

Handwriting and Presentation policy

St Martin's School



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1. Aims

At St Martin's School, we recognise the need for children to develop a neat fluent style so that they are able to communicate in writing fluently and clearly. This allows pupils to take pride in the presentation of their work and strive for excellence.

- To present clear guidelines for the teaching of handwriting
- To ensure that teaching expectations are consistent
- To provide children with a fluent, neat and legible style of writing which they can be proud of.
- To ensure all children have success in developing their handwriting.
- To use handwriting as an aid to spelling success.
- To enable the children to derive pleasure from developing an aesthetically pleasing writing style.

2. Handwriting Targets

By the end of Foundation stage children will be able to:

- Hold a pencil effectively in preparation for fluent writing
- Hold pencil using tripod grip
- Form lower case and capital letters correctly
- Form digits 0 – 9.

By the end of Year 1 children will be able 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, appropriate in size to lower case.
- Form digits 0-9.
- Understand which letters belong to which handwriting families (i.e. letters that are formed in similar ways).
- Correctly position letters on the line.
- Form letters of regular size and shape.

By the end of Year 2 children working at the 'Expected Standard' will be able to:

- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.
- Finger spaces between words are of the correct size in relation to the lowercase letters.
- Use the diagonal and horizontal strokes needed to join some letters.

By the end of Year 3, children working at the 'Expected Standard' will be able to:

- Can join all of their letters correctly
- Can write with fluency and pace, keeping their letters of an appropriate size and shape

After Year 3, continued practise is in place to ensure continued improvements in size and speed of writing. Interventions are in place to support those working below the expected standard throughout the school.

3. Teaching and Learning

In the Foundation stage children will be involved in a variety of activities to develop their gross and fine motor control.

Developing gross motor control through:

- The physical development curriculum to develop good posture and balance.
- Consolidating the language of movement through talk in P.E. sessions.
- Making large movements in the air with arms and hands.

Developing fine motor control through:

- Colouring within lines.
- Finger painting.
- Kneading play dough.
- Pattern making with paints, wax crayons etc.
- Threading.
- Success with scissors.

Through the above and other activities they will develop their recognition of pattern and a language to talk about movement and shapes.

The teaching of handwriting will be linked to the teaching of phonics. As children begin to write letters correctly lines can be provided to guide their writing.

Handwriting activities are undertaken as whole class activities to:

- Develop the habit of concentration, which is important to the development of good handwriting.
- Place an emphasis on excellence.
- Enable the class teacher to assess individual progress and monitor areas, which need reinforcement.

Class lessons will take place with all children facing the board - teacher will model the correct formation and size.

Year 1 will continue to develop the skills learnt in the Foundation Stage. Weekly class sessions will be used to consolidate the correct formation of lower case and upper case letters. Patterns will develop pencil control and practise the formation of specific letter groups. Children will be introduced to the use of lines to guide their writing and teaching will focus on writing letters that are the correct size and proportion.

Year 2 will be taught the four basic joins in the style of the school handwriting. Joins will be taught and practised in weekly stand-alone lesson differentiated by level of skill.

Year 3 will be taught the rest of the joins in the style of the school handwriting. Joins will be taught and practised in weekly stand-alone lessons, differentiated by level of skill.

Years 4-6 will consolidate this learning in stand-alone handwriting lessons, as required.

4. Left-Handed Children

- Teachers will ensure that the child sits on the left of their partner.
- That the writing paper is to the left of the child's body midline.
- A writing tool is used that moves smoothly across the paper.
- The paper is supported with the right hand.
- The writing tool is held sufficiently far from its point to ensure the child can see what he/she is writing.

5. Children with Difficulties

- Will be offered resources to support the development of handwriting.
- Differentiated pencils given as appropriate to age.
- Their individual targets pre-writing activities to develop gross and fine motor control.
- Where possible they will be given extra supported handwriting activities.
- Teachers will use multisensory teaching activities, air writing, sand letters etc.
- Additional handwriting support lessons will be provided with a TA, as required.

6. Handwriting and Spelling

- A close link between both is apparent and the teaching of handwriting is linked to spelling patterns.

7. Handwriting and Reading

- Children are exposed to a variety of print styles through their reading.
- They develop awareness for reading cursive and print through teachers lettering, labels on displays etc.

8. Tools

- Children have opportunities to use a variety of mark making tools to develop pre-handwriting skills.
- Writing in EYFS through to Year 2 will be done in pencil but there will be opportunities through foundation subjects for children to use other tools such as felt tips, pencil crayons etc.. Children will move on to writing in blue erasable ink from Year 3 onwards when their handwriting style is deemed fluent and consistent.

9. Marking

- Where possible work will be marked with the child during the lesson so that feedback is immediate.
- Feedback may be oral, written comments, stickers, stamps and other forms of reward.
- The child will be asked to rewrite incorrectly formed letters or joins following the teacher's model.
- Individual writing targets may also include specific handwriting targets i.e. to form 'f' correctly.

10. Assessment

- Assessment will be continuous during lessons.
- Children will be encouraged to identify their own strengths and weaknesses by looking back at previous work.

11. Redrafting

- Children may be asked to redraft specific letters, words or sentences for correction purposes.
- A whole piece of work may be redrafted if appropriate for display.
- From Year 4 onwards, children will have opportunities to edit their compositions using a green coloured pen.

12. Maintaining standards of handwriting when writing across the Curriculum

- Teachers will make clear their expectations about content and presentation.

13. Parental Involvement

- Parents will be involved through the child's homework, which may take the form of handwriting tasks as deemed necessary.
- They will be given sheets showing the correct letter formation and joins so they can support their child at home.