

# WISBOROUGH GREEN PRIMARY SCHOOL



## HANDWRITING AND PRESENTATION POLICY

# Wisborough Green Primary School

## Handwriting and Presentation Policy

### Aim

At Wisborough Green Primary School, joined up handwriting is taught through a sequential and progressive approach. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

### Objectives

The purpose of this policy is to teach children correct letter formation, joining and correct handwriting habits, so that they can write fluently and legibly. By the end of KS2 children will begin to develop a distinctive style of their own because the policy requires staff:

- To teach correct letter formation using letter families.
- To support the development of motor skills.
- To eliminate letter reversals by having focused lessons.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To move children's handwriting on to joining when they are developmentally ready.
- To assist children in taking pride with the presentation of their work.
- To award children for their handwriting through 'Handwriting Heroes'.

### **Early Years Foundation Stage**

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, 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 who are ready for handwriting practise, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate.

### **Year 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 worksheets. Wide-lined exercise books, handwriting books and larger pencils are used. Handwriting practise takes place 3-5 times a week.

### **Year 2**

Children are taught handwriting 3-5 times a week. They will have opportunities to apply their learning on a daily basis. Lessons will need to be differentiated according to the needs of the children. Developing fine motor skills is still essential at this point. When letters are correctly formed, children can move on to horizontal and diagonal joins.

### **Key Stage 2**

Handwriting will continue to take place 3-5 times a week. Understanding the developmental stages of the children is essential to planning handwriting lessons. Teachers will need to differentiate lessons according to their professional judgement. By Year 5, children should be developing their own style of handwriting. By the end of KS2 children should be writing legibly at speed using a style of joining.

## Example of termly planning

### Year 1

Term 1: Develop a comfortable and efficient pencil grip.

To form lower case letters correctly.

Term 2: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

Term 3: To practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.

### Year 2

Term 1: To practise handwriting patterns from Year 1.

To begin using and practising the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 2: To practise handwriting patterns from Year 1.

To practise handwriting in conjunction with spelling patterns.

To use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Term 3: To use the four basic handwriting joins with confidence and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

### Year 3

Term 1: To practise correct formation of basic joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

Term 2: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

Term 3: To practise correct formation of basic joins from the use of the four basic handwriting joins from Year 2 and use these in independent writing:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

To ensure consistency in size and proportions of letters and the spacing between letters and words.

To build up handwriting speed, fluency and legibility through practice.

## **YEAR 4**

Term 1: To use joined handwriting for all writing except where other special forms are required.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 2: To use joined handwriting for all writing except where other special forms are required.

To build up speed, particularly for notes, drafts, lists etc.

To know when to use:

- a clear neat hand for finished, presented work;
- informal writing for rough drafting etc.

To ensure consistency in size and proportions of letters and spacing between letters and words.

Term 3: To build up speed and ensure consistency in size and proportions of letters and spacing between letters and words.

To use a range of presentational skills, e.g.:

- print script for captions, sub-headings and labels;
- capital letters for posters, title plates, headings;
- a range of computer-generated fonts and point sizes.

## Year 5

To use joined handwriting consistently and at speed. Children to start to develop a sense of own handwriting style.

## YEAR 6

To use joined handwriting consistently and at speed. Children to start to develop a sense of own handwriting style.

### Monitoring and Evaluation

It is the role of the English subject leader 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 the Headteacher and SLT.

Expected at the end of EYFS	KS1 NC Expectations	KS2 NC Expectations
<ul style="list-style-type: none"> <li>• show good control and coordination in large and small movements.</li> <li>• move confidently in a range of ways, safely negotiating space.</li> <li>• handle equipment and tools effectively.</li> <li>• safely use and explore a variety of materials, tools and techniques.</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• begin to form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• form capital letters.</li> <li>• form digits 0-9.</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> <li>• form lower case letters of the correct size relative to one another.</li> <li>• 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 unjoined.</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>• increase the legibility, consistency and quality of their handwriting for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> <li>• <b>write legibly, fluently and with increasing speed by:</b></li> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• choosing the writing implement that is best suited for a task</li> </ul>

	<b>EYFS</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5/6</b>
<b>Writing Implements</b>	Pencils for all writing.	Pencils for all writing.	Pencils for all writing.	Pencils for all writing.	Pencils for all writing.	Pencils for all writing.
<b>Self-correction</b>	Teacher corrections	Straight line through word/writing to show self-corrections.				
<b>Ruler use</b>		All straight lines to be drawn with a ruler. Younger pupils will need to be explicitly taught how to do this.				
<b>New work</b>	New work – new page	New work – new page unless teacher states otherwise.	Children to use a ruler to draw a line under previous work, if there is enough space available.			
<b>Date</b>	All work to be dated by an adult	All work to be dated by child or adult.	All written work to be dated by child and underlined.			