

September 2017



Holly Hill  
Church School

## Handwriting and Presentation Policy

*As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.*

Dated Issues: September 2017

Review Date: September 2018

Signed: .....(Headteacher)

## **Holly Hill Church School**

### **Handwriting and Presentation Policy**

At Holly Hill 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 follow the Penpals Handwriting scheme.

#### **There are four main purposes to this policy:**

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

#### **Background**

##### **Why is a handwriting policy important for a primary school?**

*Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff. Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.*

***Suzanne Tiburtius of the National Handwriting Association***

### **Aims:**

- To raise standards in writing across the school.
- To have a consistent approach across the Early Years Foundation Stage and Key Stage One of 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 neat, legible style with correctly formed letters.
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

### **Strategy for Implementation**

#### **Entitlement and curriculum provision**

Handwriting is taught at least once a week through short, focused sessions and may be linked with spelling or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

#### **Teaching and Learning**

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

#### **The role of the teacher:**

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

To provide direct teaching and accurate modelling.

To provide resources and an environment which promotes good handwriting.

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

## **Continuity and Progression**

### **Foundation Stage**

The emphasis at this stage is with movement rather than neatness. Letter formation

(starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. During sessions, adults in the classroom use Read, Write Inc to teach the formation of each letter, saying a rhyme as they do so. (For agreed letter formation please see **Appendix 1**).

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. As physical development is integral in the development of writing each classroom has a fine motor control area to develop control and strength of the children's fingers.

### **Key Stage 1**

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and continue to form each letter correctly as well as think about the correct sizing of letters. Letter families are taught to the children in Year 1, so that the children can see the relationship between letters and how many letters are formed in a similar way. (appendix 1)

In Year 1 children are developing a comfortable and efficient pencil grip and often practice handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. When the children are writing in Year 2, letter joins are then taught so that the children are beginning to join their letters, ready to move into Key Stage 2.

### **Following the Penpals Handwriting Scheme**

At Holly Hill Infant School we follow the first four stages of the Penpals Handwriting Scheme. These are:

1. Readiness for writing: gross and fine motor skills leading to letter formations (Foundation Stage)
2. Forming each letter correctly and at the correct size. (Year 1)
3. Beginning to join (Year 1, if ready)
4. Securing joins from the correct place (Year 2)

(see appendix 2)

When writing, it is important that children hold their pencil correctly and ensure their posture is correct.

- Feet flat on the floor
- Head up, not resting on the desk or hand
- Paper is at the correct angle
- Spare hand steadies the paper

Pencil hold:

- Pencil held between the finger and the thumb
- Middle finger provides extra support

(see appendix 3)

### **Presentation guidance**

It is essential that all children should have pride in their work and that it is set out well.

- All work must begin with the date. In English this must be written in the following way: Tuesday 7<sup>th</sup> September 2016. In all other subjects the short date can be written in the following format: 7.9.16. In Early Years Foundation Stage and Year 1, this will be done for the children, however the children in Year 2 will be writing these dates themselves.
- The date should be written on the top line and underlined (not in the margin). The next line should be missed and an appropriate title should be written.
- When the children are ready (in Year 2), they will begin to underline their date.
- Underlining should be completed with a ruler.
- Children should write from the margin to the edge of the page.
- In Early Years Foundation Stage and Year 1 a new page will be used for every piece of work.
- In year 2 work should be ruled off at the start of the following lesson, leaving the teacher room to comment on the work. Teacher's comments will indicate whether a correction needs to be addressed.
- Criteria for presentation of work will be discussed prior to commencement of work.
- When squared paper is used for Mathematics 1 digit is written in each box and a line is left between each sum.

## **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEN co-ordinator. 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.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and 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;
- extra practise with left-to-right exercises may well be necessary before pupils write
- left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **The learning environment**

A dedicated writing area is established in all classrooms in the Early Years Foundation Stage, with the area being fully equipped with a variety of resources made available to the children.

Key Stage One classrooms have suitable materials that are available for pupils to work at their own tables.

