



HANDWRITING AND PRESENTATION POLICY

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Person(s) Responsible for Review:	SLT

1. Handwriting

Aims of the teaching of handwriting

The teaching of handwriting is most successful when a progressive and sequential approach is adopted, with each stage of development building on the child's previous experience.

We aim for children to:

- Form all letters correctly, knowing the size and orientation of letters.
- Develop a clear, fluent and legible cursive style of handwriting.
- Adapt their writing to suit particular circumstances such as rapid jottings when taking notes, drafting and redrafting and presenting neatly finished work.
- Take pride in their writing and present work for a variety of audiences to a high standard in all subjects.

Development of learning and teaching handwriting

We strive for consistency between Key Stages and a continuity of approach to letter formation and therefore handwriting skills are taught regularly and systematically from Reception, where the exit stroke is used. When children are ready, we introduce the joining of letters within words. From Year 1 we use the Collins Primary Focus Handwriting Scheme, which introduces and develops Cursive Handwriting.

The rules of the Cursive Style help to minimise confusion for the child as every letter leads out with an exit stroke. Additionally, because letters naturally flow into each other, it is impossible to write separate letters without joining. We believe that this raises standards in the Early Years which will then have a positive impact throughout the whole school, developing confidence, accuracy, fluency and improved presentation. It also assists the learning of spellings through muscle memory when writing words.

Organisation

In the EYFS (Early Years Foundation Stage – Pre-Nursery, Nursery and Reception) fine motor activity is provided as part of the continuous provision. Once the children start Reception there is a focused handwriting activity, often embedded through other curriculum areas as well as short bursts of handwriting practice. Handwriting is timetabled in Years 1 - 4 in short, regular sessions. We encourage cursive handwriting across the curriculum throughout the school.

Handwriting lessons up to the end of Y4 enable the teacher to model writing patterns or phonemes and to instruct pupils on how to develop effective and efficient pen control. Additionally, whole class instruction provides the class teacher with the opportunity to



develop in pupils the habit of concentration which is crucial to good handwriting, and to assess pupil progress during the lesson and monitor areas requiring reinforcement.

In addition to discrete handwriting lessons, children are expected to apply their learning in all their exercise books, across the curriculum, and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display.

Early Years

In the Early Years Foundation Stage children are encouraged to develop essential pre-writing skills through a range of multi-sensory activities, e.g. letter and number formation in sand trays, through tracing, use of ribbons, mark-making 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. In Nursery and Reception, children have access to a 'finger gym' area to support the development of fine motor control. Finger strength is developed through activities such as disco dough. For those children who are ready for handwriting practice, individual letter formation is taught, modelled and practised using the basic handwriting patterns.

Pupils are taught the following 'basics':

- Write from left to right and from top to bottom.
- Start and finish letters correctly.
- Be consistent with the size and shape of letters and the spacing of letters and words.
- Have the correct pen/pencil grip.
- Have the correct posture and position.

By the end of Reception year children will have been introduced to:

- A comfortable and efficient pencil grip.
- Writing letters using the correct sequence of movements.
- Pattern-making and letter/number formation in various media.
- All letters of the alphabet.
- More independent writing.
- An introduction to cursive writing starting with flicks and, where appropriate lead-ins, when the children are ready

Years 1 and 2

During Key Stage 1 children are encouraged to form all letters from the correct start point and begin to exhibit greater control over size and orientation. Consolidation of both lower case and capital letter formation is a primary focus, as is awareness of ascender and descender letters. Children are also reminded to space their handwriting accurately in order that it can be easily read.



During Years 1 and 2 children continue to learn joined writing techniques through the Collins Primary Focus Handwriting Scheme and the use of other in-house resources.

Handwriting may be linked to weekly phonics and reinforced through spelling practice and independent writing in all areas of the curriculum with a focus on becoming more cursive.

Children are encouraged to adopt the correct posture at their tables, sitting upright with their chairs tucked into the table and feet in front of them, flat on the floor, if possible. The correct pencil grip (tripod grip) is encouraged during specific Handwriting sessions and across the curriculum whenever writing is required. Pupils who find it hard to adopt or maintain the correct pencil grip may be given different pencils or pencil grips to try.

Years 3 to 6

During Key Stage 2 pupils continue to have direct teaching (in Years 3 and 4) and regular, specific, practice of handwriting (in Years 5 and 6). We aim for them to develop and maintain a clear and fluent style and by the end of Key Stage 2, be able to adapt their handwriting for the following different purposes:

- A neat, legible and accurate hand for finished, presented work.
- A faster, more informal script for notes, rough drafts.
- Print for labelling maps or diagrams.
- Capital letters for posters, title pages, headings etc.

