

ESTCOTS PRIMARY SCHOOL



Handwriting and Presentation Policy

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HANDWRITING AND PRESENTATION POLICY

INTRODUCTION

This document is a statement of the aims and strategies for teaching and learning handwriting at Estcots Primary School.

AIMS

- To enable each child to write legibly, fluently and at a reasonable speed across the curriculum.
- To encourage children to take pride in the presentation of their work.
- To ensure a consistent approach to handwriting and presentation throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.

AGREED PROCEDURE

- We ensure that children practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.
- We teach and model a print style of handwriting from EYFS upwards closely following the Read Write Inc. Handwriting guidance in line with our adopted Phonics scheme.
- We use mnemonics – memory pictures – to help children visualise the letter before they write it down.
- We introduce a lead in line (Year 2 and 3) when children are confidently forming letters of the correct orientation and relative size to one another.
- We then teach and model a cursive style of writing at Estcots up into Key Stage 2.
- The print style of writing is used by staff when modelling writing both in class and with feedback in books in EYFS up to Year 2.
- The cursive style of writing is used by staff when modelling writing both in class and with feedback in books from Year 2 onwards (when the majority of the class are confident with Stages 1a and 1b).
- Handwriting will be taught discretely in allocated sessions but should be embedded as a key element of the wider curriculum.
- Pupils are aware of the expectations regarding presentation of their work; ensuring it meets a good standard in all subjects.
- During handwriting sessions, the children will be taught to form letters correctly and apply this when writing words or parts of texts relevant to their current area of learning.
- Moderation of books will be used as evidence for the progression of handwriting.
- Staff will refer to the 'Progression overview' in this policy document to inform the teaching of handwriting.
- The school uses guidance from Read Write Inc. for EYFS to Y2 handwriting.

TEACHING AND LEARNING

- Staff will ensure Handwriting is marked on the timetable for a 10 – 15 minute session at least twice per week so that children build up their handwriting skills. Some pupils may be less secure with their handwriting development and may need to work in a small group when the handwriting session is taking place to access the appropriate Stage.

- Lessons should follow the DEMONSTRATE – PRACTICE – REVIEW model which is introduced in the Read Write Inc. handwriting guidance.
- We want our children to take part in fine and gross motor skills activities alongside designated handwriting sessions.
- Warm up activities can be used prior to handwriting sessions.

Early Years Foundation Stage (EYFS):

Fine and Gross motor skills development

Research shows that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.

Mark making is an important experience for children because over time they can attribute meaning to their marks. Combined with a child's developing dexterity, these marks become refined and deliberate, until the point at which the young child labels their marks, either as pictures or writing.

- Our Early provision provides rich and varied opportunities for large and small movements.
- Children will be provided with a range of activities to develop the control necessary to form letters.
- Other implements such as chunky and regular pencils, large chalks and chunky pens are used by pupils to rehearse skills outside of the handwriting session to develop motor skills.
- Children are introduced to writing as part of the EYFS curriculum and linked to our RWI Phonics scheme.
- In EYFS, children write every day in their Phonics session and as they progress, will take part in a focused handwriting session.
- They will be sitting comfortably at a table, learning correct letter formation and writing letters speedily and legibly using a pencil during handwriting sessions.
- Some children by the end of EYFS may progress to use handwriting books to practise their skills.

Key Stage 1 and 2

- Children will be given a handwriting book with appropriate line spacing (dependent on their skills) to use in their handwriting sessions.
- Children will continue to follow Stage 1A and 1B (see below) in Key Stage 1 until they are forming letters to the correct orientation and relative size to one another.
- The cursive style of writing will be introduced from Year 2 upwards.
- Pupils in KS1 will use a standard HB pencil, well sharpened for Handwriting sessions.
- Application of the cursive style should be encouraged across the curriculum once children have been taught the lead in lines and appropriate joining style.
- Children cross out errors in written work with a single line, using a pencil and ruler where necessary.
- Learning Objectives are underlined with a pencil and ruler.
- Date is written to the left of the page and underlined using a ruler. Short date is used for Mathematics. Children write the long date for other subjects in accordance with their year group.
- Black handwriting pens can be given to any child if the teacher sees this as having a positive effect on their writing.

Support for Learner with SEND

Some pupils with Special Educational Needs and disabilities may need extra support and alternative strategies for handwriting. This support will be assessed on an individual basis in order to help the child in the best way. Such support might include the use of:

- Pencil and pen grips, writing slopes, specialist pencils and pens for pupils with Dyspraxia.
- Specialist papers for pupils with Dyslexia.
- The use of whiteboards and pens for pupils who have Developmental Delay.
- Specific Occupational Therapy advice from referrals.

We believe it is important to prepare all children for adult life and that being able to write in a clear legible way is part of this. From time to time, however some children may need the use of technological devices for longer pieces of writing, particularly if they have Hypermobility or other conditions of this kind.

General Intervention and Support

- Pupils may take part in guided motor-skill or handwriting sessions with a Teaching Assistant.
- Highlighting a line in a book may be used to improve letter size in relation to capitals or letters with ascenders/descenders.
- Bubble guides to help formation of 'Around letters' and later cursive curved letters.
- Specific implements may be used to support pupils with their handwriting and presentation (for example, providing chunky pencils, pencil grips, crocodile rulers and writing slopes).

Left Handed Pupils

- Left handed children should always sit on the left side of right-handed children, so that they are not competing for space.
- They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.
- Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right handed teacher.

