



Rosehill Infant and Nursery School

Handwriting and Presentation Policy

Handwriting and Presentation Policy

Intent:

At Rosehill Infant School we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we have adopted the cursive method of handwriting. The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Cursive handwriting helps children to learn and remember spelling patterns. Children's self-esteem and confidence is increased when they are able to produce well-presented work of which they can be proud. Here at Rosehill Infants 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. We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. As a catalyst to speedy handwriting, we encourage parents and carers to use the Letter-join resources at home.

Impact:

- To raise standards in writing across the school.
- To have a consistent approach across both Foundation Stage and Key Stage One 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. N.B. However words in print do not necessarily have to be in a cursive font, because we believe that children need to be exposed to a range of print.
- Take pride in the presentation of work, developing handwriting with a sense of enjoyment and achievement
- Be supported in developing correct spelling quickly through a multisensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- Develop a fluent, comfortable, legible, joined handwriting style
- Know when a joined or printed style is most appropriate

Implementation:

Handwriting Guidance for Foundation Stage and Key Stage One

- In Foundation Stage children will learn how to hold a pencil and how to form basic letter shapes.
- Children begin to experience cursive handwriting through phonics, when they are taught how to form letters. They will also be taught how to join when using digraphs and tri-graphs in their writing.
- Children are expected to begin fully cursive handwriting during the end of Year One and during Year Two by starting to join their letters.
- For agreed letter formation please see Appendix 1; there are also exemplars on the school website and in all classrooms.
- Formal handwriting practice is to be undertaken at least four times a week in Year One and Two.
- Handwriting practice is to be included in homework in Year One and Year Two, in conjunction with spelling.

Presentation Guidance

Teachers produce typed learning objectives with the date and steps to success, however if children are completing an exercise which requires them to write the date and learning objective then the following guidelines apply.

- When using jotters - The date should be written on the top line –short hand in Maths Long date in

English/Topic

- Under the date the objectives of the lesson should be written. Learning Support Assistants may support here for the small minority of children who find writing challenging or pre-prepared labels could be used.
- Any underlining should be completed with a ruler and a pencil.
- Children should write from the margin/left hand side to the edge of the page.
- Mistakes should be rubbed out by an adult if required with an eraser however pupils should cross out mistakes if editing own work.
- Felt pens should never be used in exercise books.

Equal Opportunities/Inclusion

Our Handwriting and Presentation Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through ensuring that all pupils are supported in the development of their handwriting and presentation.

Left handed pupils

Teachers should be aware of the specific needs of **left-handed pupils** and make appropriate provision:

- paper should be positioned to the left for right handed pupils
- paper should be positioned 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 – avoiding elbows knocking
- left handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop
- extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.
- letters which have a cross-stroke such as T, t and f will be formed slightly differently by left handers, where the cross is formed right to left rather than left to right

Special Educational Needs Special Educational Needs

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.

Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENCo to 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. Outside agencies can be contacted where appropriate.

Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

It may be more appropriate for pupils with physical difficulties to spend their handwriting time in learning keyboard skills as the physical task of writing may be too onerous. In addition some pupils have input from specialist agencies to support their motor skills. For some pupils a programme designed to support their fine motor skills will be beneficial.

Monitoring and Evaluation

This will be undertaken regularly by the class teacher and will also be assessed as part of each half term's writing assessments. Refer to Marking Policy.

Assessment and recording

Writing assessments are carried out six times a year and attainment in handwriting is recorded on the writing assessment grid. Refer to Assessment and Marking Policy.

Resources

www.letterjoin.co.uk

Resources folder on server

Teacher/Class Handwriting Folders

Materials

Pencils will be provided by the school.

Handwriting Exercise Books provided by the school.

Monitoring and review

The subject co-ordinator will have responsibility for monitoring the subject. The co- co-ordinator will also be responsible for managing resources and supporting staff with the teaching of handwriting. The policy will be reviewed every three years.

Signed:

Date:

Appendix 2: Rosehill Infant School's Handwriting Sequence

Guidelines for good practice

- Prior to the beginning of the session the room needs to be organised accordingly. It is suggested that all children face the whiteboard/SMART board.
- Correct posture with the child sitting comfortably with feet flat on the floor with body upright.
- The paper should be positioned to a comfortable angle and moved up as the page is filled.
- Adequate space is needed so that the children are able to write without their elbows touching.
- Correct light in order to see without eyestrain.
- Pencil grip should be firm but relaxed. The children need to be aware that they should not grip so that their hand aches but need to be able to apply some pressure.
- Handwriting sessions should be short and regular.