Supporting writing development across the curriculum

The Manor Preparatory School acknowledges three integral elements in supporting good handwriting which include: posture, pencil grip and paper position (The Three Ps).

Posture

- The child's chair and table should be at a comfortable height. The table should support the forearm so that it rests lightly on the surface and is parallel to the floor;
- Children should be encouraged to sit up straight and not slouch;
- The height of the chair should be such that the thighs are horizontal and the feet are flat on the floor;
- Tables should be free of clutter and large enough so that children do not jostle each other as they write;
- Adequate light to allow children to see what they are doing;
- Children should have a clear view of the teacher/board.

Pencil Grip - If children are to develop a fluid and rapid writing style then they must learn how to hold a pencil with a grip which is relaxed but allows for efficient pencil control.

The following pencil grips are all considered to be efficient pencil grips for handwriting:

1. The Tripod Grip - the most appropriate grip for handwriting



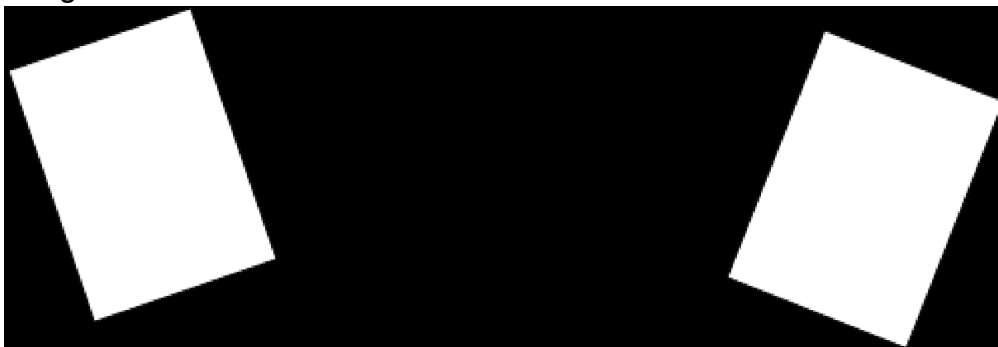
2. The Quadrupod Grip - as a developmental stage grip which can be developed into the tripod grip.
3. The Adaptive Tripod Grip - this could be recommended through discussions with Learning Support and, for some children, outside agency eg. Occupational Therapist recommendations:
 - children who have low muscle tone or hypermobility of the finger joints;
 - older children who continue to hold a pencil too tightly;
 - older children who hold the pencil lightly using just their fingertips (often writing using whole arm movements);
 - older children (9+ year olds) who hold a pencil with their thumb wrapped around and across the pencil and index finger or whose poor pencil grip is proving difficult to adjust;

Right-handed children – A tripod grip is generally accepted as the most efficient way of holding a pencil. It should be lightly held between the thumb and forefinger about 3cm from the point. The middle finger provides additional support.

Left-handed children - The tripod grip should be the most favoured method of pencil holding but children should be aware that when making joining strokes the letters are pushed, not pulled. Staff encourage left-handed children to hold their pencil far enough away from the point to allow them to read what they are writing.

Care should be taken that children do not grip the pencil too tightly as this produces tenseness in the arm and shoulder and also increases pressure on the paper.

Paper position - Children should use their non-writing hand to steady the paper/book and bear some body weight. The position of the paper/book should also vary according to the preferred writing hand.



right-hander

left-hander

Resources and Writing Materials

Children are given experience of a variety of writing tools, including whiteboard markers, pencils and 'fine-writers'.



In Early Years and early Key Stage 1, broader 'jumbo' pencils or triangular pencils may be adopted provisionally. In other classes, standard pencils are used. Children should be encouraged to always write with a sharp pencil and, where appropriate, to use rubbers to correct mistakes, or cross through with a single line. Rubber pencil grips will be used to support pupils to adopt the correct pencil grip if necessary.

Pencils should continue to be used throughout the school for notes, drafting, all Maths work, diagrams, charts and maps.

In Year 3, children use a handwriting pen for display work as their fluency and accuracy develops. Children in Year 4 use a handwriting pen as recommended by the National Handwriting Association, which enables them to write with ink across all subjects except Maths. This will usually begin in Year 4, although exceptions may be made for younger, more able pupils as appropriate. From Year 5 pupils may use appropriate ink pens of their choice from home.

For consistency, biros and gel pens are not used for writing at any time. Correction fluid is also not allowed, although eraser pens may be used and sticky white labels may be cut to an appropriate size in order to cover an error on a 'presentation' copy.

Handwriting exercise books with coloured lines to assist with accuracy and consistency in size and form are used in Year 3 and 4.

Collins Primary Focus Handwriting Scheme activity sheets may also be used, especially for individual/small group intervention work, or additional homework practice.

