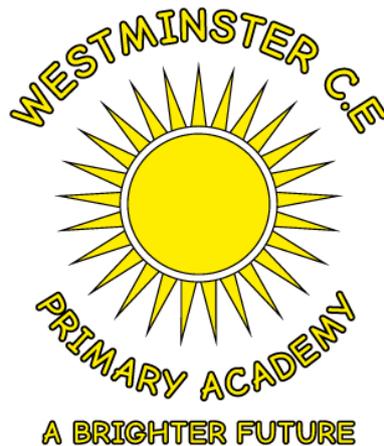


Westminster CE Primary Academy



Handwriting and Presentation Policy

Rationale:

'Handwriting is one of the most demanding movement skills which a child is expected to master. It needs to be systematically taught.'

Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. The principal aim is that handwriting becomes an automatic process, which frees pupils to focus on the content of the writing. The correct formation of all letters needs to become automatic and may require a lot of practice. In order for this to occur, handwriting is taught in ways that enhance fluency and legibility. As the child progresses through academy the requirement to write legibly and fluently, at speed, increases considerably and the cost of being unable to do so also increase.

Aims:

At Westminster CE Primary Academy it is our aim that all pupils should develop a fluent and legible style of handwriting with the support of letter join handwriting scheme and discreet handwriting lessons will be planned to-

- Help children write legibly.
- Write with confidence.
- Encourage the development of a cursive style of writing that starts at the left side of the page, is of consistent size and is correctly formed and orientated.
- Encourage pupils to take pride in the presentation of their work.
- Develop independence in handwriting.
- Use a fluent joined handwriting style.

Guidelines for Early years

Nursery

At the beginning of nursery the children will have a variety of opportunities for mark making using a wide selection of media across all areas of provision. They will have opportunity to develop fine and gross motor skills through such schemes as letter join, Jungle Journey motor skills programme or Madeleine Portman motor skills activities. As the children show that they are ready, they will be introduced to forming the shapes/patterns needed for letter formation. This will be practiced on a regular basis. As the children develop their skills, they will be introduced to formal letter formation. By the summer term the children will be introduced

to regular practice of writing their name and the core group will be able to write their name and others will be able to form some of the letters in their name.

Reception

In term one Reception children will continue to build on and extend opportunities for mark making using a wide selection of media: practice and consolidate their name writing and participate in activities to develop their fine and gross motor skills through such schemes as Letter joins, Jungle Journey motor skills programme or Madeleine Portman motor skills activities. In terms two and three they will be introduced to cursive letter formation linked to Letters and Sounds. Children will be introduced to the correct pencil hold and posture. (see appendices 1.)

Core learning for the end of foundation stage will be to:

- Use a pencil and hold it effectively
- Form recognisable letters that are correctly formed as per whole academy agreed script (see appendices)
- Capitalise on opportunities to model the correct formation of letters for parents through morning books and parent's evenings.
- Teach handwriting linked to the grapheme/ phoneme correspondence as prescribed in Letters and Sounds guidelines.
- Work from left to right and top to bottom.

Guidelines for key stage one

Year 1

Pupils will continue to build on the core skills taught in Foundations stage and in term one will consolidate the correct cursive formation of all letter shapes and know how to place letters on a line with clear ascenders and descenders. Pupils will be taught the relationship between lowercase and capital letters. Handwriting will be taught through discreet handwriting lessons outside the literacy lesson and will link to the Letters and Sounds phases. By term three some children will be able to use basic joins. The correct pencil hold and posture will be embedded.

Core Learning for the end of year one will be to:

- Develop a comfortable and efficient pencil grip
- Recognise the relationship between capital letters and lower case letters
- Form all letters correctly orientated and with clear ascenders and descenders.
- Write on lines – these will be wider at the beginning of the year and as the children are ready they will move to narrower lined books.
- Link phonic knowledge with grapheme knowledge through links with letters and Sounds and HFW.
- Begin to use some basic joins.(easy words from letter join)
- Correct pencil hold and posture will be embedded.
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts.
- Use different styles – Links with cross curricular themes and studied genres.

