



Handwriting and Presentation Policy

This policy makes explicit and accessible the agreed broad principles and practices upon which handwriting is taught at Upton Infant School. It exemplifies the highest standards of teaching and identifies our learners' entitlement from the teaching staff.

Aims

- To know the importance of clear and neat presentation in order to communicate meaning effectively
- To write legibly in both printed and then joined styles (in year 2) with increasing fluency and speed by;
- Having a correct pencil grip and seating position
- Knowing that all letters start from the top, except d and e which start in the middle
- Forming both lower and upper case letters correctly
- Knowing the size and orientation of letters

The Objectives

We will encourage pupils to:

- Listen attentively, paying attention to detail, to process information and retain as much detail as they are able.
- Use the correct pencil grip to form correctly orientated top down letters of a consistent size.
- Begin to join their letters when they have achieved the correct formation of all letters.
- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences

Developing high standards of handwriting and presentation at UIS is an integral part of our ethos.

We believe that it allows all children to access the world around them and become active members of society.

Statutory Requirements

Statutory requirements for the teaching and learning of handwriting are laid out in the 'National Curriculum in England' English Document (2014) and Foundation Stage Profile.

The National Curriculum states Year One children should:

Handwriting

Pupils should 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

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

The National Curriculum states Year Two children should:

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative 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 the letters.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Model used

Upton Infant School uses the following letter formation:

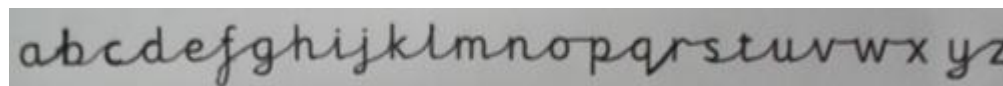
Lower case letters	a b c d e f g h i j k l m n o p q r s t u v w x y z
Capitals	A B C D E F G H I J K L M N O P Q R S T U V W X Y Z
Numbers	0 1 2 3 4 5 6 7 8 9

Children must be taught individual letters first so that they see them as individual units before learning to join.

All typed texts should use the font 'Sassoon Infant Rg' stylistic set nine to create consistency across the school and year groups.

The Four Joins

1. to letters without ascenders 2. to letters with ascenders 3. horizontal joins 4. horizontal joins to letters with ascenders



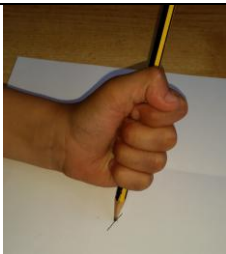
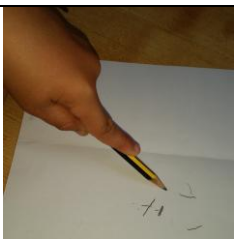
Developmental stages

At Upton Infant School, we understand that achieving neat handwriting and presentation is a journey. This table shows the early developmental stages that children will undertake during initial mark making.

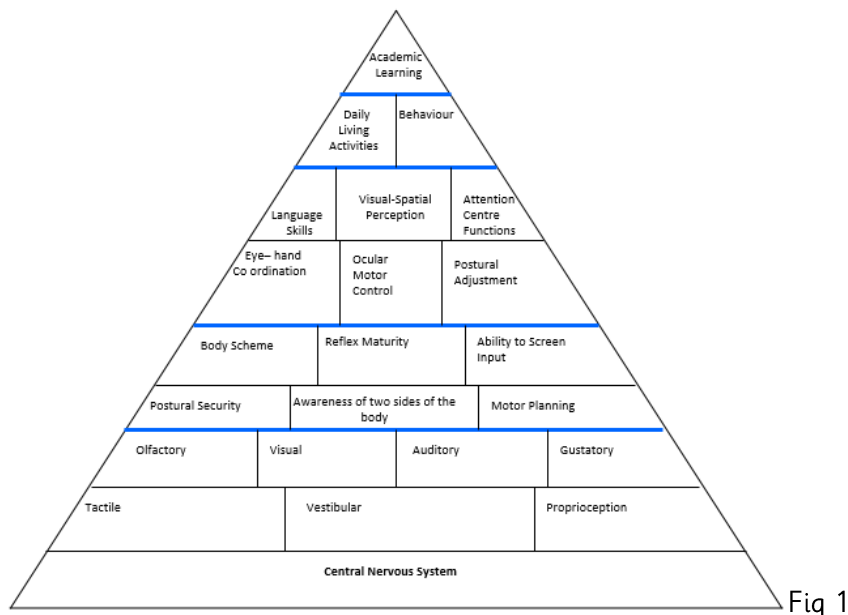
- A child's development of making shapes and letters with pencils begins with marking the paper randomly.
- It then progresses to general linear scribbles which soon become circular scribbles.
- A child can then practise tracing, copying or drawing the following shapes (in this order)

| — O + / □ \ X Δ ◇

- The movements required to make these are important before a child can reproduce any letter formation.

