



'Let your light shine,' based on Matthew 5.16

Handwriting and Presentation Policy

Statement of intent

Eggescliffe C.E. Primary School, recognises the effect that a fluent, legible and coherent writing style can have on a pupils' progress, both inside and outside of the school environment. We provide a broad and balanced English curriculum which encompasses focussed writing practice, including handwriting, spelling, widening vocabulary, and writing for different styles, purposes and audiences.

The school has created this policy in order to ensure that:

- All pupils can write clearly, accurately and coherently.
- All pupils can adapt their language and style for a range of contexts, purposes and audiences.
- All pupils understand how to plan, practise and evaluate their writing.
- All staff members are aware of planning, assessment, and teaching and learning requirements for the writing curriculum. We promote a consistently high standard of presentation and handwriting across all subjects. It is an expectation that all children demonstrate good posture when writing and hold their pencil/pen accordingly.

Roles and responsibilities

The subject leader is responsible for:

- Preparing policy documents, curriculum plans and schemes of work for the subject.
- Reviewing changes to the national curriculum and advising teachers on their implementation.
- Monitoring the learning and teaching of writing, providing support for staff where necessary.
- Ensuring continuity and progression from year group to year group.
- Encouraging staff to provide effective learning opportunities for pupils.
- Helping to develop colleagues' expertise in writing.
- Organising the deployment of resources and carrying out an annual audit of all related resources.
- Liaising with teachers across all phases.
- Communicating developments in the subject to all teaching staff and the senior leadership team (SLT), as appropriate.
- Leading staff meetings and providing staff members with the appropriate training.
- Organising, providing and monitoring CPD opportunities regarding writing skills.
- Ensuring common standards are met for recording and assessing pupil performance.

- Advising on the contribution of writing to other curriculum areas, including cross-curricular and extra-curricular activities.
- Collating assessment data and setting new priorities for the development of writing in subsequent years.

The classroom teacher(s) is/are responsible for:

- Acting in accordance with this policy.
- Ensuring progression of pupils' writing skills, with due regard to the national curriculum.
- Planning lessons effectively, ensuring a range of teaching methods are used to cover the content of the national curriculum.
- Liaising with the subject leader about key topics, resources and support for individual pupils.
- Monitoring the progress of pupils in their class and reporting this on an annual basis to parents.
- Reporting any concerns regarding the teaching of the subject to the subject leader or a member of the SLT.
- Undertaking any training that is necessary in order to effectively teach writing.

The SENCO is responsible for:

- Liaising with the subject leader in order to implement and develop specialist writing-based learning throughout the school.
- Organising and providing training for staff regarding the writing curriculum for pupils with special educational needs and disabilities (SEND).
- Advising staff how best to support pupils' needs.
- Advising staff on the inclusion of writing objectives in pupils' individual education plans.
- Advising staff on the use of TAs in order to meet pupils' needs.

Early Years Foundation Stage (EYFS):

All pupils within the EYFS are taught to develop their writing skills as an integral part of the topic work covered during the academic year.

All writing objectives are underpinned by the areas of learning and development that are required to shape educational programmes in early year's settings, specifically the literacy area of learning.

In accordance with the literacy area of learning and development, outlined in the 'Statutory framework for the Early Years Foundation Stage' and 'The EYFS Development Matters Framework', pupils will be taught to:

- Use their phonetic knowledge to write words in ways which match their spoken sounds.
- Write some common irregular words.
- Write simple sentences which can be read by themselves and others.
- Understand how some words are spelt correctly and others are phonetically plausible.

National Curriculum

All pupils within KS1 and KS2 are taught writing in line with the requirements of the English national curriculum.

In Year 1, pupils will 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' and practise these.

In Year 2, pupils will be taught to:

- ✓ Form lower-case letters of the correct size and relevance 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 unjoined.
- ✓ 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 letters.

In Year 3 and 4, pupils will 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 unjoined.
- ✓ Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are sufficiently spaced.

In Year 5 and 6, pupils will be taught to:

- ✓ Write legibly, fluently and with increasing speed by:
 - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
 - Choosing the writing implement that is best suited for a task.