Progression in Handwriting

The following progression is based on lower case handwriting. Capital letters will be throughout the process but the focus is on lower case letters and joins.

EYFS

Children will practise the skills required for handwriting in a variety of contexts, including gross and fine motor movements. The children will practise letter formation/ movement by air writing, writing in sand, writing on walls with water and paintbrushes and making letter shapes out of modeling media.

Key learning objectives:

Three and Four-Year-Olds

- Use large-muscle movements to wave flags and streamers, paint and make marks.
- Use one-handed tools and equipment, for example, making snips in paper with scissors.
- Use a comfortable grip with good control when holding pens and pencils
- Shows a preference for a dominant hand.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy.
- Write some letters accurately.

Reception

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.

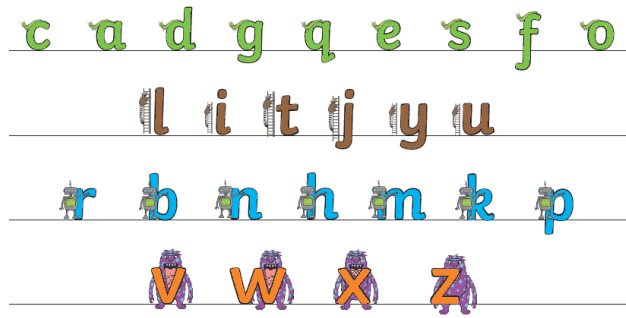
Early Learning Goals

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- Write recognisable letters, most of which are correctly formed.

Children in Reception will continue to develop the fine and gross motor skills needed for handwriting as part of the Early Years curriculum. They will practise writing letters in PRINT. In addition to practising letter formation in a range of contexts they will begin to work in group and individual sessions on handwriting. Children will be taught the movement of each of the four letter groups. They will visit each series of letters on a termly rotation basis. During this time the children will learn the letter positions.

- Curly group (anti-clockwise round)– c, a, d, f, g, q, e, s
- Long group (down and off in another direction) – l, i, t, j, u, y
- One-armed group (down and retrace upwards) – b, h, k, m, n, p, r
- Zig Zag group – v, w, x, z

Letter Formation



The teaching sequence is:

c, a, d, f, g, q, e, s, l, i, t, j, u, y, b, h, k, m, n, p, r, v, w, x, z

Year 1

Key learning objectives:

- To sit correctly at a table, holding a pencil comfortably and correctly.
- To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency.
- To form the digits 0-9.
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- To develop a comfortable and efficient pencil grip
- To form lower case letters correctly in a script that will be easy to join later.
- To practise handwriting in conjunction with spelling and independent writing, ensuring correct orientation, formation and proportion, in a style that will be easy to join.

Children will revisit all letters, in their appropriate groups, to reinforce and practise formation.

- Curly group (anti-clockwise round) – *c, a, d, f, g, q, e, s*
- Long group (down and off in another direction) – *l, i, t, j, u, y*
- One-armed group (down and retrace upwards) – *b, h, k, m, n, p, r*
- Zig Zag group – *v, w, x, z*

When this is secure, children will begin to work on baselines joins:

in, un, um, am, ine, ime, an, ar, aw, ir, hu, ti, ki, du,

ey, ay, ip, up, it, nt, ent, ant, ill, all, ib, if, ub, th, ck, ch

Year 2

Key learning objectives:

- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- To form lower case letters of the correct size, relative to one another.
- To use spacing between words that reflects the size of the letters.

- To practise handwriting patterns from Year 1.
- To use and practise the four basic handwriting joins.
- To practise handwriting in conjunction with phonics and spelling patterns.
- To use the four basic handwriting joins with confidence and use them in independent writing.

Children will continue and practise the joins started in Year 1. Once the children are confident with this, they will be encouraged to apply these skills to their independent writing.