Children initially start to hold the pencil within their fist (age 1-1½ yrs). Involves larger whole arm movement.	
By 2-3 years the fingers move to point down the pencil. Still use large arm movement.	
At 3-4 years an emerging tripod grip develops, with 2 or 3 fingers and thumb grasping. This then matures into a dynamic tripod grasp.	

We recognise that children need to have many skills in place before the teaching of letter formation can begin (see teaching sequence and Fig 1).



Teaching time

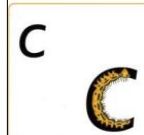
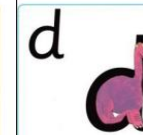
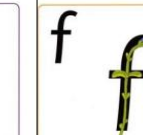
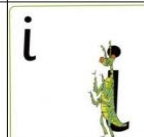
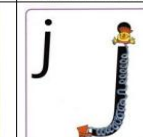
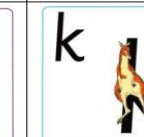
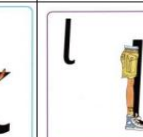
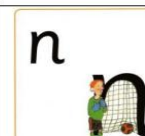
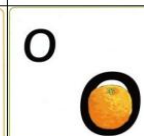
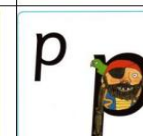
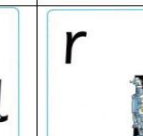
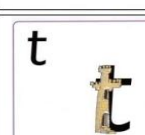
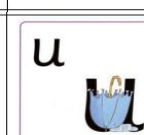
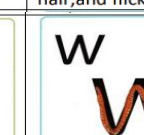
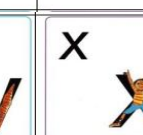
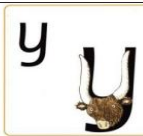
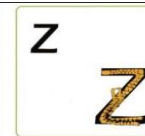
From the start of Reception, children are immersed in a text-rich environment to develop an understanding that writing conveys meaning. They develop important skills for early mark making and co-ordination needed for writing. Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons and with chalk, felt tips, pencils etc.

In Upton Infant School the children follow three schemes to help them develop their dexterity and skills ready for writing:

- Dough gym
- Funky fingers
- Drawing Club
- Squiggle Whilst You Wiggle

Further details can be found in the appendix.

The children are introduced to letters of the alphabet through our Read, Write Inc scheme. The letter formation is taught to the children as each letter sound is introduced. Children initially begin writing on plain paper. When they are ready to do so, children use yellow guide lined paper. Children learn rhymes to support their letter and number formation.

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaurs bottom, up his tall neck & down to his toes.	 Lift off the top and scoop out the egg.	 Down the stem and draw the leaves.
 Around the girls face, down her hair and give her a curl.	 Down the head, to his hooves and over his back.	 Down the body and dot for the head.	 Down his body, curl, dot for his head.	 Down the kangaroo's body tail and leg.	 Down the long leg.
 Down Maisie, mountain, mountain.	 Down Nobby and over his net.	 All around the orange.	 Down the pirates plait and around his face.	 Round her head, up past her earring, down her hair, and flick.	 Down the robots back and curl over his arm.
 Slither down the snake.	 Down the tower, across the tower.	 Down and under, up to the top and draw the puddle.	 Down a wing, up a wing.	 Down, up, down, up.	 Down the arm and leg, repeat the other side.
 Down a horn, up a horn and under head.	 Zig-zag-zig.				

In Key Stage One, there should be a **minimum** of two handwriting sessions each week and adequate time to practise. Letter formation is also consolidated during Read, Write Inc sessions. These sessions focus on teaching handwriting through letter families. A stage not age approach is adopted, and children will use different pencil and paper types when ready. In Year Two, the majority of children will begin to join letters when ready, with additional practise put in place from the beginning of the Spring term. Children who find handwriting more challenging should be targeted for suitable intervention alongside high-quality teaching in class.

