

ULEY C. OF E. PRIMARY SCHOOL



HANDWRITING AND PRESENTATION POLICY

Uley C of E Primary School Ethos Statement

We believe that everyone should be given the opportunity and encouragement to be the best that they can be. To this end, we strive to create the right environment, deliver the right content, and embrace new ideas. We apply our school values of trust, friendship, compassion and wisdom to enable every individual to flourish within a moral framework built on Christian values. We believe that this can only be achieved by developing partnerships between pupils, staff, governors, parents and the wider community.

Mission – how we're getting there

- We give all, pupils and staff, the opportunities and encouragement to be the best that they can be
- We create an environment that has the right balance of challenge and support
- We deliver a curriculum that is right for our school, inspiring and motivating all, and embracing new ideas
- We apply our School Core Values of Trust, Friendship, Compassion and Wisdom in all that we do
- We develop strong and effective partnerships between pupils, staff, governors, parents and the wider community
- We strive to ensure that all flourish within a moral framework built on Christian values

Handwriting and Presentation Policy

Rationale

There are four main purposes to this policy:

- Establishing an entitlement for all pupils;
- Establishing expectations for teachers of this subject;
- Promoting continuity and coherence across the school;
- Stating the school's approach to this subject to promote public, parents' and carers' understanding of the curriculum.

At Uley we believe that the ability to handwrite with confidence and accuracy is an essential life skill. Handwriting is a complex process, involving both technical and creative skills. It is the ability to construct and convey meaning whilst presenting narrative in an individual legible form. Continuity from the Foundation Stage through Key Stage 1 and Key Stage 2 is vitally important.

Aims

- To enable all pupils to be confident, accurate hand writers.
- To enrich and support learning through the use and application of handwriting skills.
- To give handwriting status in an increasingly multimedia world.
- To ensure continuity and progression through a consistent whole approach to the teaching of handwriting across the school.
- To ensure that children develop the key skills and knowledge of handwriting whilst at Uley.

Objectives

- Handwriting is seen as purposeful.
- That children are taught and recognise the range of social functions that handwriting can support such as the presentation of work, compiling a shopping list, invitations etc.
- Children should have a clear understanding of the structure and features associated with handwriting.
- Children should demonstrate the ability to choose the appropriate form of handwriting to suit the purpose and audience.
- Teachers demonstrate good subject knowledge and have high expectations of what children can achieve.
- Children enjoy the process of handwriting and take pride in their presentation.

Teaching and Learning

- Teaching is well paced and engaging, based on a clear understanding of the objectives.
- There is a clear progression in the teaching of handwriting which includes the correct formation of single letters leading to simple cursive joins.
- There is clear progression of resources and expectation.
- The opportunities for handwriting are based upon a variety of stimuli and experiences, taking into account visual, auditory and kinaesthetic needs of the children.

At Uley we believe that handwriting should not be an occupying activity, it should be taught. In this way incorrect formation can be put right rather than practised. Difficulties with handwriting can inhibit the quality and flow of ideas and also have an adverse affect on spelling.

We aim to foster in the children a sense of pride in the presentation of their work. The ability to produce a good standard of work increases self-esteem and motivates children. We reinforce good achievement through displays of the children's work in the classroom and around the school and also by sharing work in class and in assemblies.

As soon as children begin to develop a legible hand, we believe that handwriting should be considered at three functional levels so that, for each writing activity, the style matches the purpose.

- Children need a fast personal hand for note taking and jotting down ideas. This writing should not be criticised so long as the movements are correct and it is legible to the author.
- Children also need an accurate style of handwriting for good communication. This puts legibility just in front of speed. This will be the level of handwriting most commonly used in school and everyday life.

- This level of handwriting is used for presentation and display work and will usually, but not always, be a second draft.

Teaching

Planning

Handwriting is a complex technical and creative process. Teachers plan carefully to provide handwriting opportunities that develop successful, effective practitioners. Handwriting is part of the weekly English Planning in line with the National Curriculum 2014 requirements (see Appendix 1). This involves differentiated planning suited to the ability of the writer, assessing handwriting, discussion with colleagues and scrutiny of work within the year group and throughout the school.

Posture

Teachers ensure that children model the correct posture when writing. Children need to feel comfortable and relaxed when writing. A table of ideal height supports the forearm so that it rests lightly on the table and is parallel to the floor. The height of the chair should be such that the thighs are horizontal and feet flat on the floor. Left-handed children should turn slightly to the right to allow for more freedom of movement.

Children need help and encouragement with the paper position. For right-handed writers the paper should be placed to the right of the centre of the body and it is helpful to tilt it slightly to the left. Left-handed writers should sit to the left of the right handers when sharing dual tables.

Modelling

All adults demonstrate the correct formation of single letters and letter joins by modelling these during handwriting and other lessons. Where notices or display headings are handwritten, teachers use the Teaching Reading through Spelling (TRTS) cursive style of handwriting (see appendix 2). Children's reversals and incorrect formation should be modelled and corrected.

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 and legibility. Pupils are to be taught to use lead-in strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation and families please see Appendix 2).

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 in ensuring 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. These experiments are recognized 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.

