Handwriting
and
Presentation Policy

Wincanton Primary School



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At Wincanton, we aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims:

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses Penpals for Handwriting to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.

Background

Why is a handwriting policy important for a primary school?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff. Handwriting is a movement skill; children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Suzanne Tiburtius of the National Handwriting Association

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is taught regularly through short, focused sessions using the handwriting Penpals Cambridge scheme. Teaching generally occurs outside English lessons, although all other writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill, which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from texts without teacher guidance. Handwriting flip chart paper is used in all classrooms from EYFS to Year 6 in order for all adults to demonstrate the clear handwriting style. Books with handwriting lines are used in all lessons from EYFS to Year 4, to consolidate the formation of clear handwriting. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.A mixture of whole class, small group and individual teaching is planned.

The role of the teacher:

To follow the school policy to help each child develop legible and fluent handwriting.
To provide direct teaching and accurate modelling.
To provide resources and an environment which promotes good handwriting.
To observe pupils, monitor progress and determine targets for development.

Continuity and Progression

Foundation Stage

The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

In the pre-communicative stage, pupils play with writing and these experimentsare recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

Children's pencil grip is assessed on entry into EYFS and then termly. This indicates the level of physical development support a child needs to be fluent writer. A child still using a palmer grasp needs specific gross motor and fine motor intervention to ensure they are developing their shoulder muscle, elbow rotation, wrist development and then finger isolation. Children will have a daily funky fingers intervention to support the development of their fine motor skills. When they are able to use a tripod grip successfully and consistently, they will begin handwriting sessions.

As physical development is integral in the development of writing, each classroom has a fine motor control area.
Children will leave EYFS with all letters and numerals correctly formed – a 'significant focus' policy will be enforced with this and with correct pencil grip (tripod).

Key Stage 1
Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style focusing on correct letter formation, size and orientation and begin to use fully cursive handwriting during Key Stage 1 by starting to join their letters when they are ready to do this. **This is dependent on ability and not the age of the child.**
A legible style is achieved by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing.

Letters families and joins for Yr 1:

Long –legged giraffe - l, i, t, u, j, y
ll
L I T U J Y

One – armed robot r, b, n, h, m, k, p
R B N H M K P

Curly – caterpillar c a d o s g q e f
ff ss
C A D O S G Q E F

Zig – zag monster z v x x
zz
Z V W X

Letter combinations ck, qu
ai igh oo
ee oa ow
ch wh

Joins taught:

- Diagonal join to ascender
- Diagonal join, no ascender
- Horizonal join to ascender
- Horizontal join, no ascender

Anticlockwise letters are added to these examples into Year 2

Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of cursive handwriting with equal spacing between the letters and words. Children will have regular handwriting sessions using the Penpals Handwriting scheme. Writing will be done in pencil until the class teacher assesses that they are joining competently and consistently and they earn their 'pen license'.

Pencils will be used in Numeracy or for drawing and completion of diagrams. High standard of handwriting will be expected in all books and homework. It is expected that children will be joining ascenders and descenders at this stage.

2014 National Curriculum Expectations

Year 1	• Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. • Caterpillar letters: c a o q g d e s f • Ladder letters: l I j t u y • Robot arm letters: m n r h b k p • Zig Zag letters: v w x z
Year 2	• Pupils should be taught to: • form lower-case letters of the correct size relative to one another • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters • begin to join in the guide described above.
Years 3 and 4	• Pupils should be taught to: • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
Years 5 and 6	• Pupils should be taught to: • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.

Presentation guidance

It is essential that all children should have pride in their work and that it is set out well.
From Year 2 when ready and Year 3 pupils must be encouraged to use a neat, cursive style in all written work.

- All work must begin with the date. In all books except Maths books, this must bewritten in the following way: Monday 2nd September 2024. In Maths, the short date can be written in the following format: 2.9.24.
- The date should be written on the top line on the right. The next line should be missed and an appropriate title should be written. This should be underlined in Key Stage 2.
- Key Stage 1 underlined- as appropriate for ability.
- Underlining should be completed with a ruler.
- Children should write from the margin to the edge of the page.
- Work should be ruled off at the start of the following lesson, leavingthe teacher room to comment on the work.
- Teacher's comments will indicate whether a correction needs to be addressed.
- Rubbers will be used within reason to correct pencil work.
- Criteria for presentation of work will be discussed prior to commencement of work.
- Pictures should be coloured in pencil crayons. Felt pensshould not be used in exercise books.
- In Maths books, 1 digit is written ineach box and a line is left between each number sentence.
- In Maths, an eraser can be used at the teacher's discretion.

Inclusion
The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEN co-ordinator. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;

- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

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. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment
Writing areas/trolleys/boxes are equipped with a range of writing implements and materials.
In KS2, suitable materials are available for pupils to work at their own tables.
Throughout all year groups, teachers display both handwritten and word processed work to give a high profile to developing a neat, legible cursive style

The role of parents and carers
The EYFS teachers play an important role in communicating the importance of handwriting at an early stage. For example, encourage pupils to use a capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality. At home visits parents/carers will be provided with handwriting support which clearly demonstrates where letters begin and end to support children to learn at home.The EYFS teachers will communicate with pre-school agencies to encourage good practice.

All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

Monitoring and Evaluation
- This will be undertaken by the class teacher and will also be assessed as part of each term's literacy writing assessments.
- When undertaking scrutiny, co-ordinators will monitor all subjects for neatpresentation and the use of cursive writing.

Appendix 1: Examples of agreed letter formation