Interactive whiteboards may be set with handwriting paper in order to clearly model letter formation and size to children.

In Key Stage 2, pupils work in lined books, on lined paper or on plain paper. Where pages are blank or when children write on to A4 paper, they are expected to use a line-guide and paperclips to hold the guide in place.

A variety of styles of font are available using word-processing programmes on the computer. Children will be able to select the most appropriate one for their style of work. However, if a cursive style is required then teachers may use HfW cursive: this will produce a reasonable facsimile of a cursive style.

Where possible and appropriate teachers' handwriting is written in the same style as the children's up to the end of Y4, therefore enabling the teacher to be a good model and show correct letter formation on white boards, worksheets, and classroom labels.

Provision for left handed children

Left-handed children should sit on the left side of right-handed children, so their elbows don't bump. They are encouraged to find a comfortable orientation for their paper, usually slightly



to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Placemats for left-handed children are available and are offered to parents to borrow if deemed appropriate.

Differentiation and Special Educational Needs

It is appreciated that some children, for a variety of reasons, have difficulties with legible, correctly formed and orientated handwriting. The Learning Support Department can be involved in assessing the legibility and speed of handwriting through specialist assessments, which can also form part of access arrangements. Children needing additional support are given short bursts of handwriting practice, one-to-one with a Teaching Assistant, or Class Teacher, as often as possible. Sometimes handwriting may form part of an ISP (Individual Support Plan). We ensure that every child is given the opportunity to receive his/ her entitlement through the provision of experiences, which are appropriate to each child's needs. For some children their learning is supported by the use of assistive technology and working towards becoming proficient in touch typing.

Exceptionally able pupils may progress at different rates at the discretion of the class teacher. For those children who have mastered a fluent, neat cursive style continual practice may not be necessary and alternative provision will be made for these pupils.

Assessment and Monitoring

Class and Subject teachers across the curriculum will use subjective broad assessment, based on a perusal of children's work or on observation of pupils when writing.

Criteria for broad assessment:

- The writing is legible when written at different speeds as appropriate to different purposes.
- The writing is pleasant to look at and leads to the development of individual styles.
- All letters appear to be started in the correct place and formed correctly.
- The writing instruments are held correctly.
- Letters are of consistent size with ascenders and descenders appropriately differentiated.
- Vertical down strokes are parallel, either slightly slanted, preferably to the right, or upright.
- Diagonal joins are parallel, either slightly slanted, preferably to the right, or upright.
- Spaces between words are appropriate and consistent.

Diagnostic assessment of individuals may be used when concern arises with a specific child or group of children.

By the end of Foundation Stage children are assessed against Early Learning Goals, two of which state that children should be able to:

- hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases (Physical Development, fine motor skills).
- write recognisable letters, most of which are correctly formed (Literacy, writing).



In Pre-Nursery and Nursery the children's pencil holding grips are monitored regularly.

In Years 1 - 6 handwriting is assessed alongside other English skills in the termly writing assessments.

2. Expectations for Standards of Presentation

Pupils are expected to look after exercise books and not draw or scribble in or on them.

- From Y1 onwards pupils must use rulers to draw straight lines.
- Children should increasingly plan their work to make it look attractive and well presented.
- They should not use writing or drawing media that is not approved or fit for the purpose.
- Pupils should set out, number and annotate work appropriately.

Specific expectations for each age group are as follows:

Early Years

In the Early Years Foundation Stage the children are encouraged to form the letters of their own name as soon as they are ready and where possible name their own work. Adults date their work.

Years 1 and 2

In Years 1 and 2 written work is done in pencil. Dry wipe pens and white boards and felt tip pens are used for writing practice. All work is dated but pupils only date their own work when they are ready to. A date stamp is used by staff until this point is reached. Staff will decide on whether the short or long date will be used depending on the activity and focus. Work is usually already titled on worksheets but in Year 2, if needed, children write a title neatly and underline it with a ruler.

Years 3 to 6

Pen or Pencil? – In Year 3 all written work is done in pencil. In Years 4 to 6 written work is done in blue ink, with the exception of Maths - and Science tables and diagrams. In Maths in Years 3 and 4 all work is done in pencil. In Years 5 and 6 the children can choose to use pencil or pen according to the individual needs of the activity and with staff guidance. All mathematical drawings are done in pencil with a ruler used for drawing straight lines.

Date – All written work should have a date written on the left hand side of the page. In Maths this should be written in the numerical formation, e.g. 11.10.2020. For all other subjects it can be written in full, e.g. Friday 11 October 2020, or in the numerical formation, and underlined neatly with a ruler.

Title – The title should be written and underlined neatly with a ruler on the centre of the line below the date.