Year 2

Pupils will build on the core skills taught in year 1. Pupils will be introduced to the four basic joins and by the summer term the expectation will be that the core group will be using these in their writing across all areas of the curriculum. Handwriting will be taught through discreet handwriting lessons outside the literacy lesson and will link to the Letters and Sounds phases.

Core Learning for the end of year two will be to:

- Write legibly using upper and lower case letters appropriately within words.
- Observe correct spacing in and between words.
- Form and use the four basic handwriting joins –
 - a) diagonal join to ascenders
 - b) diagonal join, no ascenders
 - c) horizontal join, no ascenders
 - d) horizontal join to ascenders
- Word process short narrative and non-narrative texts,
- Use different styles – Links with cross curricular themes and studied genres.

Guidelines for Key stage 2

Year 3

Year 3 will consolidate all the letters and joins taught in Key stage 1 to ensure consistency in size and spacing. Pupils will be able to form letters and space words legibly in linked script. The work will continue to be taught in discreet lessons outside the literacy lesson and will be linked to the Y3 spelling programme and Letters and sounds. Pupils will begin to build fluency and speed,

Core Learning for the end of year three will be to:

- Write with consistency in the size and proportion of letters and spacing within and between words
- Use the correct formation of handwriting joins (as per Y2)
- Link phoneme / grapheme correspondence in relation to Letters and sounds and the Y3 spelling programme.
- Use different styles – Links with cross curricular themes and studied genres.
- Develop accuracy and speed when using keyboard skills to type, edit and redraft.

Year 4

By year 4 most pupils are beginning to write with speed and fluency, and they should be using cursive writing across the curriculum. Pupils produce a fluent, legible style of handwriting. Year four pupils should be introduced to presentational elements e.g. abbreviations for note making, drafting, lists and print for captions, headings etc. The pupils will be able to use handwriting pens when the teacher considers it appropriate.

Core Learning for the end of year four will be to:

- Write consistently with neat, legible cursive writing.
- Begin to write with speed and fluency
- Begin to learn about different presentational styles.
- Use word processing packages to present written work and continue to increase speed and accuracy in typing.

Year 5

Year 5 pupils will write with speed and fluency and consistently produce fluent, legible cursive handwriting. Handwriting lessons will still be taught as discreet lessons outside the literacy hour. Links will be made to spelling patterns and presentation styles. Children will use hand writing pens.

Core Learning for the end of year five will be to:

- Adapt handwriting for specific purposes for example printing, use of italics.

- Employ a fluent legible style of handwriting.
- Use a range of ICT programmes to present texts, making informed choices about which electronic tools to use for different purposes.

Year 6

By year 6 pupils should employ a fluent, legible style of handwriting, and set out completed work giving attention to presentation and layout in literacy and cross curricular writing. Children will use hand writing pens.

Core Learning for the end of year six will be to:

- Use different styles of handwriting for different purposes with a range of media.
- Develop a consistent and personal legible style.
- Select from a wide range of ICT programmes to present text effectively and communicate information and ideas,

The role of the adult:

- To follow the academy 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.
- To model appropriate handwriting to the children when using white boards, flip charts or marking books.

Guidance on setting handwriting activities for homework

The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. Unless you can guarantee the correct formation will be taught at home do not set handwriting as homework.

