



Handwriting and Presentation Policy

Date of policy:	13 th July 2017
Date last review adopted by governing body:	13 th July 2017
Frequency of review:	As required

1. Handwriting

Aims

Here at Writtle Infant School we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

As a school our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching across our school
- Experience hand handwriting an automatic process that does not interfere with creative and mental thinking
- Develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly and take pride in the presentation of their work
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes

2. Our school values

Following input from all stakeholders, the school has decided on these five core values which underpin everything we do as a school.

- Honesty
- Independence
- Politeness
- Inclusivity
- Perseverance

3. Knowledge, skills and understanding

During and at the end of the Early Years Foundation Stage:

- For our youngest pupils we aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following;
- Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip

or stature.

- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.
- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.
- Develop fine motor control- hand and finger play, making and modelling, using one handed tools and equipment
- Use of Funky Fingers and Dough Gym
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of and making patterns
- Develop a language to talk about shapes and movements
- Write their first name, using a capital letter for the beginning and correct letter formation
- When ready learn letter formation using the letters and sounds order
- Then during the Summer term; focus on forming the letters in the handwriting order
- Learn the letters with flicks to facilitate joining later
- Teach diagraphs in order of Phase 3 and 5 letters and sounds

At Key Stage One:

Tuition will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

- Gross and fine motor skills exercises.
- Cursive handwriting reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.
- Write legibly using upper and lower case letters with correct joins
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation
- Leave the correct space between words
- Form capital letters and use where appropriate
- For numerals that are consistent in size and sit on the base line
- Begin to form printed letters and understand when they are to be used
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing

The letter formations taught are attached to this policy.

4. Teaching and learning

We understand that handwriting is a movement skill and is best taught by demonstration, explanation and practise. We teach handwriting as a specific skill rather than as an independent task (which can often reinforce poor formation having a reverse effect than the intended outcome). Little and often is the most successful way – at least 10 minutes twice a week is ideal with additional, independent practise.

Basic structure of a handwriting session:

- Posture check, feet flat on the floor, back touching the chair.
- Teacher modelling.
- Children practising independently with teacher model, then from memory.
- Page slanted
- Turn the page
- Children facing the board

Books can be used and whiteboards and pens are ideal as mistakes can be wiped away leaving no record of poor performance. Lined whiteboards are available.

5. Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in their One Planning documents. Teachers of children whose handwriting is limited by problems with fine motor skills should develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc.

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;
- pupils should be positioned so that they can place their paper to their left side;
- 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 alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

6. The learning environment

In all classes, writing boxes with suitable materials are available for pupils to work at the tables. Writing areas/boxes are equipped with a range of writing implements, line guides, word lists and dictionaries as appropriate. **A model of the agreed handwriting style must be displayed in all classrooms.**

7. The role of parents and carers

Parents and carers are introduced to the school's handwriting style through a leaflet and via the website. The EYFS staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names.

All members of staff are expected to promote the agreed handwriting style by their own example.

8. Assessment and recording

Teachers assess handwriting on a regular basis (each half term) to note progress against the learning objectives for writing and to determine future targets for improvement. Next steps for handwriting may be recorded when marking books.

9. Presentation

Objectives

- To motivate each individual to present their work in the best possible way
- To enable children to recognise work that is presented to a high standard
- To ensure each child knows the standard of presentation that is expected of them

The expectations for presentation are attached to this policy.

10. Monitoring of this Policy

- The Senior Leadership Team will monitor presentation and handwriting as part of their Book Looks and the Headteacher in Book and Biscuits sessions with the children
- Regular work scrutiny by staff, including subject co-ordinators will ensure the policy is being adhered to.

11. Equal opportunities

"The governors and staff are committed to providing the full range of opportunities for all pupils regardless of gender, disability, and ethnicity, social, cultural or religious background. All pupils have access to the curriculum and the right to a learning environment which dispels ignorance, prejudice or stereotyping."

12. Our letter formation style

Capital Letters

A B C D E

F G H I J K

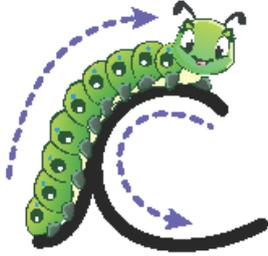
L M N O P

Q R S T U

V W X Y Z

Curly caterpillar letters

Curl around the top then
come back around.



a a a a d d d d

c c c c o o o o

f f f f f f f f

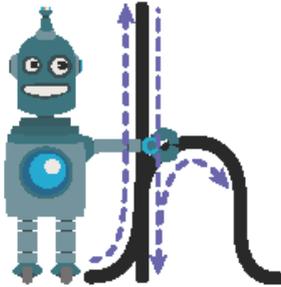
e e e e e e e e

s s s s s s s s

g g g g q q q q

One armed robot letters

Up to the head, down to the toes and back up to the arm.



h h h h h h h h

h h h h h h h h

k k k k k k k k

m m m m n n n n

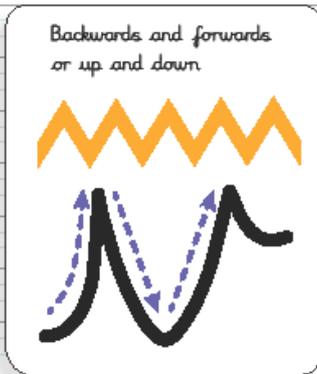
p p p p p p p p

r r r r r r r r

Cursive Lower Case Letters



Zig-zag letters



Y2 Maths Book Checklist



In my maths book I will:

- **Start work on the next clean page**
- **Write the short date at the top of the page**
- **Stick the learning objective in or write it and underline it with a ruler**
- **Present all my work neatly**
- **Write one digit per square**
- **Leave clear spaces in between each calculation**
- **Use a ruler to draw straight lines**
- **Use the blank page for jottings and working out**
- **Check my calculations (using estimation and inverse operations)**
- **Respond to marking with a purple, polishing pen**

Pupil signature: _____

Date: _____

Y2 English Book Checklist



In my English book I will:

- **Start working on the next clean page**
- **Write the correct long date on the top line and underline with a ruler**
- **Stick the learning objective in or write it and underline it with a ruler**
- **Start writing next to the margin**
- **Present all my work neatly in a joined script**
- **Use correct punctuation in all my writing**
- **Check my spelling using a dictionary or word mat**
- **Use a Thesaurus to improve my vocabulary choices**
- **Read through my work to make sure it makes sense**
- **Respond to marking with a purple, polishing pen**

Pupil signature: _____

Date: _____

Y1 English Book Checklist



In my English book I will:

- **Start working on the next clean page**
- **Stick the date and learning objective at the top of a clean page**
- **Present all my work neatly using lead in strokes**
- **Use full stops and capital letters correctly**
- **Check my spelling using a word mat**
- **Read through my work to make sure it makes sense**
- **Read through my work to check for capital letters and full stops**
- **Respond to marking with a purple, polishing pen**

Pupil signature: _____

Date: _____

Y1 Maths Book Checklist



In my maths book I will:

- **Start work on the next clean page**
- **Write the short date at the top of the page**
- **Stick the learning objective in or write it and underline it with a ruler**
- **Present all my work neatly**
- **Write one digit per square**
- **Leave clear spaces in between each calculation**
- **Use a ruler to draw straight lines**
- **Use the blank page for jottings and working out**
- **Respond to marking with a purple, polishing pen**

Pupil signature: _____

Date: _____