



Edna G Olds Academy

A L.E.A.D. Academy

Handwriting and Presentation Policy

September 2016

Aim

At Edna G. Olds Academy, joined up handwriting is taught with a sequential and progressive approach. Children are introduced to this style from early years as it is considered to be the most natural development of children's earliest attempts at writing. Teachers and T/As are expected to model the handwriting style.

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.

Each aim is considered equally important:

- To teach children to write with a flowing hand which is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation.
- To appreciate handwriting as an art form.
- To display excellent examples of joined handwriting in every classroom and around the school.

Teaching and Organisation

We seek to fulfil the requirements of the New National Curriculum and EYFS Curriculum. Planning is based on objectives taken from these frameworks, which ensures a progressive structure. In their short term planning, teachers outline specific objectives for groups of children and individuals in order to ensure progress.

We use the Letter-join handwriting scheme throughout school, thus ensuring there is a continuity and progression across classes.

Handwriting is taught regularly and at least weekly, as a class and / or group lesson in all year groups. Teachers use Letter-join resources which include photocopied

sheets, practice books and interactive whiteboard resources in Foundation, KS1 and KS2.

During lessons we ensure that children sit, position their paper / book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct.

It is important that in the early years and at key stage 1 children are observed closely during the lesson to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, IWB or when marking children's books.

Teachers strive to model the Pen Pals style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their work-books, present their work with care, date work, underline where necessary and not make any marks on the covers

NEW NATIONAL CURRICULUM REQUIREMENTS

The recommendations of the curriculum are as follows:

Statutory requirements

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.

Information for the handwriting policy:

Year 1 Pupils should be taught to:

Sit correctly at a table, holding a pencil comfortably and correctly.
Form lower case letters in the correct direction, starting and finishing in the right place.
Form capital letters and digits 0-9.

Year 2 Pupils should be taught to:

Form lower-case letters of the correct size relative to one another.
Join letters following letter join.
Show they know which letters are best left unjoined.
Use 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.

Year 3 Pupils should be taught to:

Join letters using letter join.
Understand which letters should be left unjoined.

Year 4 Pupils should be taught to:

Join handwriting using letter join.
Understand which letters should be left un-joined.
Handwriting is legible and consistent; lines of writing are spaced sufficiently, so that ascenders and descenders do not touch.

Year 5 Pupils should be taught to:

Join all writing using letter join.
Choose handwriting that is best suited for a specific task.

Year 6 Pupils should be taught to:

Handwriting is all joined neatly following letter join and chosen appropriately to suit specific tasks.

Scheme of work

The scheme of work is taken from the **Letter-join scheme**. This sets out a programme of work for the whole school. Teachers encourage individual children to move to the next stage when they are ready. Those children who are forming letters clearly with the correct flicks will begin to learn how to join their letters as soon as possible. Joining patterns begin in Reception as a preparation for the flow of joining letters in words.

Early Years Foundation Stages F1 and F2

During their Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, story telling, signs, labels etc.

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, word building with magnetic letters and pattern making in various media.

For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

As an introduction to the Letter-join style of handwriting patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this. Correction of letter formation takes place on an individual basis.

Year 1/Key Stage 1

Children work on handwriting skills daily and in a variety of activities, e.g. writing in books, multi sensory approaches, through phonic work and writing in their topic books and duplicated practice worksheets. Wide-lined exercise books, handwriting paper and standard-size pencils are used. Handwriting practise takes place on a daily basis.

Year 2/Key Stage 1

Children are encouraged to use joined-up handwriting in their daily work. Handwriting practise takes place daily and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work. In addition, handwriting is often practised through the teaching and learning of phonics.

Year 3/Key Stage 2

At this stage **when teachers consider it appropriate**, according to the stage of each child's development, children will be given a **pen licence** whereby they will be allowed to work in blue Handwriting pens; biros and gel pens are not permitted. Handwriting practise takes place daily and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Pencils should continue to be used throughout the school for notes, drafting, all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line.

Across Key Stage 2

Children use Handwriting pens which must be kept in good working order. Only blue ink is acceptable.

Handwriting practise takes place daily and the correction of mistakes is dealt with on an individual basis. Children are encouraged to take pride in the presentation of their work.

