



Burrsville Infant Academy

REAch2 Academy

Handwriting and Presentation Policy

Date of Policy: September 2018

Date Adopted: September 2018

Date for Review: September 2019

Burrsville Infant Academy Handwriting Policy

At Burrsville Infant Academy we believe children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that the child's handwriting becomes a skill that requires little effort and thought so that creative and physical energy can be focussed on the content of the writing rather than upon the act. Cursive handwriting teaches children to join letters and words as a series of flowing movements and patterns. The style is quick and easy to learn, particularly when it is practised from an early stage. Children will learn to form individual letter appropriately and accurately first and then during year one, begin to learn the flicks which lead to the joined handwriting which is taught and expected in year two. There is a clear link between spelling and handwriting.

Handwriting skills are taught regularly and systematically through the use of the PenPals handwriting scheme. PenPals schemes of work, relevant to each year group, and associated guidelines and resources are stored on the 'curriculum' area of the server. These can be accessed in the classroom via the computers and the interactive whiteboard.

Aims

We aim for the children to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed.
- Eventually produce the letters systematically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and learning

- Handwriting is taught regularly and systematically in classes, groups or individually as appropriate.
- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Display writing throughout the school includes cursive writing and computer generated writing.

Provision for left handed children.

At least 10% of the population are left handed, the majority of whom are boys. Left handed children should sit on the left side of right handed children, so their elbows do not bump. They are encouraged to find a comfortable orientation for their paper, usually

slightly to the left of the centre of their body, and to have their fingers about 1.5cm from the point of their pencil/pen.

Resources and Writing Materials.

- Children are given experience of a variety of writing tools. Children earn a pen license in year two.
- Biro's are not used.
- Letter formation books are used in EYFS.
- Handwriting exercise books are used from year one.

Special Educational Needs.

Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of the word.

How handwriting is taught throughout the school.

Foundation stage.

In the foundation stage children take part in activities to develop gross and fine motor skills and recognition of patterns. Individual letter formation is taught, modelled and practised in working towards objectives listed below in Key Stage 1.

Key Stage 1

Children are taught how to form both lower case and upper case letters and how to join them, whilst still developing fine and gross motor skills with a range of multisensory activities. Handwriting can be linked to the daily phonics session.

The children are taught to:

- 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.
- Have the correct pencil grip.
- Find a convenient position for their page.
- Have the correct posture and position.

Assessment.

Throughout their time at Burrsville, samples of children's writing are collected and moderated against National Curriculum criteria and the expectations of our PenPals handwriting scheme. As part of the school's assessment policy, samples of children's independent writing as well as evidence from formal handwriting lessons will be assessed at a minimum of three times per academic year.

Expectations for written work

	Foundation	Year 1	Year 2
Pencil/Pen	A choice of 'beginners' chunky and fine pencils	Fine pencils	Fine pencils introducing pens as appropriate.
Self correction	Children to do a simple line through to show where they have self corrected.		
Ruler use	Rulers graduated by cm to be used. All straight lines to be drawn with the aid of a ruler.		
Commencing new work	New work to commence on a new page.		
Writing the date	All work to be dated by the child or the teacher on the top of the new page, left hand side. (maths-digits, literacy-written)		
Handwriting	Printing	Beginning to join letters with flicks.	Introduce joined handwriting.
	All handwriting taught and encouraged consistent to the school policy except new children to the school with well developed handwriting styles. Good posture, pencil grip to be taught and encouraged. Desk positioning of left handed children to be considered.		
Illustrations	Use of thick and thin wax crayons or coloured pencils to be used in exercise books. Felt tip pens for poster or display work.		
Paper	Large unlined books. Various sized paper.	15mm lined books, half ruled. 10mm sq books (one digit in a box)	15mm lined books alternative 10mm sq books (one digit in a box)
Marking (see policy)	EYFS corrective work with Teacher or TA	Children to increasingly respond to marking in books from Teacher	
Learning objectives		Typed learning outcome	
Self assessment		In guided groups till the end of autumn for maths and literacy	All maths and literacy lessons.

Expectations

Children are expected to:

- Look after their exercise books and not draw or scribble on them.
- Increasingly plan their work to make it look attractive and well presented.
- Not use writing or drawing media that is not approved or fit for the purpose.
- From Reception use rulers to draw straight lines.
- Set out, number and annotate work appropriately.
- At appropriate times children may be encouraged to experiment with alternative means of presenting their work for aesthetic or educational reasons. At all other times the Burrsville Infant Academy style of presentation will be used to ensure consistency and progression.

Teachers are expected to:

- Ensure the classrooms are well equipped with the essential tools that will assist pupils to create work with a high presentational standard.
- Organise the classroom in such a way that materials and resources are easily accessible and systems for their return and maintenance are robust ("self service" classroom)
- Ensure that children look after resources and materials so that good value for money is assured including consumable items such as pens, pencils, crayons and rulers.