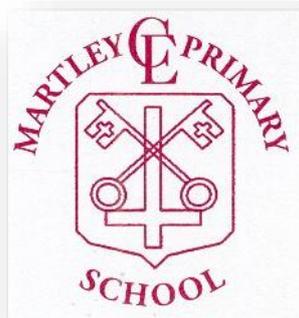


Martley CE Primary School



**Agreed Approach to
Handwriting and Presentation**



Agreed Approach to Handwriting and Presentation

Purpose of this agreed approach:

The ability to write in a legible style is paramount to written communication being effective and meaningful. A reader's perception of the content of writing may be influenced by clear, legible handwriting and the presentation.

Handwriting needs to become an automatic process which frees children to focus on the content of the writing. Children's self esteem is heightened when they take a pride in the their handwriting and presentation

AIMS

To enable children to

- develop a joined, confident handwriting style that is clear, legible and fluent
- adapt their handwriting to a range of tasks
- instil a positive attitude to handwriting
- present their work in an agreed style which promotes a 'good first impression'

Handwriting style

The school uses a script with a 'lead out' from the beginning. This supports children, particularly those with additional needs making good progress and moving quickly to a joined script. (*Appendix 1 and 2 – letter formation and associated 'patter'*)

Organisation

Attention to posture and seating arrangements is important. Children who write with their left hand potentially face difficulties. Adults in school recognise this and promote opportunities to facilitate left handed writers. For example by sitting left handed children either next to other lefthanders or on the left side of a right hander to avoid bumping arms or smudging work.



Foundation Stage and Key Stage 1 Expectation

Children are taught how to

- hold a pencil in a comfortable grip; encouraging a tripod grip and holding the writing tool at an appropriate distance from the point so the pupils' line of vision to their writing is not interrupted
- sit in a comfortable position.
- exercise control over size of letters
- exercise control over spacing of letters within and between words
- form individual letters and then progress to joining di and trigraphs and common exception words as the lead in to fully joined handwriting by the end of KS1

Foundation Stage: Pre school

There is preparation for handwriting with a range of focused and independent learning opportunities inside and out. Often this is through art and PE activities including Write Dance which develop children's gross and fine motor control. There is a designated finger gym area with a range of activities available to promote fine motor control. The activities are updated and rotated regularly to sustain children's interest.

Foundation Stage: Reception

Term 1: Preparation for handwriting continues in as in Nursery including finger gym provision. There is emphasis on name writing and children developing fluency of 'writing' patterns. The shape of graphemes is modelled and practiced during the daily phonics session.

From Term 2 letter formation is taught explicitly in focus activities weekly. The 'patter' is used in all teaching sessions as it supports the needs of auditory learners.

Within the whole class phonics session there is further opportunity to practise and consolidate letter formation. Digraphs and trigraphs will be taught as a pair/trio of joined letters.

Independent learning opportunities inside and out further encourage and support children to become independent and confident at handwriting.

Year 1

Children have a twice weekly taught handwriting session to initially secure correct formation and then enable children to write in a joined cursive script on a line. In addition there will be daily opportunities for children to practice handwriting. This will often be part of the morning routine. Initially handwriting books will have a single line in them but as the children's fine motor control improves and they need to improve sizing the '4 lined' handwriting books will be introduced.

Year 2

All children are expected to develop a legible cursive style. There will be a twice weekly taught session focusing on letter formation/joins that need practice and daily opportunities to practice key vocabulary in particular. For most children a '4 line' handwriting book will be appropriate.



Key Stage 2 Expectation

Years 3 and 4

Handwriting speed, fluency and legibility are built up through practice.

The children will have regular opportunities to practice in addition to a weekly taught session.

The children consolidate their use of the basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Some children will use a '4 line' handwriting book for practice.

By Year 4, cursive handwriting should be used at all times unless other specific forms are required, e.g. printing on a map.

Years 5 and 6

The aim is to increase speed of a legible, joined script during Years 5 and 6 and to consolidate learning for those children who have not yet achieved this.

Years 5 and 6 need regular opportunities to practice and develop their speed of writing.

Some children may need more focused teaching and extra practice, at the discretion of the class teacher.

Children new to school

If a child joining the school has an established clear handwriting style that is different from that taught at school, no attempts to modify the style will be taken.

Adult Handwriting

The teachers and support staff's handwriting is the model for the pupils. All adults should use the agreed writing style at all times including when class or groups are doing shared or guided writing and when marking or commenting on pupils' work. Teachers should model writing left and right handed when necessary.

ICT

The '*school font*' is available to be used on the whiteboard and for resources to support across the curriculum. The '*join it*' font is available to staff to use when drawing up written activities for KS2 children.

In ICT pupils are encouraged to use and evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

Provision for Special Educational Needs and Disabilities/Inclusion

Some pupils need more support to develop legible and fluent handwriting.

Children with gross and/or fine motor needs will be identified and a specific individual or group programme drawn up. This may include participating in Smart Moves or Jimbo Fun, having adapted physical resources such as a slanted writing board or rubber pencil grip or having access to a word processor to complete tasks.



Writing prompts

Each class room will have a wall based display and/or writing mats which support children using the 'school font'

If a child joining the school has an established clear handwriting style that is different from that taught at school, no attempts to modify the style will be taken.

Pen licence

Children who demonstrate a fluent and cursive style will be presented with a certificate and pen. This pen can be used in writing across the curriculum, other than maths.

Presentation

Book Covers should indicate

- child's full name
- class name and Year group
- subject

These should be typed or handwritten in the school handwriting style.

Children should not write on the covers of their books

General presentation

- children will work in pencil (unless given a pen licence)
- errors should be crossed out with a single pencil line or erasers used if appropriate
- children will use pencil crayons when illustrating work in books (no felt tips)
- all underlining should be done with a ruler

Layout of learning

- The full written date will be written on the left hand side of the page and underlined in all books other than numeracy where the short date will be used.
Children in KS2 will write this themselves and teachers are encouraged to work towards this standard with the younger children as soon as they are able. Until then teachers will include this on the Learning Objective stickers
- Space should be left for children to respond to marking as appropriate
- In numeracy – one numeral per box

Assessment and monitoring

Presentation will be reviewed as a component of all work scrutinies, book trawls and moderation.