



ST. MARY'S

Handwriting and Presentation Policy

St Mary's CE (A) Primary School

2017-2018

Handwriting is a form of communication.

The aim of teaching handwriting is to include skills from pre-writing to the development of a personal free cursive style. To ensure that a child is confident when writing and has pride in what is produced. To ensure that the style adopted eventually is adaptable to any tool used. For these reasons we have structured a scheme that is straightforward for teachers and children to follow.

We aim for our children to leave KS2 able to cope with the many written demands of the Secondary phase, because they will have acquired a style that is pleasing, speedy and flowing.

We work, with due regard to the equality act 2010, to make sure that all our pupils regardless of ethnicity, ability, home language and special educational needs are included and are able to access all lessons.

Parents will be informed of the schools preferred handwriting style via the school handbook. Parents will also be encouraged to help their child with the correct handwriting style through homework set appropriate to their child's year group.

For children to develop a fluent and fast handwriting style, an appropriate pencil grip is to be used. The school policy is that children will be encouraged to use the "tripod" grip (holding the pencil between the thumb and forefinger with the pencil resting on the third finger). If however, a child is not using this method but neat letter formation is taking place, then it will be left to the teacher's discretion. Children who enter the school with a different, but equally acceptable style of writing will be allowed to continue and adapt as appropriate, again, this will be left to the teacher's discretion.

Left handed children will be taught in the same way as right handed children with a few simple strategies employed. Left handed children will sit on the left of right handed children so their writing arms do not clash. Writing from left to right is more difficult for left handed children so they should, therefore, initially be given slightly more attention than right handed children to ensure that they do not learn bad habits.

Those children with special educational needs will be provided with a range of equipment suitable for their individual needs.

Teaching handwriting falls into 4 stages consisting of patterns, individual letter formation, the teaching of joins and fully joined writing. Some of these stages will overlap different year groups as outlined below.

Foundation Stage:

Pre-printing links with the learning and experience of patterns, shapes, tracing, emergent writing and learning to write their name. This is found in the Foundation Stage specifically during Foundation Stage 1. Also in the Foundation Stage, children will see teachers modelling the writing

of individual letters with flicks and tails in order to aid joining later on and will themselves practise separate letter formation. In Foundation Stage 2, children will be taught a number of phonemes represented by two letters, the corresponding graphemes will be taught as a written joined unit. This will be appropriate to *Progression in Phonics*, e.g. Step 3: *sh* and *ch*. Step 4: *qu*, *th* and *ng*.

Key Stage 1:

In Year 1 partially joined writing will be taught. Common letter strings; *at*, *an* and *it*, word endings; *ll*, *ss*, *ck*, *ed*, *ing* and *ng*, initial consonant clusters; *bl*, *cr*, *tr*, and *str*, and final consonant clusters; *nd*, *lp* and *st*.

Further joining skills will be taught in Year Two e.g. diagonal joins to letters without ascenders, e.g. *ai*, *ar* and *un*, horizontal joins to letters without ascenders, e.g. *ou*, *vi* and *wi*, diagonal joins to letters with ascenders, e.g. *ab*, *ul* and *it* and horizontal joins to letters with ascenders, e.g. *ol*, *wh* and *ot*. If needed children will take home handwriting practise each week. Handwriting is to be taught weekly in class.

Key Stage 2:

The joining skills taught in Year 2 will become fluent during Year 3 so that by the end of Year 3 all writing is mostly joined. By the end of Year 4 all children (except those with a specific difficulty e.g. in fine motor skills) will be expected to fully join all pieces of hand written work. In Year 5 and 6, children will be encouraged to develop their own neat, legible style of handwriting which will be pleasing, speedy and flowing. Handwriting is to be taught through all subjects and handwriting **must** remain consistent.

Guidelines:

1. Capital letters are always the same height and unjoined.
2. Tall letters are all the same height.
3. Letters are taught in formation groups. The letters of the alphabet can be sorted into four main movement groups. The advantage of aligning letters with a key letter is to help children to remember a starting point and subsequent movement of the letter. This is particularly effective discriminating *b* from *d*. The four groups are:
 - down and off in another direction, exemplified by the letter *l* letters *i*, *j*, *t*, *y*, *u* and *w*;
 - down and retrace upwards, exemplified by the letter *r* letters *b*, *h*, *k*, *m*, *n* and *p* (numbers **2**, **3** and **5**);
 - anti-clockwise round, exemplified by the letter *c* letters *a*, *d*, *e*, *g*, *o*, *q*, *f*, *s*
 - zigzag letters: *v*, *x*, and *z* (numbers **1**, **4** and **7**)

The teaching and practise of handwriting is not suitable for independent work.

An important element in the teaching of handwriting is consistency. Teachers will model good handwriting practise at all times, from writing on the whiteboard to written comments in children's books. Children will see this good practise as the norm and will therefore incorporate it into their own handwriting.

Key Stage 2: In Yr 3 and Yr 4 each child to have a separate handwriting book, where as Yr 5 and Yr 6 will be given handwriting practise as appropriate. If handwriting is a concern, interventions are put into place to improve this. Handwriting is modelled by the teacher during marking and any written work on the board.

Foundation Stage: Foundation Stage 2 children are taught handwriting patterns as a class or in small groups, during handwriting sessions. They are taught handwriting in small groups or individually by the teacher or teaching assistant. Foundation stage 1 children participate in handwriting patterns etc. in small groups or on an individual basis.

Presentation Guidelines: For each piece of work:

- **Date** on the first available line, on the left hand side, next to the margin in long or short form, at the teacher's discretion
- **Miss a line**
- **L.O. (learning objective)**, should be in the margin and then continued in a concise form on the line, the learning objective for that piece of work
- **Miss a line**
- **Title** or **Heading** appropriately spaced according to the work, but **underlined** in a manner appropriate to the work and at the teacher's discretion
- **Writing** to be in blue or black pen or in pencil

KS2 will write using a pen provided by the school. Pencils will be used in subjects where a pen is not always appropriate e.g. Numeracy. Pens will be introduced in Year 4. This will be with a small group at a time and under close supervision by the teacher to ensure that it is being used correctly. Thin pencils will be introduced in Year 1. Again, this will be with a small group at a time and under close supervision by the teacher to ensure that it is being used correctly. Foundation Stage will use "chubby" pencils until the children are ready to move onto "regular" pencils.

Foundation Stage children will write using paper and books with a few lines drawn in them with a transition in Year 1 onto proper lined paper and exercise books.

When writing:

- Paragraphs are shown by missing a line.

- Speech will be marked by each new speaker needing a new line
- “The End” etc. Will not be accepted on pieces of work
- Any errors will be dealt with by **one single straight horizontal line** drawn through them. Erasers are to be used by upper Key Stage 2 only.

NB Exercise books are school property, not personal property and any child found to have defaced or vandalised a book will be sent to the Head teacher.

Monitoring of handwriting will be done by using the handwriting books and sustained writing books. Presentation will be monitored through all curriculum area books.

Numeracy.

All work done in Numeracy books is to be written using a pencil. Number formation is to be consistent throughout the school (see appendix 4). When writing on squared paper, children should follow the rule of one digit per square e.g.

3	6	7					
		2	0				
3	-	2	=				