Throughout all Key Stages teachers display both handwritten and word processed work to give a high profile to developing a neat work.

### **The role of parents and carers**

The Early Years Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality.

All members of staff (including teaching assistants, supply teachers and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

### **Monitoring and Evaluation**

September 2017

- This will be undertaken by the class teacher and will also be assessed as part of each term's English writing assessments.
- When undertaking scrutiny co-ordinators will monitor all subjects for neat presentation and the use of the agreed handwriting scheme.

Written – September 2016

Review – September 2017

Appendix 1: Examples of agreed letter formation

Rhymes for letter formation - taken from Read Write Inc.

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the faces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck &amp; down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body and dot for the head.</p>	<p>j</p>  <p>Down his body, curl, dot for his head.</p>	<p>k</p>  <p>Down the kangaroo's body, loop for the back and dot.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Appendix 2 – Letter formation before joining and letter formation after joining

**Penpals: Example Letter formation before joining.**  
*Bold dot indicates the starting point for forming each letter.*

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

**Penpals: Example Letter formation with joins**

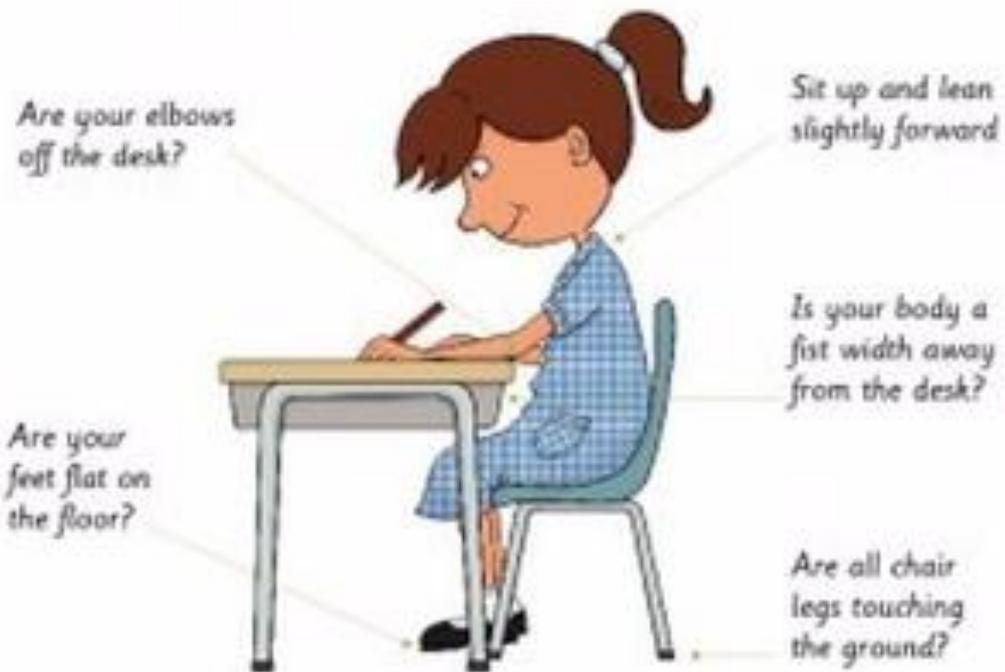
abcdefghijklmnopqrstuvwxyz  
abcdefghijklmnopqrstuvwxyz

Appendix 3 – Sitting correctly, ready to write checklist.



## Do the **PENPALS** 7 point check!

### Are you ready for handwriting? Relax!



Are your elbows off the desk?

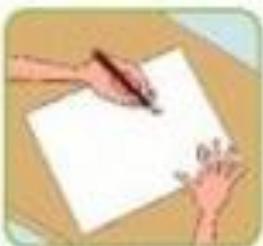
Sit up and lean slightly forward

Is your body a fist width away from the desk?

Are your feet flat on the floor?

Are all chair legs touching the ground?

#### Left Handers



Is there a circle gap between your thumb and finger?

#### Right Handers



Is your paper tilted at a slight angle?

**PENPALS** for Handwriting

Supported by National Handwriting Association