Presentation in Books

Children must ensure that all work is presented neatly. The full date and objective of all work must appear at the top of the page and must be neatly underlined. Any mistakes must have a neat cross placed at either side of the mistake (x _____ x). In numeracy the short date must be used .Any drawings in books must be done in pencil.

Resources

Foundation Stage

Thick, stubby paintbrushes, fine paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, templates, shaving foam, pencils.

KS1

Variety of paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, letter and number templates, pencils, coloured pencils, pencil grips, tracing cards, sewing cards, sandpaper letters, oil pastels, ribbons, magnetic letters, Handwriting books.

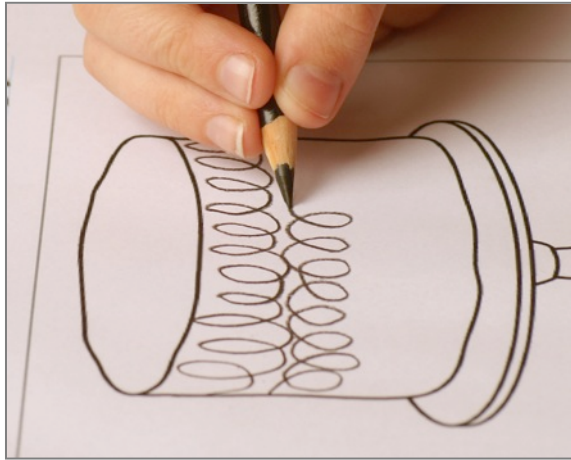
KS2

Pencil grips, pencils, handwriting pens, handwriting paper, handwriting books.

Continuity and Progression

Key Stage Teaching

FOUNDATION

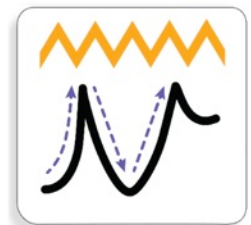
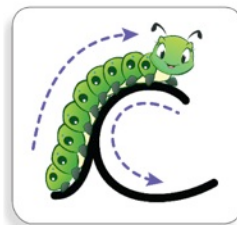
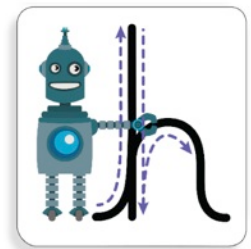
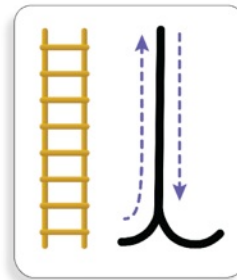


- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.



RECEPTION

- 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.

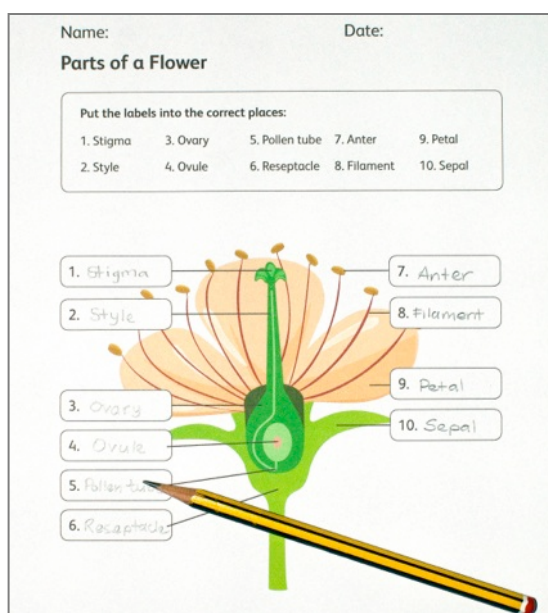


Key Stage Teaching

KEY STAGE 1



- 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.
- Form 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.



KEY STAGE 2

Improve quality, speed and stamina of handwriting.