Maintaining high expectations for handwriting

In all year groups, children are encouraged to take pride in the presentation of their work. We encourage children to try their best with their handwriting by:

- Modelling handwriting to the highest standard during all written inputs
- Having class words that remind children to use the correct sitting position and 'wonky work' when writing e.g. *pineapple* (See diagram below)
- Displaying brilliant handwriting examples in class and in shared areas

- Celebrating brilliant examples of handwriting, awarding stickers and prizes and displaying work in school

Year Group	Expectations	Paper	Teaching methods
Reception		Blank paper  Wide yellow lined paper	Taught lessons Read, Write Inc Dough Gym Funky Fingers Drawing Club Squiggle Whilst You Wiggle
			Intervention Learn to move Handwriting intervention
Year One	• 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	Wide yellow lined paper  Thin yellow lined paper	Taught lessons Discrete handwriting sessions Modelled writing in all lessons Funky Fingers Drawing Club
			Intervention Learn to move Handwriting intervention
Year Two	• form lower-case letters of the correct size relative 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	Thin yellow lined paper  Non guided lined paper	Taught lessons Get, set, go sessions Discrete handwriting sessions Modelled writing in all lessons Funky Fingers

	relationship to one another and to lower case letters use spacing between words that reflects the size of the letters.		Intervention Learn to move Handwriting intervention
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Teaching

- Dough Gym - Physical preparation (Fig 2)
- Funky Fingers - hand and finger strength exercises (Fig 2)
- Squiggle Whilst You Wiggle (Reception)
- Drawing Club (Reception and Year One)
- Forming specified lines and shapes
- Tracing
- Patterns
- Over teacher's writing
- Under teacher's writing (directly under words – write in large letters, leave large spaces between words)
- Next to teacher's writing (writing words next to the teacher's example)
- Independence



Fig 2

Techniques for teaching letter formation

At Upton Infant School, we recognise the importance of teaching a range of skills to develop and support early handwriting. We also encourage children to develop their letter formation through exciting, fun activities alongside more traditional sessions. Our handwriting and literacy sessions include:

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process using Read, Write Inc. rhymes
- Children form letters in the air, with body parts etc
- Finger trace over tactile letters

- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write on different materials such as sand, glitter, foam, mud etc.
- Write with different writing tools such as chalk, whiteboard pens, sticks, paint brushes, fingers etc.
- Wax-resist letters
- Form letters with different materials such as beads in plasticine etc.
- Finger trace the outline of letters on the back of the person in front of you

Paper

As motor skills increase then the size of writing should decrease. Children should start writing on A4 plain paper or sheets provided by Reception teacher. Then, as their handwriting improves, lined exercise books should be introduced. These are differentiated as the child's handwriting develops.

Reception

All children should write on plain paper initially. When ready, children will be introduced to wide yellow guideline paper to help reduce and control letter size.

Year 1

Children will use wide yellow guideline paper. If they are ready they should move on to thin yellow guideline lined exercise books during the year.

Year 2

The majority of children should be ready to start the year in thin yellow guideline lined exercise books. For some children they will need to continue on wider lined books until ready and for a small number of children, it may be necessary to put other supports in place. When children can form all letters correctly and of a consistent size, children can use non guideline paper.

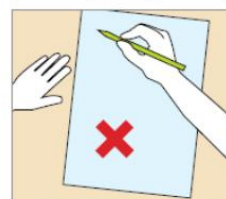
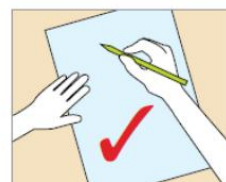
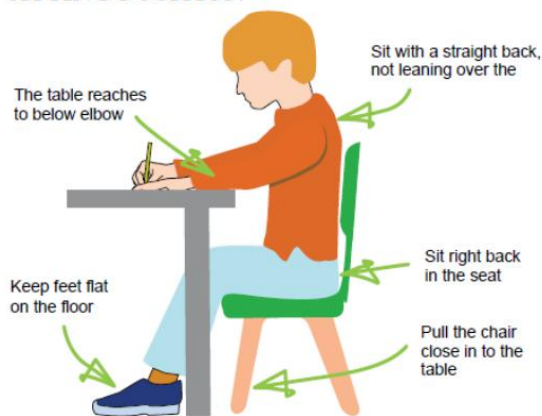
All children should be allowed to use unlined paper from time to time so that they can practise to apply skills and consider issues of presentation and aesthetics.

