



Handwriting and Presentation Policy

Date of policy:	13 th July 2017
Date last review adopted by governing body:	12th October 2021
Frequency of review:	As required

1. Aims of our policy

Here at Writtle Infant School we are very proud of our pupil's handwriting and presentation. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum and Reading guidance of 2021.

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

- Experience continuity in learning and teaching across our school
- Develop handwriting as an automatic process that does not interfere with creative and mental thinking
- Introduce handwriting style when children are ready physically
- Develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing over time
- 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
- Ensure the childrens' books are presented well

At first children should not be taught to join letters or start every letter on the line with a lead in as these practises cause unnecessary difficulty for beginners. (DFE 2021)

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

Early Years Foundation Stage:

- EYFS will use exit strokes for letters that end on the line (a, d, h, i, k, l, m, n, u, s, p, o k) as well as a flick on the g and f. The letters v, w and o will have exit strokes too.
- We aim for daily sessions and provision that will include the following;
- Movements to enhance gross motor skills such either air-writing, pattern making, dancing
- Exercises to develop fine motor skills such as Dough Disco and Squiggle While you Wiggle
- Continuous provision to develop children's fine and gross motor skills such as the tree swing, climbing frame, balancing, loose parts, playdough etc

- Work on children's bilateral coordination, ability to cross the mid- line and core strength
- 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 and pencils
- Letter learning to familiarise letter shapes, formation and vocabulary
- Children will be encouraged to hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature
- Understand the language needed to describe pencil movements in preparation of letter formation
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of and making patterns and 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 'Letter Join' and using our phonics program order
- Understanding different shaped letter families.
- During the Summer term; focus on forming the letters in the letter shape families
- When children are ready begin to introduce cursive handwriting
- When teaching digraphs join them using cursive handwriting

At Key Stage One:

The introduction of cursive handwriting is only as and when the children are ready.

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

- Gross and fine motor skills exercises including tweezers and pom poms, dough disco, threading for fine motor skills and cosmic yoga to develop gross motor skills
- Introduction of lead ins and lead outs **flick** in handwriting, when ready.
- Cursive handwriting reinforcement, learning and practice when ready.
- Write legibly using upper and lower case letters with correct joins when ready.
- 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
- 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 practice. 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).

Basic structure of a handwriting session:

- Posture check, feet flat on the floor, back touching the chair in KS1
- Teacher modelling.
- Children practising independently with teacher modeling , then from memory.

- Page slanted
- Turn the page
- Children facing the board

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 PCP document. 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.

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 via the website and if requested on paper. 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 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. If worksheets are used and stuck in books they must be trimmed.

10. Monitoring of this Policy

- The Senior Leadership Team will monitor presentation and handwriting as part of their Book Looks and the Headteacher in Pupil Perception 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

Non-cursive

Capital Letters

A B C D E

F G H I J K

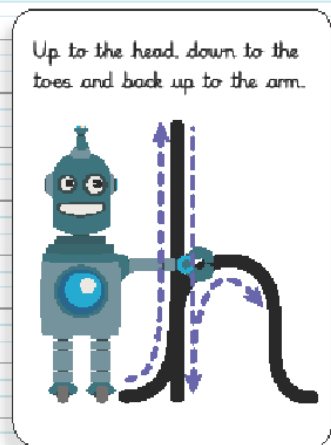
L M N O P

Q R S T U

V W X Y Z

Letter-join  Joined-up handwriting made easy – www.letterjoin.co.uk

One armed robot letters



b b b b b b b b

h h h h h h h h

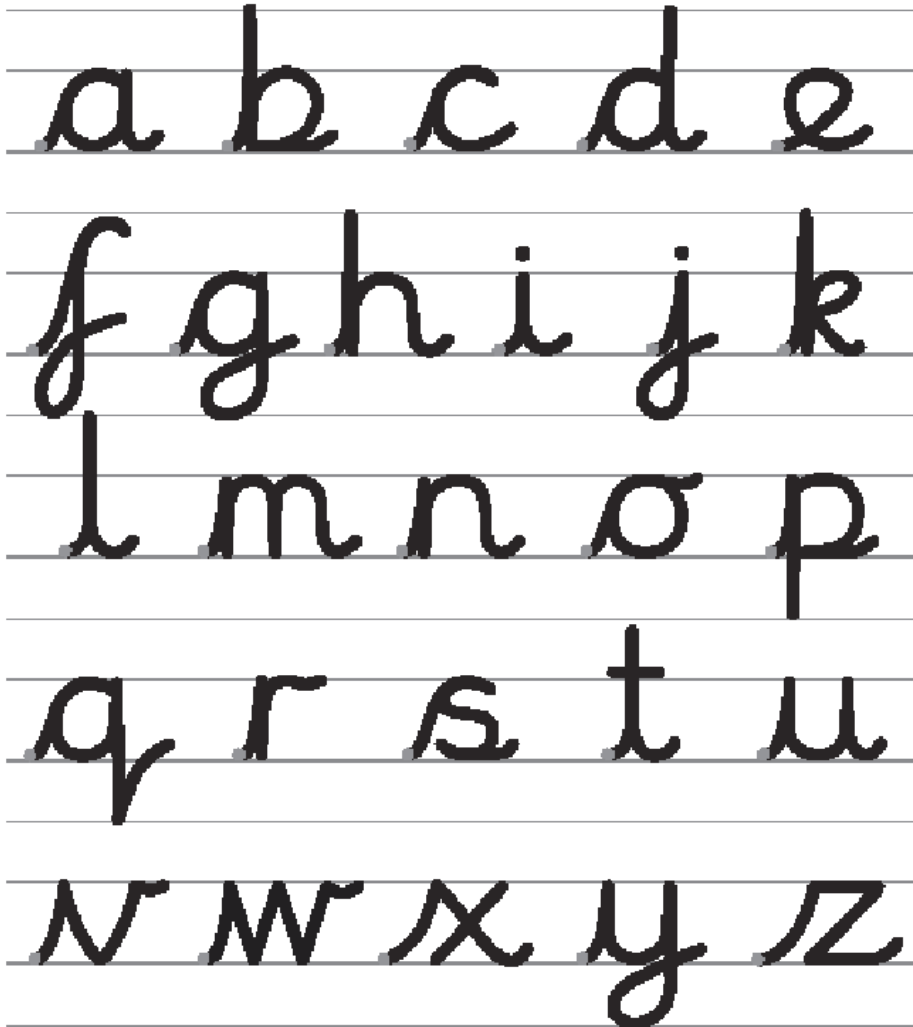
k k k k k k k k

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