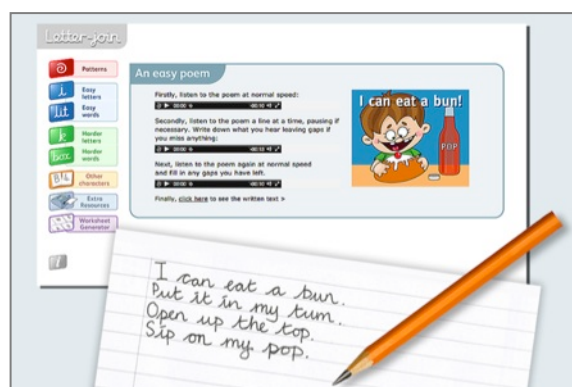
- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to be able to write for longer periods of time without fatigue.

Dictation Exercises

<p>Easy practice A selection of CVC words, a list of numbers and an easy poem.</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0f0ff;"> <p>dog hill bus 26 37 92 I can eat a bun. Put it in my tum. Open up the top. Sip on my pop.</p> </div>	<p>Harder exercises A list of phrases, easy sums and a three-verse poem.</p> <div style="border: 1px solid black; padding: 5px; background-color: #e0ffe0;"> <p>Over the hill. 2 + 1 = 3 A is an ant That seldom, stood still. It made a nice house. I made a hill. Nice little ant!</p> </div>	<p>More challenging Shopping list, complex numbers and a written passage.</p> <div style="border: 1px solid black; padding: 5px; background-color: #ffe0ff;"> <p>4 small satsumas 12 medium born eggs 29-10-2003 My birthplace is Scotland but at seven I moved south for Lancashire. I have lived there since then, other than</p> </div>
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Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.



Equal Opportunities:

Equality of opportunity is a high priority and reference to the School's Equal Opportunity and Racial Equality Policies will provide examples of how this is achieved.

Inclusion:

More able children and children with Special Educational Needs are supported in their Handwriting work, with reference to I.E.Ps. Teachers will put in place suitable interventions for children who are underachieving or require further challenge.

Monitoring and Evaluation

It is the role of the English subject leaders to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by Governors, Head-teacher and SLT.

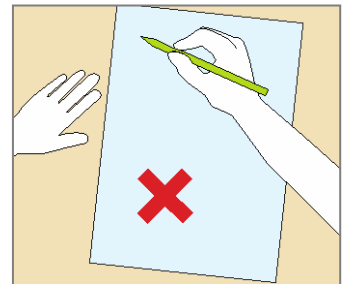
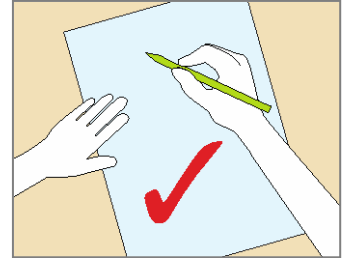
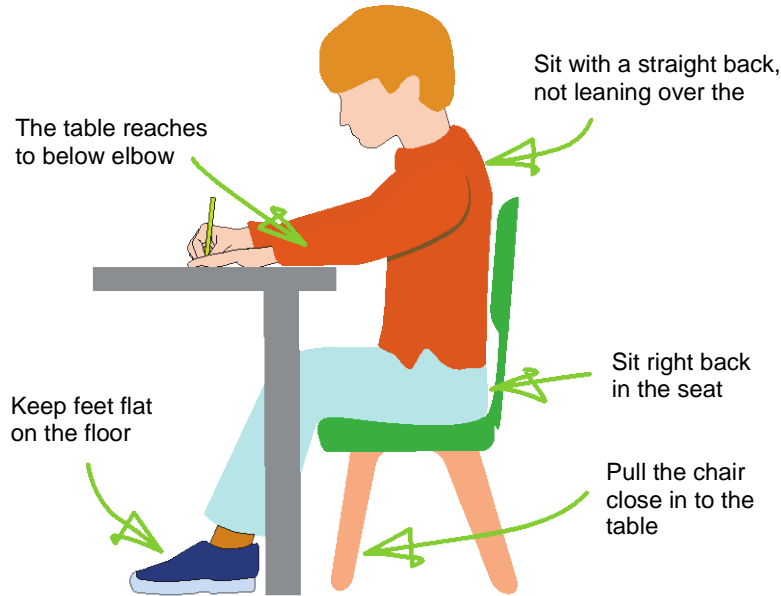
Date of Ratification Sept 2015