Teaching Handwriting

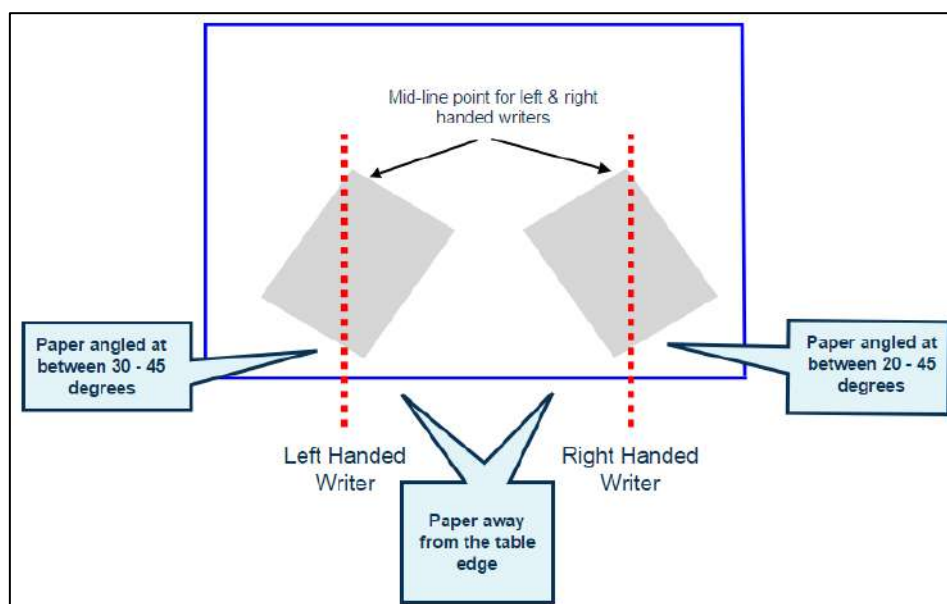
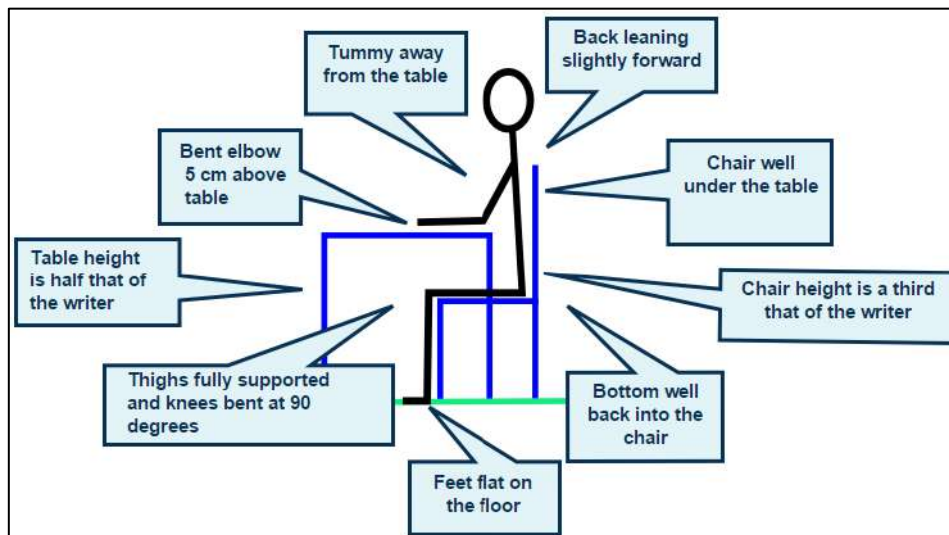
- In Early Years, children practise manipulative skills in order to prepare them for writing. They are taught to hold a pencil effectively and form recognisable letters.
- At first, children are not be taught to join letters or to start every letter 'on the line' with a 'lead-in', because these practices cause unnecessary difficulty for beginners. Children may be taught to join the letters in digraphs.
- In Key Stages 1 and 2, handwriting is modelled on a regular basis by the class teacher, followed by independent practice. During this session, teachers model the formation of letters and letter joins for the children to practise.
- From Year 2 onwards a continuous cursive script is modelled.
- Our aim is that the majority of pupils by the end of Year 5 are writing in pen in a joined, cursive script. By Year 6, children should be experienced in using pens for handwriting.

Teachers ensure that their own writing in the classroom, on whiteboards and in pupils' books mirrors the agreed style and provides a model for the children to aspire to. We display examples of cross-curricular writing across school as a model for children.

Stage 1: Development of pre-letter patterns required for handwriting using large scale models

Young children begin to learn pre-handwriting patterns long before they can hold a pencil properly in the tripod grip. They begin to learn directional pushes and pulls as they play with their toys such as cars or pretending to cook. Pre-letter patterns are then taught to young children through drawing pictures, patterns and then as letter shapes. Initially taught at a large size to help store them in the motor memory to be recalled later when the child is learning to refine their letter formation skills.

Stage 2: Development of appropriate writing habits (sitting position and paper orientation)



Stage 3:

Development of writing habits (teaching of the tripod grip)



Video guide to the steps involved:

<http://www.teachhandwriting.co.uk/pencil-grip-tripod-guide-forming-handwriting.html>

Stage 4: Pre-handwriting letter patterns

Learning pre-handwriting patterns is the important first step in handwriting, with children learning the shapes and strokes needed to correctly form letters. As a child develops control of the drawing tool they move from large (Beginners pattern worksheets) to small (Refiners pattern worksheets) pre-handwriting patterns.

Stage 5: Forming of individual letters

The website below shows demonstration of each letter that can be viewed with the children. Teachers should ensure they have the right version of g, j, f and x

<http://www.teachhandwriting.co.uk/continuous-cursive-letters-beginners.html>

Formation of letters should be taught in the following order:

Group 1:

Straight line continuous cursives

i, l, t, z

Group 2:

Forming curves starting continuous letters

c, a, d, g, o, q,

As above more complex

e s,

Group 3:

Forming tunnel continuous cursive letters

b, h, m, n, p, u

Group 4:

Forming top exit continuous cursive letters

r, v, w, x

Group 5:

Forming hooks lines and loops

f, j, k, y

Stage 6:

Here is a progression of the different joins to use with the children:

First joins: Continuous cursive bottom letter joins:

ai, but, ch, ck, er, sh, th, ip, ig

Second joins: Continuous cursive bottom to 'c' shaped letter joins

as, ea, ed, ing, sat, ss

Continuous cursive bottom 'e' letter joins

be, her, ie, men, se

Third joins: Continuous cursive top e letter joins

ere, oe, re, ure, ve, we

Fourth joins: Continuous cursive top letter letter joins
oa, oh, oi, on, oo, or, ou, ov, ow, oy, wh

Capital letters never join lower case letters.

Where possible, teachers should tie in phonics and spelling with handwriting practice.

