

Burradon Community Primary School



Handwriting and Presentation Policy

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Handwriting is a valuable skill to develop. Good standards of presentation are very important and encourage children to develop a sense of pride in themselves and their work.

Aims

- To raise standards in writing across the school
- To have a consistent approach across all Key stages (including Foundation) when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.

For pupils to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.
- Achieve high standards of presentation in all areas including books, drawings and mathematical diagrams.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs of English lessons, although shared and guided 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 a published scheme or worksheet.

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.

EYFS

The curriculum guidance for Foundation Stage states (EYFS framework 2022):

ELG: Fine Motor Skills

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing
- using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing.

ELG: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters

Write simple phrases and sentences that can be read by others.

Our English Progression Document states that in EYFS the children develop their handwriting in both Physical development and Composition.

FS1

Composition

- Use some of their print and letter knowledge in their early writing (shopping lists)
- Write some or all of their name.
- Write some letters accurately.
- Write some or all of their name.

Physical Development

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Increasingly be able to remember sequences and patterns of movements which are related to music and rhythm.
- Use one handed tools and equipment.
- Show a preference for a dominant hand.
- Use a comfortable grip with good control when holding pens and pencils.

FS2

Composition

- Write short sentences with words with known sound-letter correspondences using a capital letter and a full stop.
- Re-read what they have written to check that it makes sense.

Physical Development

- Form lower case and capital letters correctly
- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently (pencils, paintbrushes, scissors, knives, forks and spoons).
- Develop the foundations of a handwriting style which is fast, accurate and efficient.

The 2014 National Curriculum for Key Stage One handwriting states:

Year 1

- handles equipment and tools effectively including pencils for writing (ELG)
- Sit correctly at table & hold pencil correctly
- form lower-case letters in correct direction, start & finish
- form capital letters
- form digits 0 – 9
- Understand which letters belong to which handwriting “families” & practise them

Year 2

- form lower-case letters correctly sized relative to each other
- start using some diagonal & horizontal strokes needed to join letter
- know which letters should be best not joined
- write capital letters & digits of the correct
- size,
- orientation
- relationship to one another
- and to lower case letters
- use spacing between words that reflects the size of the letters

The 2014 National Curriculum for Key Stage Two handwriting states:

Year 3/4

- Use the diagonal strokes needed to join letters
- Use the horizontal strokes needed to join letters
- Understand which letters are best left unjoined
- Increase legibility of handwriting
- Increase consistency of handwriting e.g. parallel ascenders & descenders
- Increase quality of handwriting
- Use joined up handwriting throughout their independent work

Year 5/6

- Write legibly
- Write fluently
- Write with increasing speed
- Choose writing implement best suited to the task
- Choose which shape of a letter to use when given choices & decide whether or not to join specific letters
- Use an unjoined style for labelling a diagram (NSG)
- Use capital letters for filling in a form (NSG)

Organisation

Burradon Community Primary School uses the **Nelson Thornes Handwriting Scheme**. Handwriting is taught throughout the school from FS1 to Year 6. The focus in EYFS is simple mark making to forming letters correctly to eventually writing simple sentences. By the end of Year 2, children, who are ready, will be taught joined up handwriting. It is the intention that by the end of year 3, the vast majority of children will be writing in joined up and will be increasing their fluency. It is at the class teacher’s discretion as to when individual children begin to write in pen. This allows for those children who have any issues to be given the opportunity to use pen even if they struggle. In EYFS, Handwriting is taught in phonics, in focused group sessions, during free flow and in English lessons while Key Stages 1 and 2 have at least three fifteen minute focused slots per week.

Adult Handwriting

The teachers and support staff's handwriting is the model for the pupils. All should try to produce quality writing at all times including when marking or commenting on pupils' work and on displays.

Inclusion

The vast majority of pupils learn quickly how to write legibly and fluently. Every child is encouraged to adopt the schools style of handwriting. If however, a child has an established clear handwriting style that is different from that taught at school, no attempts to modify the style will be taken.

Provision for Special Educational Needs and Disabilities

Some pupils need more support to develop legible and fluent handwriting and a specific individual or group programme is drawn up in consultation with the SEND co-ordinator.

Extra time may be given to complete work set. In some situations there may be a requirement for the children to use word processing skills to complete tasks. Children also have access to a range of different grips for pens and pencils, writing slants and different types of pens and pencils (e.g. fatter, small etc).

Provision for left handed pupils

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.
- 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 aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher and vice versa.