Homework – Work completed for homework should be indicated with ‘H/W’ next to the date.

Other ways to present work

At appropriate times pupils may be encouraged to experiment with alternative means of presenting their work for aesthetic or educational reasons.

Teachers are expected to:

- Ensure that classrooms are well equipped with the essential tools that will assist pupils to create work with a high presentational standard.
- Organise the classroom in such a way that materials and resources are easily accessible and systems for their return and maintenance are robust (self-service classroom).
- Ensure that children look after resources and materials so that good value for money is assured including consumable items such as pens, pencils, crayons, erasers, rulers etc.
- Set a positive example to children by modelling good handwriting when writing on the board, IWB or when marking children’s books. Teachers model the Collins style and use appropriate joins, demonstrating the fluency and legibility of the style, up to the end of Year 4. In Years 5 and 6 staff handwriting styles, always clear and easily legible, may vary preparing the pupils for Senior School.



APPENDIX – COLLINS SCHEME

The specific content of teaching handwriting is important in ensuring progress and development from the Early Years Foundation Stage to Year 6.

Foundation Stage - Collins Primary Focus Handwriting Book A

- Gross and fine motor skill development.
- Early mark making.
- Pencil grip development.
- Pre Writing patterns and shapes.
- Using large diameter pencils.
- Using range of mark making materials.
- Access to a writing centre area with a selection of mark making materials.
- Plain paper moving onto half lined/half plain and then lined when appropriate
- As children are taught the letter sounds, they are introduced to correct letter formation.

Year 1 - Collins Primary Focus Handwriting Book B, Book 1A and Book 1B

- Development of correct pencil grip.
- Accurate letter formation taught using the 4 letter families:

long ladder family – down and off in another direction
by the letters v w x y z exemplified by the letters l i j t u y;
bouncing letter family – down and retrace upwards
exemplified by the letters b h k m n p r;
curly caterpillar family – anti-clockwise round
exemplified by the letters c a o d e g q f s;
zigzag family – horizontal and vertical lines
exemplified

- Development of clear and legible letters.
- Development of clear ascender and descender letters.
- Clear spacing between words and letters.



- Control over letter size and orientation.
- Correct positioning of letters onto lined paper.
- Handwriting Exercise Book
- Half lined/half plain and then lined when appropriate
- Using a standard pencil.
- Access to a writing centre area with a selection of mark making materials.

Year 2 - Collins Primary Focus Handwriting Book 2

- Introduction to 4 basic joins.
- Development of joined handwriting style.
- Correct position and size of ascenders and descenders.
- Handwriting Exercise Book
- Half lined/half plain and then lined when appropriate
- Using a standard pencil.
- Access to a writing centre area with a selection of mark making materials.

Year 3 - Collins Primary Focus Handwriting Book 3

- Consistency in size, shape and formation of letters.
- Introduction to angling of letters (right or straight up).
- Correct and consistent use of ascenders and descenders.
- Development of a fluent handwriting style.
- Handwriting Exercise Book.
- Half lined/half plain and then lined when appropriate.
- Using a standard pencil.



- Use of a pen once handwriting is consistently joined and with control over size and orientation.

Year 4 - Collins Primary Focus Handwriting Book 4

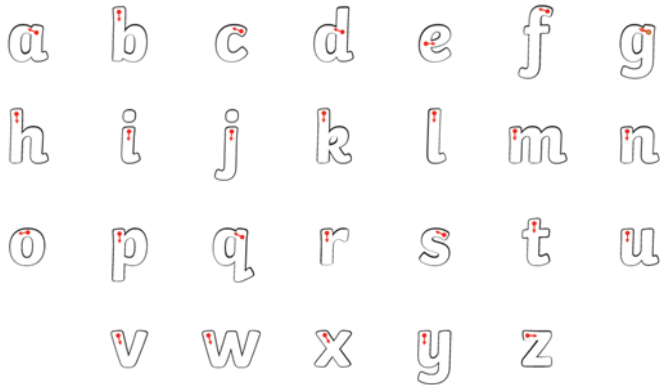
- Joining consistently and accurately.
- Consolidation in the angling of letters (right or straight up).
- Development of fast, fluent and legible handwriting.
- Handwriting Exercise Book.
- Half lined/half plain and then lined when appropriate.
- Using a standard pencil.
- Use of a pen once handwriting is consistently joined and with control over size and orientation.

Years 5 and 6 - Collins Primary Focus Handwriting Book 5 and Book 6 – used occasionally as appropriate

- Consistent use of fast, fluent and legible handwriting.
- Handwriting Book.
- Lined or plain paper.
- Using a pen.



Correct Letter Formations from Reception



Correct Letter Formations from Year 1