As appropriate the children will be introduced to letters which should have horizontal joins (top joins) but which do not join, first to letters without ascenders and then those with:

op, ou, ow, on, ri, ru, ve, we, re, fe, fu, fi, ob, ol, wh, rk, rt, ot, of, fl, ft

Appendix 1: Cursive Script

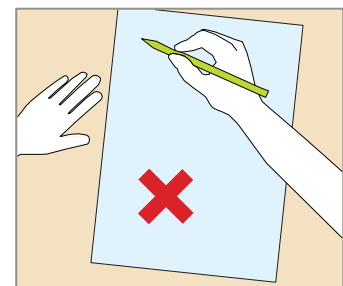
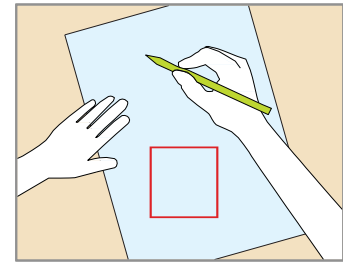
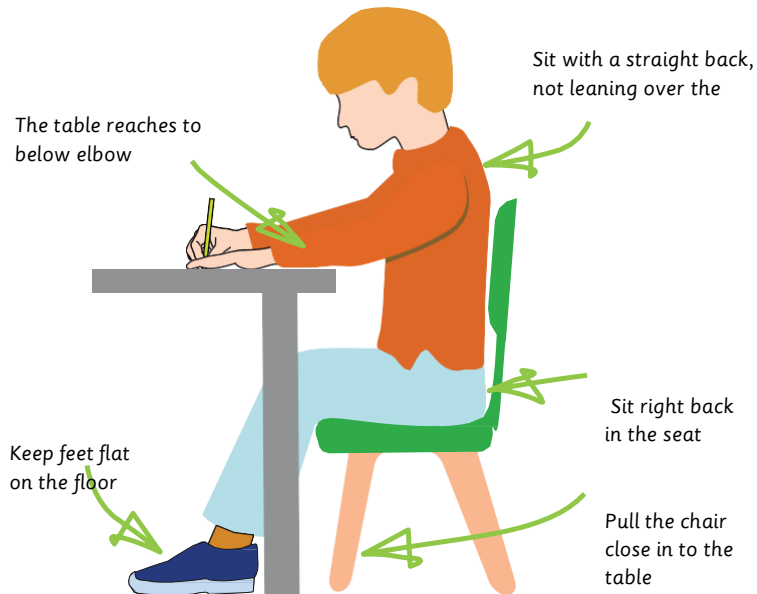
Rosehill Infant and Nursery School Handwriting Policy



Correct posture and pencil grip for handwriting

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

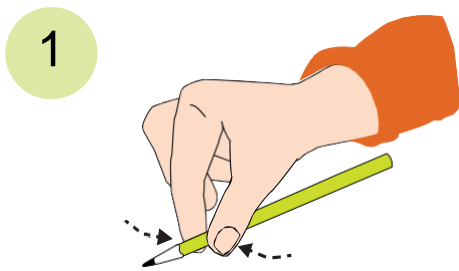
SITTING POSITION



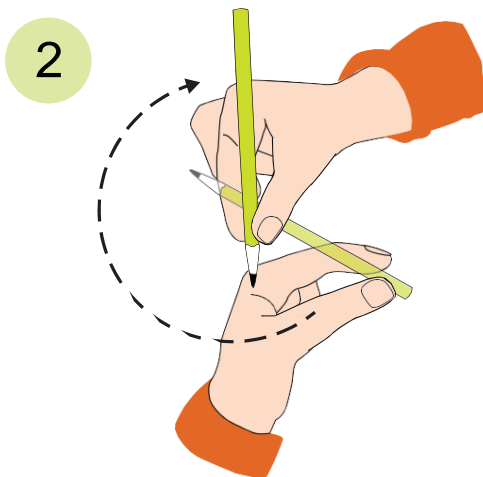
Paper position for right-handed children

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.

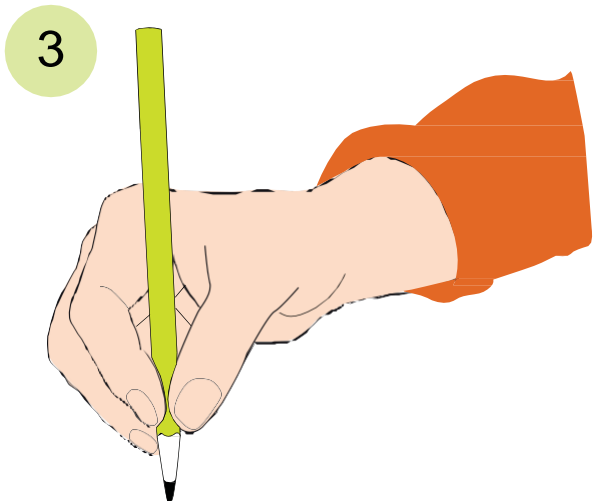


1) Grip the pencil with your index finger and thumb with the nib pointing away.