The children are introduced to letters linked to the Jolly Phonics and Letters and Sounds schemes. Handwriting is often linked to spelling, and the progression of letter formation and sounds work is linked to Letters and Sounds. The children experience 10-15 minutes of sound and handwriting work daily.

Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large space between words)
- Independence

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 achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style (see Appendix 2). This continues in Year 2.

Handwriting is taught in short lessons of approximately 20 minutes. Lessons may take the form of the whole class, group or individual sessions. During these sessions the teacher focuses the attention of the children on a particular aspect of handwriting e.g. starting to use diagonal joins or letter families (see Appendix 2). The amount of handwriting practice or handwriting exercises completed by individual children is at the discretion of the class teacher.

Teaching Reading Through Spelling Scheme is used and subsidised with spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.

Key Stage 2

The target for children in Key Stage Two 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 appropriate prepared resources, in the agreed handwriting style (see Appendix 2). Handwriting practice is to be carried out in writing books.
- Children in years three and four will write with pencils until the class teacher assesses that they are joining competently and consistently. They will then be given a handwriting pen to use (see Appendix 4).
- In years five and six children will use a handwriting pen (depending on ability) to complete the majority of class work, where appropriate, and using a fully cursive style.
- Pencils will be used in mathematics or for drawing and completion of diagrams.

In all year groups throughout the school, those individuals experiencing difficulty in developing a legible hand may receive extra support from the class teacher or teaching assistant. Any child starting at Uley in the school year will be assessed to identify gaps and appropriate handwriting support put in place to support them.

Resources

We use the Teaching Reading through Spelling (TRTS) cursive scheme with the exception of the open p and b and the z. See Appendix 1.

Reception

All children should write in A4 plain books. When ready to move on to lines, they should have pencil lines drawn on for them before the children write. These lines should be well spaced (about 2cms apart).

Key Stage 1 and 2

Handwriting books with four lines are used for formal handwriting teaching.

Wide lined exercise books 10mm

Narrow lined books 8mm

When writing on plain paper the children in KS1 and KS2 use guidelines.

Implements Progression

In the foundation stage, implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

Children use a standard HB pencil, well sharpened.

The children are introduced to writing with a handwriting pen usually in Year 4 or when they have demonstrated competency using a writing pencil; a pen licence will then be awarded (see Appendix 4 for criteria).

A pencil is always used within Maths regardless of whether children have a pen licence.

Presentation Guidance

Reception

All work should be dated at the top of the page.

Each new piece of work should be started on a new page

Years 1 and 2

- All work to be dated with the short date
- Dates to be written at the top of the page
- The WALT should be written on each piece of work.
- Each new piece of work should be started on a new page or previous work underlined before new work is started.
- Where questions are numbered, each answer to be written on a new line.

- On squared paper, one square to be used for each digit.
- Mistakes should be crossed out with a single line.
- No tippex, eraser pens or gel pens allowed.

Years 3 and 4

Mathematics

- Short date to be written at the top of the page.
- Each new piece of work should be started on a new page or previous work underlined before new work is started.
- Fractions should be written in columns.

English

- Long version of date to be written at the top of the page and underlined with a ruler.
- Miss a line before starting work.
- Each new piece of work should be started on a new page or previous work underlined before new work is started.
- All numbering should be in the margin.
- Mistakes should be crossed out with a single line.
- No tippex, eraser pens or gel pens allowed.

Years 5 and 6; as above plus -

- Handwriting pens (or Stabilo pens) can be used, but children earn the right to use a pen.
- Maths and science diagrams should be drawn in pencil.

Everyone

- No felt pens except for specific artwork.
- No writing or doodling on book covers.

Home School Links

The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of names, practicing drawing patterns together, playing joining up games which encourage left to right directionality. The Foundation Stage teachers, in partnership with the English subject leader, are expected to communicate with preschool agencies to encourage good practise.

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

Parental workshops are regularly held to advise parents on the curriculum and these include the school policy for the teaching of handwriting.

We believe that parents should be made aware of their child's targets and where appropriate, are actively involved.

Assessment, Recording and Reporting

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage 1 and Key Stage 2, handwriting is assessed as part of children's writing assessments.

The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum expectations?

Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the National Curriculum expectations?

Cross Curricular Links

Opportunities for handwriting and teaching handwriting skills should be integrated into all aspects of the curriculum. By utilising cross curricular links we can give handwriting a purpose and audience. Children are helped to see links between different areas of the curriculum and to appreciate how their knowledge, skills, understanding and enthusiasm in one area can inform learning in others. The quality of all work is enhanced through careful handwriting and presentation.

Equal Opportunities

We recognise the right of all children to have access to high quality handwriting teaching and learning opportunities regardless of race, belief or social background. We aim to ensure that the needs of all our children are fully met within this area of the curriculum and that they are not disadvantaged in any way.

Special Educational Needs

Any child whose handwriting ability is significantly below the expected level for their age will be discussed with the Special Educational Needs Co-ordinator and the English Leader in order to determine the way forward.

Able Pupils

We ensure that children who have a particular handwriting aptitude are challenged and given the opportunity to excel. This may be through additional targeted support, additional lessons, and differentiation within class or homework tasks. The children maintain or progress their speed of handwriting and develop an individualised style.