Resources

- In the Early years there will be access to Quality First Provision as outlined in EYFS guidelines, both indoors and outdoors, that provide opportunities for mark making and the development of fine and gross motor skills.
- Letter joins Interactive handwriting scheme
- Guidelines outlined in the handwriting and presentation policy
- Motor skills programmes – Madelaine Portman motor skills programme, jungle Journey motor skills programme.
- Letters and Sounds guidelines
- Handwriting pens and pencils that are age related.
- Handwriting books

Inclusion

We recognise that children develop fine motor skills at different rates and that some children will take longer to achieve this clarity and fluency because of special educational needs- developmentally or physical needs, or cultural differences of those pupils who are inducted into our academy from outside the UK. In these cases the following adaptations may need to be made-

- The use of a writing slope can help left handed writers or pupils with physical difficulties.
- All written work may have to be developed using ICT programmes
- Triangular pencil grips can support effective pencil grips
- Younger pupils may benefit from the use of thicker pencils
- Pupils with visual impairments may need to use books with thicker and darker lines.
- Children with Irlen's Syndrome or Dyslexia may benefit from using coloured paper – yellow or buff coloured.
- Writing frames may scaffold the organisation of work.
- Some pupils will need a structured regular motor skills programme
- Children diagnosed with dyslexia may need to follow a different letter formation e.g. Toe by Toe programme, beginning all letters from the line.
- Some consideration needs to be given to pupils with tracking difficulties if they are expected to copy from another source as they will find this difficult to accomplish successfully.
- For those pupils who are new to English they will learn letter formation related to new vocabulary.

For those children who have significant motor skills difficulties and/or special needs advice will be taken from external agencies and built into their personal provision plan.

Attached to this policy are the following appendices

1. Guidance on Pencil hold and structure
2. Guidance on the phoneme/ grapheme correspondence for all Letters and Sounds phases
3. Information on the four basic joins
4. The alphabet as used in Letter joins programme
5. Five developmental phases for handwriting and relevance to year group
6. Core learning for presentation as outlined in the Primary framework for literacy.

Mathematics

NB: Whilst this policy makes reference to the formation of letters the same progression needs to be followed to teach the correct number formation.

Links to other policies

- Teaching and learning policy
- Marking and feedback policy
- Inclusion policy
- SEN code of practice
- English policy
- Letters and Sounds
- EYFS guidance

Letter join- sequence for teaching the joins

Foundation Stage

Choose a pattern to draw

This section contains several boxes of drawing patterns for letter joins. The patterns include:

- Three circles: a simple circle, a circle with a dot inside, and a spiral.
- Three sets of vertical lines: three parallel lines, three horizontal lines, and a plus sign.
- Two sets of diagonal lines: two parallel lines and two lines meeting at a point to form an 'X'.
- Three wavy lines: a simple sine wave, a series of 'm' shapes, and a series of 'w' shapes.
- Two zig-zag patterns: a simple zig-zag and a square-wave zig-zag.
- Three sets of loops: three loops, three figure-eight shapes, and three sets of three small circles.
- Two other patterns: a series of three 'c' shapes and an asterisk.

Letter Families

This section illustrates four letter families with corresponding drawings and examples:

- Long ladder letters:** A yellow ladder is shown next to a vertical line with a downward arrow, representing the stroke for letters like 'l'.
- Curly caterpillar letters:** A green caterpillar is shown crawling along a curved line, representing the stroke for letters like 'c'.
- One armed robot letters:** A blue robot with one arm is shown holding a vertical line with a downward arrow, representing the stroke for letters like 'h'.
- Zig-zag letters:** A yellow zig-zag line is shown above a wavy line, representing the stroke for letters like 'm' and 'w'.

Foundation Stage and Year 1

Choose a letter to write

i l t

u w e

c o

a d

n m h

Key Stage 1 and lower key stage 2

Choose a word to write

ill

we

cow

lad

ham

it

wet

owe

add

mend

lit

wilt

ice

toad

hand

tilt

lute

coil

data

them

Choose a letter to write

j y

g q

b p k

v s r

f z x

Choose a word to write

yell

eye

jaw

jay

gag

going

quay

queen

bap

kept

apple

back

vans

stars

rest

eves

fox

zoo

oxen

fuzzy

Upper Key stage 2

OTHER FONTS

Other fonts

other fonts

other fonts