Assessment

- In EYFS children are assessed on an ongoing basis through observation.
- In Key Stage 1 and 2, handwriting is assessed as part of the children's writing assessments with statements highlighted termly on Target Tracker. Evidence will be considered from a range of subjects.
- Issues developing with children's handwriting are quickly identified and addressed (grip, formation, joins).

Progression Overview for Handwriting

Each step is linked to the appropriate Year group; however, some pupils may take longer to develop their skills. They may need to remain at a certain step for longer or receive additional support/intervention to address this. The year group when this learning stage is likely to take place is identified in brackets

Initial Sound and Letter Teaching (EYFS)

- Children rapidly learn sounds and the letters that they need to represent them when they begin on the Read Write Inc. Phonics scheme (Set 1 Speed Sounds).
- Simple and enjoyable mnemonics help all children to grasp the letter sound correspondences quickly especially those who are at risk of making slower progress or those who are new to learning English.
- This knowledge is taught and consolidated every day.
- Once children have been introduced to a new sound, they will be taught how to form this letter/s.
- The teacher begins by air-writing the letter shape/s and the children copy this.
- The next step is to model writing the letter on the board and referring to the handwriting phrase.
- Children then practise writing their own letter whilst repeating the phrase to themselves. They should be encouraged to write the letter numerous times.
- The children will be given the opportunity to write previously learnt sounds without the teacher modelling them first.
- Children will be given a sheet containing the focus sound where they can practise reading and writing this at home.

STAGE 1A - Letter Formation (EYFS and Year 1)

In this stage, we follow guidance linked to the RWI Phonics programme.

Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons in Read Write Inc.

Initially, children may write on plain paper but as they progress, they will then use books with a line.

These letters are taught in handwriting groups:

- 'Around' letters: c a o d g q
 - 'Down' letters: l t b p k h i j m n r u y
 - 'Curly' letters: e f s
 - 'Zig-zag' letters: v w z x
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- Staff will model the formation of the letter by referring to the picture mnemonic as they write it. .
 - The children then write their own letter slowly and carefully.
 - We do not ask children to copy letters or words off the board.
 - We help the children learn to visualise the letter as a picture and not refer to the written checklist.

STAGE 1B – Relative size of Letters (EYFS and Year 1)

In this stage, we follow guidance linked to the RWI Phonics programme. Once children can form the letters correctly, they learn how to place the letters on the line.

- Children should be taught to form capital letters clearly in the correct orientation and size in relation to lower case letters.
- Staff may use picture mnemonic to assist children with placement if they feel this will help their pupils.
- Children will be provided with a book or sheet with guidelines to assist with placement.
- Small letters that sit within the guidelines are: a c e i m n o r s u v w x z.
- Letters that have descenders below the line are: g j p q y.
- Tall letters with ascenders: b d h k l t f.
- When modelling, staff should use guidelines on the board.

- Staff will demonstrate to children where to start the letter on the guidelines on the board.
- The children then write their own letter slowly and carefully.

STAGE 2 - (Year 2 and Year 3)

In Year 2, pupils should transition from printing when they are consistently forming letters to the correct shape and relative size to one another.

- We will introduce a cursive style to our pupils where we start letters from the line.
- Teachers should also model formation on the board.
- The children then write their own letter slowly and carefully.

The letters are taught in these groups:

- Curves to start – c, o, d, g, q, o, e, s
 - Straight lines – i, l, t, x, z
 - Top exit – r, v, w
 - Tunnel – m, n, h, b, p, u
 - Hooks, loops and lines – j, y, f, k
- Children will be provided with a lined handwriting book with a guideline to ensure that letters are formed at the correct size in relation to one another.

STAGE 3 – (Year 2 and Year 3)

- When children are confident with their leading lines up to each letter, joining can be introduced.
- Diagonal and horizontal strokes used to join letters will be modelled and practised in handwriting sessions.
- The children then write their own sounds or words slowly and carefully.

The joins are taught in these groups:

- Bottom joins (diagonal)
- Bottom joins to c shaped joins (diagonal)
- Bottom e letter joins (diagonal)
- Top e letter joins (washing line)
- Top letter joins (horizontal)

STAGE 4 – (Key Stage 2)

In Years 3-6, children will be provided with a lined handwriting book with guidelines to ensure that letters are formed at the correct size in relation to one another.

- Letters continue to be taught in the order shown above until pupils are confident with joining.
- Children aim to join all their letters by the end of Year 4.
- Sessions can model the formation of words from that week's Spellings from the RWI books.
- Children build fluency in writing using the cursive style across the curriculum.

- Intervention and support may be necessary for some children prior to this if there are difficulties arising with fine motor skills or completion of written tasks.
- In Years 5 and 6, when the cursive style should be embedded, children are encouraged to write with fluency and speed in all subject areas.

Review

The policy will be reviewed annually, and the following key questions considered:

- Have the required NC skills been covered by the relevant year group band / Key Stage?
- Is there evidence of a progressive writing style leading into cursive across all subjects?
- Are standards age/band-appropriate and in accordance with the progression overview?
- Have all staff modelled the correct style in marking/feedback?
- Do books across the school show evidence of the agreed procedures for handwriting and presentation?
- What are the pupils' views on handwriting?

The Alphabet

The diagrams below show how the lower and upper case letters are formed. The thin line indicates the path the pen should take. A cross shows where each stroke of the pen should start and a dotted line indicates an abrupt change in direction. For the upper case letters the strokes are numbered and should be completed in the correct order.

