

Wellington Primary School and Nursery



Policy for Handwriting and Presentation

Date: April 2018

Date of next review Summer 2019

Aim

Our aim is that the children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school.

The children are taught the conventional ways of forming letter shapes, both lower case and capitals, through purposeful guided practice in order to foster a comfortable and legible handwriting style. To develop a whole school approach to the Teaching and Learning of handwriting.

Progression

Foundation Stage

Children engage in interventions which help them to develop the gross and fine motor skills needed for writing, this is achieved through 'Dough Disco' and 'Funky Fingers' activities. Through out these activities children are encouraged to develop a dominant hand and a pincer grip.

The environment plays an important part in supporting and extending children's development and learning of writing. Our Early Years environment, both indoors and out, display many links to literacy and opportunities for 'Mark Making', reflecting its status and importance across all areas of learning, and demonstrating the interdependent nature of the aspects of physical development, language development: speaking, listening, reading and writing. Creating a literacy-rich environment covers the following elements: Environmental print; letters and words, opportunities for children to read and write independently and for adults to read and write with children, books and literacy areas.

When children are ready for writing they are taught through daily phonics lessons the correct orientation of letters.

Posture:

Bad posture should be eliminated. Paper should be positioned towards the arm that writes and placed so that the child has a clear view of what is being written. This may be best achieved by placing the paper at a slight angle. Special attention should be given to the seating arrangements with regard to left-handed children.

Years 1 and 2

- Joins will be taught during these years. (Appendix 1)
- When letters are formed correctly, children will begin practising the joins in their handwriting books, adding the other joins in a planned programme.
- Children will use joined writing in their class work when ready
- The teaching of joins is vital if the children are to be secure in their joined handwriting in readiness for SATS.

Years 3 and 4

- Continue to practise joined writing to aid presentation, legibility and the finer points of the joins. Handwriting pens will be introduced when appropriate.

Years 5 and 6

- Handwriting practice will continue. Children will need reminders about joins and any inconsistencies of style should be worked on. It is recognised that older children like to develop a more personal style. Children will need to practise different presentation styles – varying heights, use of capitals etc.

Handwriting Implements

- Reception – Variety of suitable implements e.g. crayons, large felt pens.
- Infants – pencils only.
- Years 3 to 6 – Pencils. Introduce handwriting pens when appropriate.
- Pencil grips will be made available as necessary.

Regularity of Lessons

- Nursery & Reception – to practise manipulative skills each day (including fine and gross motor skills).
- Year 1 - One discrete session per week to practise letter formation.
- Year 2 – Daily sessions to practise joining letters.
- Years 3 and 4 – Three lessons of 15 minutes each week.
- Years 5 and 6 – One or two discrete sessions per week.

Teacher's/Teaching Assistant's Handwriting

The teacher's handwriting is the model for the children. All teachers should aim to produce quality writing at all times.

Worksheets / Whiteboard work

This should match the style and stage of development of the year group.

S.E.N.D

Teachers will need to be sensitive to the needs of children with Special Educational Needs and Disabilities and to developmental needs. When appropriate TAs will support small groups or individuals to practise and refine their fine motor and handwriting skills.

Presentation

At Wellington Primary School we want our pupils to foster a pride in their written work and an understanding of the importance of using neat and legible handwriting across all subject areas. They will know and be able to implement our expectations for the presentation of a draft and a final piece of work using the written feedback provided (see Marking Policy) to improve the content and presentation of their written work.

In every book we will see;

- The date and title on every piece of work.
- 'Today we will be better at ...'
- Labelling using a ruler.
- Completed work underlined with one line across the entire page.
- Mistakes written in pen will be neatly crossed through with a single line using a ruler.

Monitoring and Assessment:

This will focus on formation, fluency and legibility:

- Teachers should observe children's writing in order to ensure correct formation and thus avoid 'bad habits' which may be difficult to correct later.
- Regular targets will be given to children and progress assessed on observation of their handwriting through verbal, written feedback and the use of reward stickers and stampers.
- The English Co-ordinator will monitor the implementation and progress of the policy across all subject areas.