



Rishton Methodist Primary School

Handwriting and Presentation Policy

School Mission Statement

As a Methodist school, our values lie at the heart of all we are and do. Within our caring Christian community, where all are welcome, everyone is encouraged to be the best that they can possibly be. We promote respect, compassion and resilience to prepare our children for the challenges of an ever-changing world.

Rise uptake courage and do it"
Ezra 10:4

Aims

To have a consistent approach across both Key stage One and Two 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.

For pupils to:

Achieve a handwriting style which is clear, joined, legible and individual.

Develop flow and speed, so that eventually they are able to produce the letters automatically and in their own writing.

Guidelines

We encourage children to take pride in the presentation of their written work, but also to make them aware that different degrees of neatness may be appropriate for different tasks.

They are helped to see that there is a balance between speed and legibility which is dependent on the purpose of writing: the product or the final draft of a piece of writing, needing the greatest attention to handwriting skills.

Although we have many opportunities to practice handwriting skills across the curriculum, we also provide regular lessons for teaching and revising these skills.

Handwriting Foundation Stage/Key Stage 1 The Statutory Framework for the Early Years Foundation Stage (2021) shows that within Physical Development Fine Motor Control children are expected at age 3-4 to use a comfortable grip with good control when holding pens and pencils. In Reception they are expected to develop the foundations of a handwriting style which is fast, accurate and efficient.

We teach how:

- * to write from left to right, top to bottom
- *to form regular letters in size and shape
- *to put regular spaces between letters and words
- *how to form lower and upper case letters
- *how to join letters

We clarify the importance of clear and neat presentation in order to communicate meaning accurately

Letter formation sheets are shared with parents on induction to school Implementation

In the teaching of a physical skill such as handwriting, the teacher must be able to observe each child's posture, grip of the implement and movement. Demonstration by the teacher, either to a group or an individual is as important as observation.

From Reception onwards, the children are taught letters with exit strokes, in preparation for joining letters later.

Recommended stages:

Stage 1

FS Term 2

Long ladder letters l i t u j y

One –armed robot ladders b n h m k p

Capitals

Term 3

Curly caterpillar letters c a d o s g q e f

Zig –zag monster letters z v w x

Stage 2

Year 1 Term 1

Vowels i u a o e

Term 2

Diagonal joins to ascender at all

Diagonal join no ascender th ch cl

Diagonal join to an anticlockwise letter id ig nd ld ng

Term 3

Diagonal join, no ascender ee ai ay ime ine

Horizontal join to an anticlockwise letter oa, og

Horizontal join to ascender wh oh of if

Year 2 Term 1

Diagonal joins to an ascender eel, eet

Diagonal join, no ascender, anticlockwise, ice ide

Horizontal join, no ascender, anticlockwise oa ode

Horizontal join to ascender, ook ool

Term 2

Diagonal joins to r, ir ur er
Horizontal join to r, or oor ere
Join from to and from r, ere air
Diagonal join to s, ws
Horizontal join to s, ws
Diagonal join from s sh

Term 3

Diagonal join to an anticlockwise letter ea ear
Horizontal join to and from f to an ascender
Introducing qu rr ss ff

Stage 3

Year 3 Term 1

Long vowel phoneme joins
Joins in words le ing un de
Revising joins to and from r re pre

Term 2

Introducing joins b and p bi pub a po bl ph
Silent letters
Parallel ascenders and descenders
Speed and fluency practice

Term 3

Consistency in spacing mis anti ex non co
Consistency in spacing apostrophes, dialogue, letter

Year 4 Term 1

Revising joins in words ness ship ing ed s ify nn mm ss
Revising parallel ascenders and descenders tt ll bb pp ff
Revising joins to an anti-clockwise letter cc dd

Term 2

Introducing sloped writing
Parallel ascenders al ad af
Parallel descenders and break letters ight ough
Size proportion and spacing able ful fs ves
Speed and fluency

Term 3

Size, proportion and spacing v k ic ist ion
Contractions
Speed and fluency ible able
Print alphabet and capitals

Years 5 and 6

Basics
Letter formation l r c z L R C Z family
Letter formation at speed
Number formation
Joining diagonal, horizontal, joins

Joining at speed.

Variations on f g s t y j v w x z

Letter size consistency

Parallels ascenders and descenders

Presentation

Writing for different purposes

Use of implements for writing

In the early years children have access to a range of writing media and experiences and need to practice with implements of different size, weight and type in order to develop the necessary skills. Activities might include painting, writing letters in the sand and corn flour to develop fine motor skills. Children will have access to a range of writing implements in imaginative role play areas and other areas of learning in the Continuous Provision.

Use of Implements

Children in Foundation Stage and KS1 will be awarded a golden pencil when their handwriting meets year group expectation. Children will be introduced to formal handwriting pens in lower KS2 where appropriate. Pens are introduced in Year 4 and children will be given a pen licence. This will be given by the Literacy Co-ordinator when the child has increased in legibility.

Implementation

By the end of KS2 the mechanical process of handwriting should be automatic and effortless to achieve.

Presentation Introduction

Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

Presentation Guidelines

We encourage children to take a pride in their work. We set them clear guidelines for each piece of work so they know what is expected of them.

We ensure they have the appropriate materials necessary for producing the best quality of work. (Good pencils, rulers and appropriate paper for different tasks).

We provide them with a variety of audiences so that they encouraged to present good work at all times (e.g. other classes, parents, community, notice boards, display)

We encourage children to look after their work and keep their work clean.

Titles

Titles, objectives and dates on work to be underlined in KS2. KS1 will work towards this.

***NB Pencils only to be used for underlining or ruling off finished work.**

Worksheets

Worksheets to be clearly dated and titled then inserted neatly into relevant books. A4 sheets to be cut down to fit in A4 books without overlap.

Entitlement and curriculum provision.

Handwriting is taught through short focussed sessions and may be linked with spelling, grammar or phonics objectives. Teaching occurs outside Literacy lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

The role of the teacher

To follow the school policy and to help each child develop legible and fluent handwriting.

To provide direct teaching and accurate modelling through written comments in children's books.

To provide an environment and resources which promotes good handwriting.

To observe pupils, monitor progress and determine targets for development.

Use the Progression in Writing documents for assessment.

Presentation of work guidelines

| | Exercise books/paper | Setting out` Date/Title | Correction |
|-------------------|--|---|--|
| Foundation | Plain paper Plain/Wide lined paper | | Use of clean rubber supervised by teacher |
| Year 1 | Wide lined paper. 15mm lines with a margin. | Date/Learning objectives put in by class teacher. (long date) | Use of clean rubber supervised by teacher |
| Year 2 | Wide lined paper/ 15mm lines with a margin. | Date/Learning objectives put in by class teacher. (long date) | Use of clean rubber supervised by teacher |
| KS2 | 8mm feint and margin. | All work will have a title and long date . Lined paper. If using plain paper, line guides to be used if appropriate. | Mistakes in pencil will be corrected using a clean rubber under the discretion of the teacher. Mistakes in pen will be corrected by a single solid line. |

Monitoring and evaluation of the policy

To ensure this policy is effective, it will be regularly monitored and evaluated. Following an annual review any amendments will be made to the policy and everyone informed.

Signature from Governors:

Date:

Signature of Head teacher:

Date:

Date of next review

October 2022