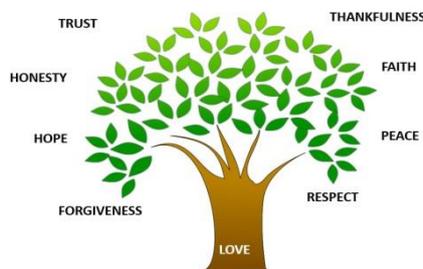




All Saints Benhilton C of E Primary School Handwriting and Presentation Policy 2018

Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Rational and Aims

At All Saints Benhilton C of E Primary School, joined up handwriting is taught with a sequential and progressive approach. We recognise that handwriting is an important skill and a child's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education.

We believe that handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible, fluent, legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs skilful teaching if each individual is to reach their full potential at All Saints Benhilton.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style.

Aims

Our aims in teaching handwriting are:

- For all children to develop a well-formed, legible style of handwriting in both pre cursive and cursive styles, with increasing fluency, confidence and speed.
- To raise attainment for all pupils in handwriting through a consistent approach, guided by: The Pen Pals (Cambridge University Press) Handwriting scheme.
- That all teachers and support staff must use and model the agreed pre-cursive and cursive style of handwriting when writing on the board or marking work.
- That teachers, support staff and pupils use all opportunities for writing as handwriting practice in all writing across the curriculum.
- To make provision for left handed children to develop free flowing writing.
- For all children's skills in handwriting to be reflected in the presentation of their work and their joy of writing.

In order to achieve this, children will be taught:

- To develop fine motor control
- The importance of correct posture and paper position whether right or left handed
- To use a pencil/pen and to hold it effectively
- To write from left to right and top to bottom on a page
- To start and finish letters correctly
- To form letters of consistent size and shape
- The language of writing and how to use the correct terminology eg ascenders

Teaching and Learning

We seek to fulfil the requirements of the Primary Framework and the EYFS curriculum. Planning is based on objectives taken from these frameworks which ensures a progressive structure. The PenPals scheme (Cambridge University Press) is used to sequence lessons. This will be adapted by the teacher to suit our adopted cursive style. Handwriting is taught regularly and at least weekly, as a class and/or group lesson in all year groups. It is important that in Early Years and KS1 children are observed closely during the lesson to ensure that letter formation is correct. (See Appendix)

Early Years Foundation Stage

The emphasis at this stage is with movement and fine motor skill development. 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. Children are taught to use a pre-cursive style with lead-out strokes. In phonic lessons, digraphs are taught separately and then joined.

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils,

crayons, writing over and under teacher models in various forms, and pattern making in various media. Children use Ferby pencils with a triangular shape in conjunction with lined/unlined paper. Pencil grips for the correction of pencil hold are also used where appropriate. Handwriting is practised through the teaching and learning of phonics where children usually use whiteboards and pens.

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 children (eg additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

Key Stage 1

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with phonics, spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

Key Stage 2

The target for children in Key Stage 2 is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have regular handwriting sessions using a separate handwriting book: in the agreed handwriting style. Handwriting following the agreed handwriting scheme is expected to be used by pupils in all books and across all lessons.
- Children will write with pencils until the class teacher assesses that they are competently producing consistently formed, joined and sized handwriting. They will be able to earn a pen licence. They will then be given a blue handwriting pen to use. Children will be allowed to bring in a pen of their own choosing as long as it supports neat, blue handwriting and is not a biro or a gel pen.
- Children will use a pen to complete the majority of class work, where appropriate using a fully cursive style.
- Pencils will be used in all Mathematics work and for drawing and completion of diagrams in Science.

Provision for left-handed children

At least 10% of the population are left-handed the majority of whom are boys. All teachers are aware of the specific needs of left-handed children and make appropriate provision.

- Left-handed children 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 slanted
- Pencils should not be held too close to the point as this can interrupt the child's line of vision
- Pens appropriate for left-handed children will be provided.

Continuity and Progression

Across the Early Years Foundation Stage

Children will have:

Opportunities to watch adults writing and for children to write for themselves

Attempt writing for various purposes using features of different forms such as lists, stories and instructions

Write their own names and other writing forms such as labels and captions and begin to form simple sentences, sometimes using punctuation.

Use their phonic knowledge to write simple regular words and make phonetically plausible attempts at more complex words.

Use a pencil and hold it effectively to form recognisable letters and numbers, most of which are correctly formed.

By the end of Foundation Stage/Reception

By the end of Reception year children will have been introduced to:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media
- joining letters in digraphs and trigraphs

YEAR 1

Term 1:

Embed a comfortable and efficient pencil grip.

To form lower case letters correctly.

To join digraphs and trigraphs

To practise writing all the numbers 0 - 9

Term 2:

To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

To practise joining letters in high frequency words

Term 3:

To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

To practise joining letters in high frequency words

YEAR 2

Term 1:

To practise handwriting patterns from Year 1.

To begin using and practising the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 2:

To practise handwriting in conjunction with the phonic and spelling patterns.

To use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 3:

To use the four basic handwriting joins with confidence and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

YEAR 3

Term 1:

To practise correct formation of basic joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To practise joining from looped letters, e.g. g j y

To ensure consistency in size and proportions of letters and the spacing between letters and words

Term 2:

To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2, joining from looped letters and use these in independent writing.

To ensure consistency in size and proportions of letters and the spacing between letters and words

To build up handwriting speed, fluency and legibility through practice

Term 3:

To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2, joining from looped letters and use these in independent writing.
To ensure consistency in size and proportions of letters and the spacing between letters and words.
To build up handwriting speed, fluency and legibility through practice.

YEAR 4

Term 1:

To use joined handwriting for all writing except where other special forms are required.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 2:

To use joined handwriting for all writing except where other special forms are required.

To build up speed, particularly for notes, drafts, lists etc.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 3:

To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

To use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;
- capital letters for posters, title plates, headings;
- a range of computer-generated fonts and point sizes.

YEAR 5

TO USE FLUENT JOINED UP HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED

YEAR 6

TO USE FLUENT JOINED UP HANDWRITING FOR ALL WRITING EXCEPT WHERE OTHER SPECIAL FORMS ARE REQUIRED

PRESENTATION

Children's work

Book covers and folders should indicate with a uniform label/sticker:

- Child's first name and the surname initial
- Class and year group

- Subject
- A signed presentation contract appropriate for KS1 or KS2 on the inside front cover

Date and title of work in books:

- Full written date in all books except in maths when the number date format will be used
- The date and title are written on the top of the page unless there is plenty of space for further work on the page and must be unlined neatly with a ruler.

General presentation

- The pre-cursive or cursive font should be on display in the classroom and available for children to access
- All children should write in pencil in their books in KS1 and in KS2 until their teachers are satisfied that they are competently producing consistently formed, joined and sized handwriting. They will then be awarded their pen licence and are to write in blue ink only.
- Maths work should be completed in pencil
- Any drawings and diagrams must be done in pencil
- Children should use coloured pencils when illustrating work in books
- Any errors must be crossed out with a single line using a ruler
- Teachers and teaching assistants should model the agreed pre cursive or cursive handwriting style whenever they are writing for the class

This policy should be read in conjunction with Assessment policy, English policy, Teaching and Learning Policy and Marking and Feedback Policy.

Signature of Headteacher and Chair of Governors

_____ Headteacher

_____ Chair of Governors

March 2018

The policy will be reviewed April 2020

Appendix

Pre cursive font

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 Z
Y

Cursive font

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

Numbers

1 2 3 4 5 6 7 8 9 10