

ALL SAINTS C.E. PRIMARY SCHOOL

PRESENTATION AND HANDWRITING POLICY

INTRODUCTION

This policy document is a statement of the aims, principles and strategies for the teaching of presentation skills and handwriting at All Saints Primary School. This policy was reviewed and devised through a process of consultation and discussion with teaching and non-teaching staff. It was presented to and approved by the governing body. This policy will be reviewed on a yearly basis to ensure relevance, effectiveness and practicality.

Aims

Our aims in teaching handwriting are:

For all children to develop a legible style of handwriting in both joined and printed styles, with increasing fluency, confidence and speed.

For children to be aware that different forms of handwriting are to be used for different purposes (eg drafting, rough work, final presentation etc.)

To make provision for left-handed children to develop free flowing writing.

To make provision for any children with special needs affecting their gross or fine motor skills.

In order to achieve this, children are taught to:

- Develop fine motor control.
- Understand the importance of correct posture (including having feet on the floor) and paper position according to whether right or left handed.
- Use a pen/pencil and hold it effectively.
- Write from left to right, and top to bottom on a page.
- Start and finish letters correctly.
- Form letters of regular size and shape.
- Know language of writing and to use the correct terminology. (eg., ascenders)
- Put regular spaces between words.
- Form upper and lower case letters.
- Start all lower case letters on the line.
- Join letters.
- Write legibly in both joined and printed style.
- Use different styles of writing for different purposes.
- Understand the importance of neat and clear presentation in order to communicate meaning effectively.

METHODOLOGY AND ORGANISATION

At All Saints School we aim to develop handwriting through systematic and regular practice in the teaching of handwriting. The use of our agreed script (enclosed), ensures a consistency of style and approach which leads to an effective use of experience and teaching.

- Handwriting is taught through:
- 2 x 20 minute sessions per week in the Foundation Stage and KS I in which children will be taught correct letter formation.
- 3 x 15 minute sessions per week in lower KS 2
- 1 x 20 minute session per week in upper KS 2 (depending on the needs of children concerned)
- grouping letters according to orientation

1. a,c,d,e,g,o,q,s.
2. b,f,h,j,k,l,t,I
3. m,n,p,r.
4. u,y.
5. v,w,x,z

- Throughout the Foundation Stage children are introduced to the relationship between letter symbols and letter sounds. Good starting points for writing are the child's own name, labelling familiar objects all using the agreed script formation. The class teacher uses a variety of appropriate resources eg., alphabet friezes, practice workbooks/sheets,, tactile letters, chunky pencils, various felts, crayons, letters in 'air', tracing in sand etc. In the Foundation Stage children are introduced to letters and letter sounds using Jolly Phonics resources. Writing patterns are practised in order to encourage a flowing style, and when children are ready they are taught to-produce letters which start on the line and end in ligatures.
- Year 1 children are taught to produce letters which start on the line and finish with ligatures ('flicks') to encourage a flowing style.
- Year 2 children begin to join letters appropriately with horizontal and diagonal joins to letters with and without ascenders. Letter formation using agreed script is reinforced in family groups as outlined. Children are taught to form letters correctly, starting on the line and with a ligature ('flick') from the outset. Children should be split into ability groups practising letter formation of individual letters, moving to groups of letters, then to short words and beyond as necessary. As children become more familiar with the correct formation of individual letters, they are encouraged to consider size and position (with regard to lines) of letters. The teaching of capital letters becomes more pertinent as year 1 progresses and their writing development as a whole demands knowledge of simple punctuation. Ascenders and descenders are pointed out in relation to positioning of letters on lines. Lined paper is used for most written work. Children are taught to join as

soon as the class teacher feels that he/she is ready (the sooner the better so as to enforce good habits early on).

It is important that all staff working with children (particularly F, 1 and 2) and having access to their workbooks write any comments as clearly and as closely to the agreed script as possible. It is also helpful that signs and labels around the room (apart from computer generated ones) are written similarly.

- Year 3/4 children to revise and consolidate the four main joins in handwriting and any appropriate points from above.
 1. Diagonal joins to letters without ascenders eg., ai, ar, un
 2. Horizontal joins to letters without ascenders eg., ou, vi, wi.
 3. Diagonal joins to letters with ascenders eg., ab, ul, it.
 4. Horizontal joins to letters With ascenders eg., ol, wh, ot.

- Year 5/6 children to use a joined style, developing fluency, accuracy and speed in handwriting. Children to know when to use a clear, neat hand for finished presented work as opposed to informal writing for rough drafting, notes etc. Teacher to use symbol 'h' in margin (similar to 'sp') so that children can correct poorly, or inaccurately formed lettering.

Opportunities to Develop Handwriting.

Phonics and word level work

Guided writing.

Combining handwriting and spelling practice.

Independent group work during the Literacy Hour.

Writing across other areas of the curriculum.

Display work such as

- headings
- labels
- explanatory texts
- for school handwriting/presentation display board
- captions

S.E.N.

In the case of specific difficulty it may be necessary for the class teacher, in conjunction with the Literacy co-ordinator or the SENCO to use professional judgement to devise an individual programme of work to accommodate the child's need, and facilitate progress towards the agreed objectives.

GENERAL PRESENTATION

As well as the above, children are encouraged by all staff to take care of their workbooks and asked not to decorate and scribble on covers, leave large spaces or blank pages for no obvious reason.

Children are taught when it is appropriate to use pencil and/or ink.

Children are discouraged from inappropriate use of felt and gel pens whilst also being encouraged to develop a neat and individual style of presentation under the guidance of the teacher.

Teachers are in control of when rubbers and erasers are used. (particularly for KS 1 and lower KS 2 children)

Children are taught how to produce neat maps and diagrams using sharp pencils, horizontal labels, underlined titles (at all times) and labelling lines in pencil.

Foundation Stage and KS 1 children use a variety of media for colouring/ shading eg., crayon, felt, pencil under the guidance of the class teacher. KS2 children to use pencil crayon only in books (unless specifically requested by teacher).

Handwriting Achievement - Display Board.

Work of a high standard, demonstrating endeavour and achievement on the part of a child will be displayed on Literacy board along with pupil exemplar work in other subjects. Work to be handed to Literacy Coordinator, who will update board.

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