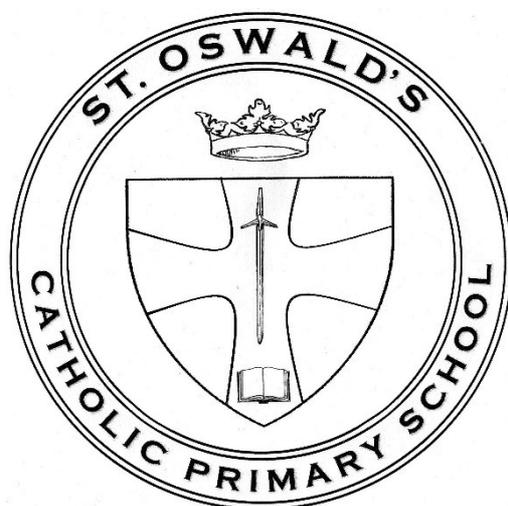


St Oswald's Catholic Primary School



Handwriting and Presentation Policy 2021-2022

Approved by:	Approval date	Renewal date
Standards committee		Summer 2022

This Exclusion Policy is set within the context of the whole school aims and mission statement:



*Together with Jesus,
We will Learn and Grow in Faith*

Rationale:

The skill of handwriting is a motor activity and needs to be taught explicitly to children. Our hands and fingers control the movements involved in handwriting and it is in our hands that the kinaesthetic memory lies which controls the direction and shape of each letter. Pupils should eventually develop the ability to produce letters without thinking. An automatic style releases the brain to concentrate on other ideas i.e. spelling, grammar, syntax, style and content.

Handwriting will be taught alongside phonic and spelling knowledge at all stages. Effective teaching of handwriting can only be achieved through modelling. Teachers demonstrate letter formation and joins regularly and children will practice by carefully copying and repeating. Our teachers observe children writing to ensure they are forming letters correctly.

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers, this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Handwriting Principles

As a school we have chosen to use the cursive style of handwriting, 'start every time on the line.' Handwriting will be taught explicitly, in short, frequent sessions. It will be modelled by the teacher then monitored throughout the session. Children will be encouraged to self-assess, looking for consistency. Where possible, handwriting teaching will be linked to phonics and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings.

Teachers will model good handwriting at all times, e.g. when writing on the whiteboard, display work and when marking books.

Early Years Foundation Stage

During their Nursery and Reception years, the children will access a range of learning opportunities to develop essential prewriting skills. This will include developing their shoulder, elbow and wrist stability and the bi-lateral use of their hands. Activities including hopscotch, air writing, dancing with ribbons, climbing, brushing and digging will enhance

gross motor skills. Activities such as threading, using tweezers and pegs, cutting, and building with construction kits will develop fine motor skills.

Children will experience a wide range of handwriting-related skills. They will have opportunities to practise mark making and letter formation in different media, such as sand or shaving foam and will use a range of materials including chalk, felt tip pens, pencils, paint and crayons. In addition to this, Dough Gym and Funky Fingers activities will be used to strengthen and develop children's fine and gross motor dexterity, balance and hand-eye co-ordination.

When more formal letter formation is introduced, children will learn to sit in the correct position and hold a pencil correctly, ultimately using a tripod grip. Whiteboards with lines, and wide lined paper are used, when appropriate, to demonstrate pre-cursive letters that always start - on the line.

EYFS children learn to:

- Engage in activities requiring hand-eye coordination.
- Use one-handed tools and equipment.
- Draw lines and circles using gross motor movement.
- Manipulate objects with increasing control.
- Use anticlockwise movement and retrace vertical lines.
- Handle equipment and tools effectively, including pencils for writing.
- How to form recognisable letters.
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

Expectations for the teaching of handwriting in KS1.

Within KS1, every class will have a 10-minute handwriting session per day.

In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.

Children are given a handwriting book from Year 1, which continues throughout the school.

Year 1 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.
- Make links with phonics and spelling.

Year 2 pupils should be taught to:

- Form lower-case letters of the correct size relative to one another.

- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined (we do not join capital letters).
- Write 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 3-4 pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Year 5-6 pupils should be taught to:

Write legibly, fluently, with increasing speed and personal style by:

- Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

Within KS1, every class will have a 10-minute handwriting session per day.