Getting ready to write

Seating and posture

- 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
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left-handed pupils should sit on the left of their partners

SITTING POSITION



Paper position for right-handed children

Pencil grip

- Children should write with a pencil with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil
- Children will be given a pencil grip to help them develop their grip where necessary

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

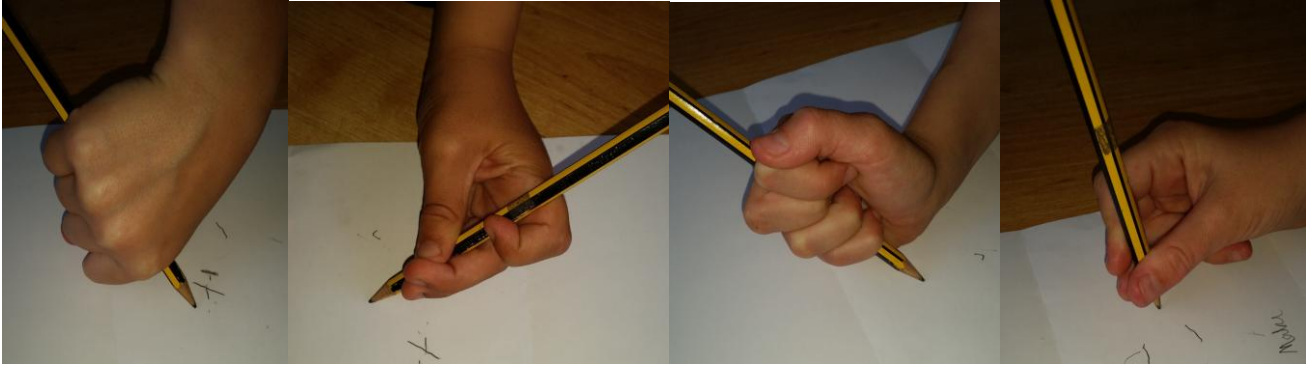
- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

Assessment

Teachers and senior leaders should monitor children's writing and presentation in books regularly (at least termly). Assessment labels can be used on book covers to indicate grip and hand. The following should be considered:

Is the writing generally legible?	Is the writing properly aligned?
Are the letters correctly shaped and proportioned?	Are the joins made correctly?
Are the writing standards achieved by the majority of pupils in line with the National Curriculum?	Is the size of the writing appropriate?
Are the spaces between the letters, words and lines appropriate?	

Grips to avoid



It is important that children have a comfortable and functional pencil grip. Children at Upton Infant School who need extra support can be provided with differentiated intervention and / or resources.



Individual assessment

Children should be observed as they write during handwriting sessions – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. Children should self-assess their independent handwriting by comparing their writing to the example given and marking it following the school's marking code where the teacher deems it applicable. Teachers should consider:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum?

Intervention Programmes

Teachers should set high expectations for every pupil. They have an obligation to plan sessions for pupils who have low levels of prior attainment or come from disadvantaged backgrounds to help them make progress with their handwriting and presentation. Teachers should use appropriate assessment to set targets which are deliberately ambitious and achievable for the individuals.

Equal Opportunities

All children are provided with equal access to the English curriculum. We aim to provide suitable learning opportunities regardless of gender, ethnicity or home background.

Parental Involvement

Parents can support their children and the UIS ethos by helping children to complete their phonics home learning, which include spellings and support and encourage independent writing where possible. The staff at UIS also run literacy meetings where parents are able to find out about how handwriting is taught and what they can do to support their children.

Conclusion

This policy also needs to be in line with other school policies and therefore should be read in conjunction with the following school policies:

Literacy Policy
Teaching and Learning Policy
Marking and Assessment Policy
Special Educational Needs Policy
ICT Policy
Equal Opportunities Policy
Health and Safety Policy

Appendix One

Support activities

- Gross motor
 - Lying on tummy and propping to play
 - Whiteboard/blackboard/water painting
 - Kites or other above shoulder activities
- Pincer grasp/hand strength:
 - Stubby crayons
 - Pegs
 - Playdough/clay/putty (pinching, pulling, etc)
 - Cutting card, playdough, putty
 - Tweezers or tongs
 - Popping, twisting bubble wrap
- Pencil control
 - left to right progression
 - mazes
 - joining stickers etc
- Shape formation
 - multisensory approach
 - fine and gross motor activities