title are underlined
- The date is written on the top left.
- Neatness should be encouraged, whilst not prohibiting creativity. Carelessness should not be tolerated
- Equipment (including boards, triangular pencils, pencil grips) are available to support children with special needs.
- There are no margins in KS1. KS2 have margins in all books.
- In maths, pupils record 1 number in one square.

Special Needs

Activities to promote gross and fine motor control are used throughout the school, however, if children need further support with handwriting adaptations (e.g. equipment) will be made or specific programmes (e.g. write from the start or pindora's box) will be used.

Pencil, Pen progression

Children initially use triangular pencils, proceed to using regular pencils and then pens.

'Developing Early Writing' has been the main guidance for this policy.

Reviewed by all staff in September 2015

English Co-ordinator - Amy Fisher