

**"We all play our part in achieving excellence in everything"**

**HANDWRITING AND PRESENTATION POLICY** (Agreed October 13)

**AIMS**

- To ensure consistency and progression in handwriting and in the presentation of written work across the schools.
- To achieve high quality handwriting and presentation across the schools.
- For children to develop a fluent, joined, legible handwriting style that shows a pride in their written work and allows them to communicate effectively.

**PROGRESSION**

In handwriting lessons children will be taught to print lower and upper case letters as well as numbers. Lower case letters will be followed by a flick where appropriate in readiness for joining. (Please refer to the reference sheet showing each individual letter.) Handwriting will be taught in three stages.

**Stage 1**

In the reception class individual letters will be taught linked to phonics activities. Children will be given time to develop fine and gross motor handwriting skills through a wide variety of activities and using a range of media.

**Stage 2**

Children will be taught to join most letters. For ease of orientation it may be useful to refer to the joins initially using the following groups but teach them linked to phonic or other literacy work.

- 1 Two O'clock starts c a g q d o
- 2 Twelve O'clock starts (down to 6 O'clock) m n h p i t j u y r k b
- 3 Other letters e w v s x z f

Small groups or individual letters should first be taught individually and then joined to a second letter. Short words can then be taught and practised. When all joins are secure, then longer words and sentences can be copied.

At Stage 2 the following letters do not join to the letter that comes after them, b p s f g j q y x. Children should be encouraged to use the joins in their writing as they are taught them. By the end of this stage children should be using all of the joins taught in their day-to-day writing.

**Stage 3**

Sentences and longer words should continue to be practised. At times printed sentences should be copied into joined writing as this will assess which joins are less secure and in need of further practice.

- To minimise the need to take the pencil from the paper, the following letters can now be joined to the letter after b p s z x.
- The next step is for descenders to join by looping. Once taught the individual child can decide whether to writing using loops to join or not. Whichever method they choose they must use it consistently.
- When children have mastered all of the joins taught correctly and use them in a neat style consistently they may, at the class teacher's discretion, be awarded a Pen Licence whereby they use a handwriting pen for the majority of their written work.

### **IMPORTANT TEACHING POINTS**

- Teachers and TAs should aim to model best practice in their own writing if children are required to read it.
- The correct grip will be taught from the earliest age. Special training grips are available for children experiencing difficulty.
- Children must be encouraged to adopt a good posture when writing, with their chair tucked in, both feet on the floor and their head up. The hand which is not being used for writing should be used to hold the book or paper steady.
- Children must have a sharp pencil for all writing activities.
- Children will be taught the correct formation of all the letters and numbers, together with the correct starting and finishing points. A copy of the correct formation of all letters and numbers will be on display in each classroom.
- Children will be taught to sit all letters on the line. They will be taught which letters touch the imaginary half way line between the two printed lines.
- All descenders will finish no lower than the imaginary half way line. All ascenders will finish just below the top line.
- Children will be taught that upper case letters never join.
- The need for clear spacing between words will be encouraged.
- Consideration needs to be given to where left handed children sit to write.

### **HANDWRITING ACROSS THE CURRICULUM**

Staff should encourage consistent quality writing across the curriculum and in all writing activities, such as when children enter work in their homework books, when writing their names on pieces of work when using white boards etc.

### **RESOURCES**

- Rubbers should only be used if necessary, for example in a final draft of writing. Any mistakes or unwanted writing should be neatly crossed out with a single line.
- Rulers must be used for underlining of work.
- Children should always have easy access to quality writing tools including rulers, sharpeners, sharp pencils, felt pens, gel pens and handwriting pens.
- Pencils will be replaced when they become too short to write effectively.
- Children should use school resources, not pens etc. from home.
- Work in maths books will be done in pencil.
- Books with the half way line drawn in can be used initially if children need them.
- The line spacing on paper and in books will be appropriate to the child's stage of handwriting development.
- Where plain paper is used for writing the children should use guide lines of the appropriate size.

a b c d e f g h i j k l m n o

p q r s t u v w x y z

A B C D E F G H I J K L M N O

P Q R S T U V W X Y Z

No "in between" letters:

-Cat - Sat - ask - Wind - not capitals but above the half way line.

Common errors:

pat said said kite on in jump no

pat said said kite on in jump no