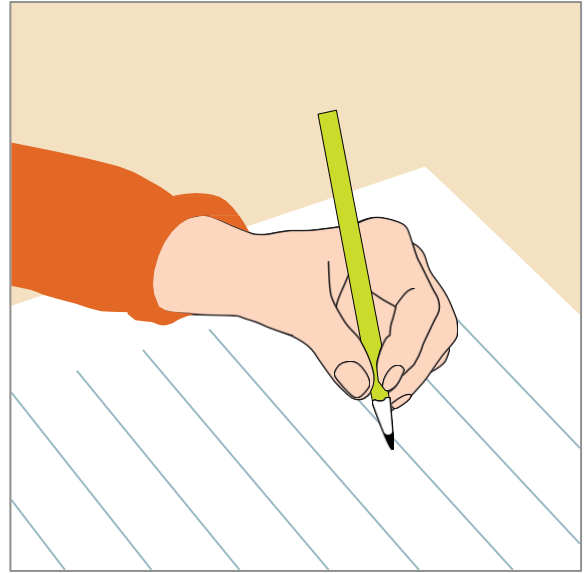
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

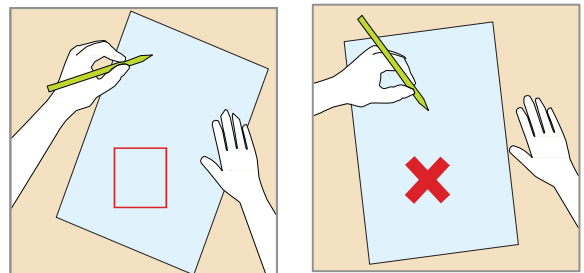


LEFT-HANDED CHILDREN

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

INCLUSION

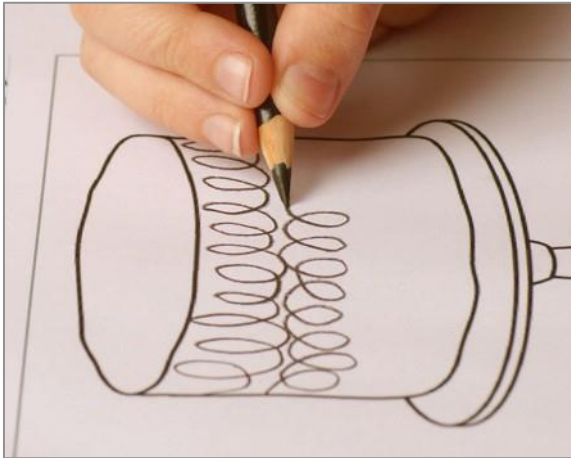
Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

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 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.
- Begin to form recognisable letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

Letter Formation

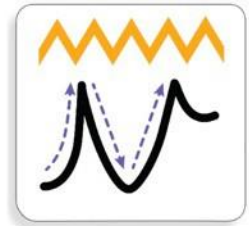
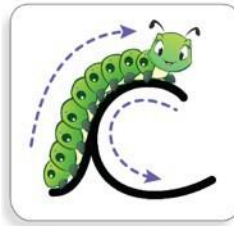
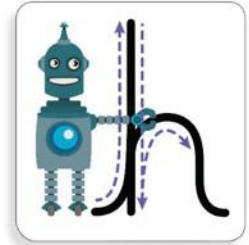
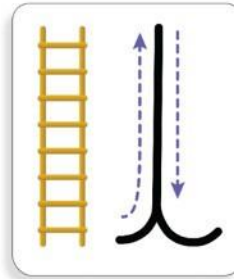


Key Stage Teaching

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



Name: _____ Date: _____

Parts of a Flower

Put the labels into the correct places:

1. Stigma	3. Ovary	5. Pollen tube	7. Anther	9. Petal
2. Style	4. Ovule	6. Receptacle	8. Filament	10. Sepal