In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children.

Children are given a handwriting book from Year 1, which continues throughout the school.

Writing Tools

Early Years - Use thick soft pencil.

Year 1 and 2 - HB pencil. A few children may still need a thick pencil.

Year Three - HB pencil for maths and majority of written work -occasional use of blue Handwriting pen if children have received pen license.

Years 4, 5&6 – Pencil for maths books. Blue pen used for writing.

Paper

Early Years: Appropriately spaced wide lines.

Year one and two: Narrow lines in exercise books. Handwriting book with guidelines provided to indicate correct size, proportion and placing of the letters.

Year 3, 4, 5 and 6: Narrow lined exercise books with margins. Handwriting book with guidelines provided to indicate correct size, proportion and placing of the letters.

TEACHING PROCEDURES

- Handwriting lessons need to be regular sessions allowing at 30 minutes per week. This will often be broken down into shorter time slots, especially for the younger children.
- Each lesson should have a clear focus.

- It is essential for the teacher to demonstrate the writing skills for all the children to see.
- It is essential for the teacher to observe the children as they write and to intervene to give support and encouragement.
- The children need to be reminded of a correct pencil grip; the appropriate pressure and suitable posture.
- Try to create a relaxed atmosphere. Handwriting patterns help to loosen up muscles ready for writing.
- The children need to accumulate a vocabulary appropriate for describing the movements of handwriting. This could include ascender, descender, clockwise, anticlockwise, vertical, horizontal, diagonal, parallel, consonant, vowel, sloped, and joined.
- Display writing throughout the school includes cursive writing and computer generated writing.

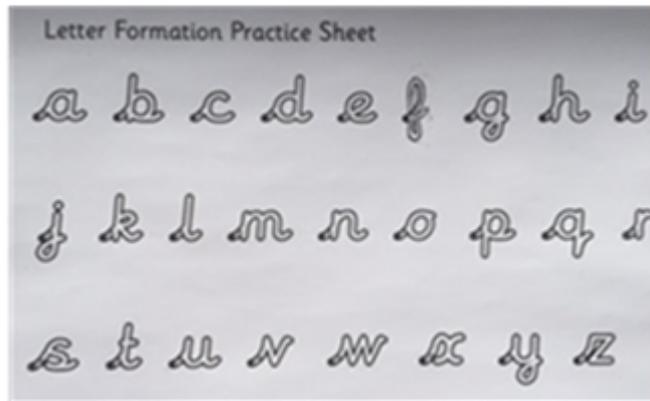
Supporting individual children:

- Children will be encouraged to use the correct pencil grip and sit with a good posture.
- Left handed children should sit to the left of right handed children to avoid their writing arms from bumping each other. The angle of the paper depends on the handedness of the pupil.
- Left-handers should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents them smudging their work with their writing hand and allows the pencil to move more freely.
- A left-hander may also benefit from holding the pencil higher up. - Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time.
- A sharp pencil is essential for all early handwriting activities.
- Fluent and neat writers should move on to pen from Year 4 upwards

SEN PROVISION

Some children with poor coordination may need to use specially adapted writing tools e.g. pencil grips, triangular shaped pencils and felt pens. They may need enlarged format work sheets or wider lines. Writing patterns to develop coordination can be fun when different media are used e.g. chalk, crayons, wet sand, felt pens, white boards, writing in the air etc. We use an intervention program called 'Write from the Start' to support pencil control and develop fine motor skills as well as other appropriate activities such as cutting and threading etc. The school has purchased writing slopes, pencil grips and spaces for children with specific handwriting needs.

Our agreed cursive style is shown below.



Joined Cursive Script

It is a sunny day in May.

Shout out loud at the cloud.

I can read while I am sitting on my seat.

The boy's toy broke so he was annoyed.

Why did the whale whisper?

Parental Involvement.

The school's preferred handwriting style will be shared with parents through the school prospectus.

Implementation

The implementation of this policy is the responsibility of all teaching staff. This policy links closely with the marking policy and presentation guidelines that are given in other subject policies.

Monitoring, Evaluating and Review of the Handwriting policy.

The literacy coordinator in consultation with SMT will monitor this policy.