Appendix 1

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

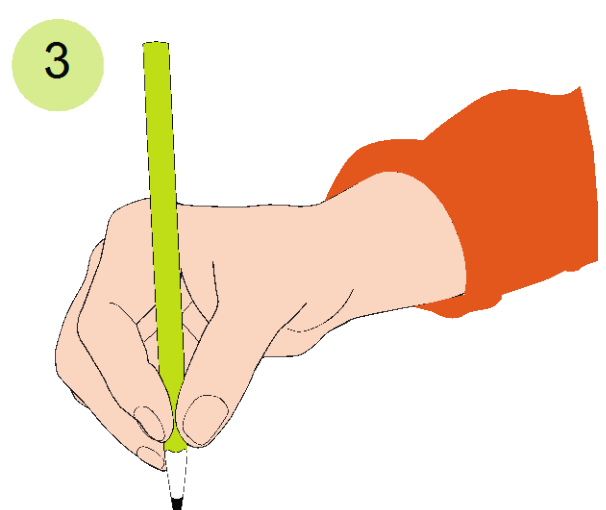
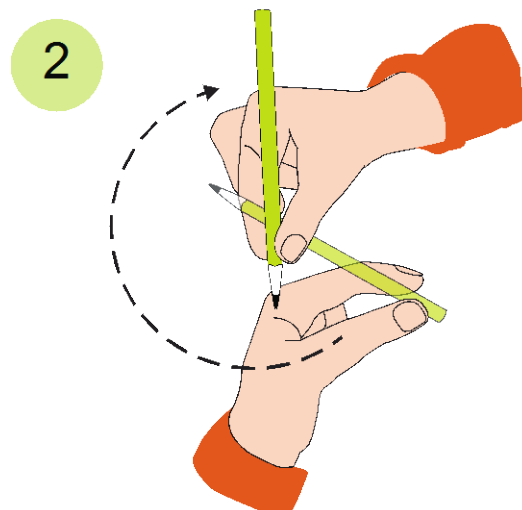
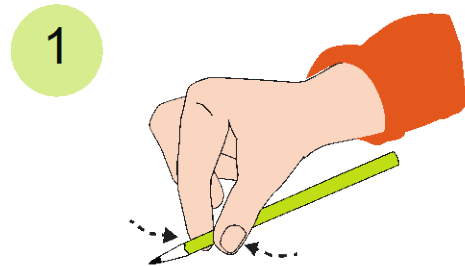
SITTING POSITION



Paper position for right-handed children

THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

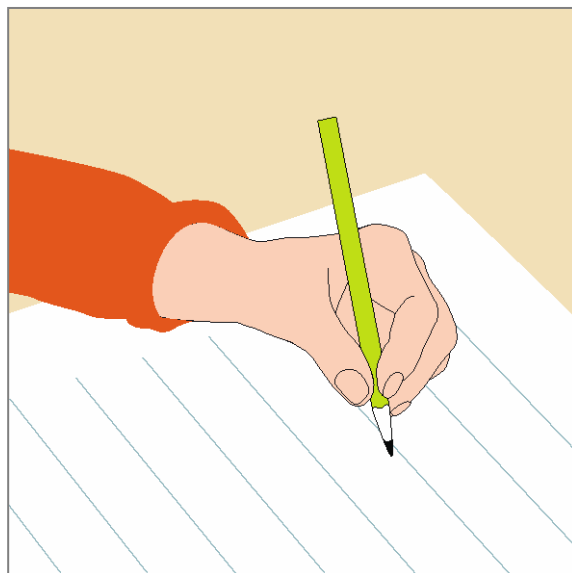


- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

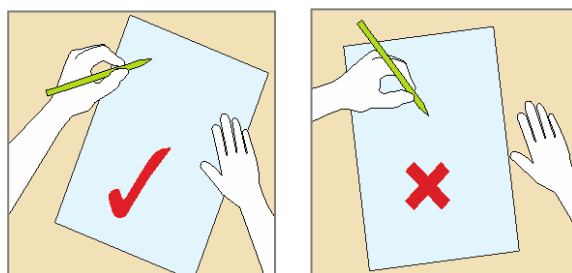
Appendix 2

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children