Monitoring, Evaluation and Review

A key aspect of the subject leader's role is to monitor, evaluate and review the teaching and learning of handwriting throughout the school. This is achieved in a variety of ways including reviewing planning, scrutinising work, discussions with staff and pupils, observing in lessons, providing appropriate and high quality resources. Responsibility for monitoring the quality of teaching and learning of handwriting rests with the English Leader.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills in the teaching of handwriting. Staff are encouraged to identify areas in which they feel they may benefit from further training. Training needs may also be identified by the English Leader. Training may be provided in a number of ways including in school provision and attendances of courses. The English Leader will ensure that staff are aware of training opportunities.

The Role of the English Leader

- To monitor the implementation of the policy.
- To support staff with new ideas, resources and materials relevant to the policy.
- To monitor standards and to lead work sampling sessions where staff analyse, interpret and moderate handwriting standards across the school.
- To monitor the outcomes of assessment and to evaluate progress across the school.
- To make recommendations for further improvement.

Other Related Documents

- TRTS
- Spelling Policy
- National Curriculum Key stages 1 and 2
- SEND Policy
- Assessment Policy
- Marking Policy
- Teaching and Learning Policy
- Curriculum Policy
- All other curriculum policies
- Homework Policy

Review

This policy will be reviewed biennially by the English Leader, with the English Link Governor and the Head Teacher. Any alterations that come from this review will be discussed and ratified by the appropriate governing body sub-committee

Ratified on Wednesday 3rd February 2016

Appendix 1

Handwriting Lines of Progression – National Curriculum 2014

Emergent Writing – working towards Year 1

- to allow children to choose/develop their dominant hand.
- to explore and have the opportunity to develop a comfortable grip using a variety of malleable materials and graphic tools.
- to model anti-clockwise circles.
- to model lines from top to bottom.
- to model left to right orientation.
- to model correct pencil hold and the use of joined.
- to model the foundation for joined up writing, i.e. with a flick.
- to practise correct letter formation using TRTS.
- to develop a conventional tripod pencil grip.
- to produce a controlled line which supports letter formation.
- to rehearse letter writing in the air whilst teacher demonstrates and gives verbal instructions.
- to write letters using the correct sequence of movements.
- to space and regulate letters and words.
- to write from left to right and top to bottom of the page.
- to introduce and model the simple join of digraphs and trigraphs in conjunction with Jolly Phonics and Letters and Sounds – as the letter make one sound therefore should be joined.

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.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

- to consolidate a conventional tripod pencil grip.
- to continue to practise correct letter formation using TRTS.
- to follow TRTS in line with our letter formation sheets in order to develop sequential progress.
- to practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion,
- in a style that makes the letters easy to join later.

Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

to practise handwriting patterns from Year 1.

-to consolidate size, proportion, spacing and legibility.

-to 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*.

-to practise handwriting in conjunction with phonic and spelling patterns

Year 3 and 4

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing.

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

-to practise correct formation of basic joins from Year 2.

-to continue to demonstrate, rehearse and verbalise as in KS1.

-to consolidate consistency in size, proportion, fluency and spacing between letters and words.

-to develop clear, neat hand for finished work.

-to build up handwriting speed, fluency and legibility through practice.

-to use joined handwriting for all writing

-a clear, neat hand for finished presented work.

-informal writing for everyday informal work, rough drafting etc.

-to build up speed continue to consolidate consistency in size, proportion, fluency 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 pages and headings;

Year 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.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

-to continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.

-to revise all rules for joining.

-to develop fluency and speed of own style.

-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 and informal writing for everyday informal work, rough drafting etc.

-to consolidate and develop individual fluent and legible style.

-to learn to write in differing scripts e.g. *italic*

-to use scripts appropriately for different purposes.

-to continue progress in joining by observing different features affecting neatness.

Appendix 2

^a a	¶b	^a c	^a d	â	û	^a ü
¶h	¶i	¶ý	¶//	¶l	¶m	
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Pen Licence Checklist

To earn a pen licence, your writing in your literacy book (not handwriting book) must show the following

	Teacher	Self-assessment
All letters are correctly formed		
All short letters are the same size		
All ascenders and descenders are the right height/length		
All ascenders and descenders are vertical, not sloping		
All letters are joined correctly		
Capital letters are bigger than lower case letters		
Spaces between letters are the right size (not too squashed or stretched)		
Spaces between words are the right size (not too small or big)		
Date and title are underlined with a ruler		
Work looks neat		
I understand that I must continue to fulfil this criteria across all school work in order to retain my licence		



This pen licence has been

I understand that in order to keep my pen licence I ha
- Continue to use my neatest joined handwriting
- Do this handwriting in all my books/worksheets

Signed:



This pen licence has been

I understand that in order to keep my pen licence I ha
- Continue to use my neatest joined handwriting
- Do this handwriting in all my books/worksheets

Signed:



This pen licence has been

I understand that in order to keep my pen licence I have to:
- Continue to use my neatest joined handwriting
- Do this handwriting in all my books/worksheets

Signed: