



# Handwriting and Presentation Guidelines

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## Intent

### Aim

We are aiming for children to:

- learn the correct sequences for forming letters as early as possible
- write in a fluent, joined style of handwriting as early as possible
- develop flow and speed in their writing
- have a positive self-image and reflect their personality in their writing

### Why is handwriting important?

- Legible writing that can be produced comfortably, at speed and with little conscious effort allows a child to attend to the higher-level aspects of writing composition and content.
- Handwriting is a skill that needs to be taught. It is a series of small movements or strokes that we must train our brain to remember and recall when we are writing. Each motor plan is stored in our brain enabling us to write letters automatically. The earlier these habits are formed the better.
- We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.
- When writing at speed, research shows that correctly formed letters will maintain legibility for longer. This is important when assessments are based on written work, particularly in time-limited written examinations, which remain a major form of assessment for many formal qualifications. Without fast and legible handwriting, students may miss out on learning opportunities and under-achieve academically.

## Implementation

### How is handwriting taught at Kineton?

All of the teachers in school recognise the importance of teaching handwriting and have high expectations for handwriting across the curriculum ensuring:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate teaching, advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practise and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

At Kineton, we use the Twinkl handwriting programme which offers a consistent approach with a planned sequence of lessons to help teachers ensure they have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

The detailed planning and progressive sequence of the programme ensures subject quality, sufficient depth and coverage of skills and gives teachers the curriculum expertise to deliver effective writing transcription lessons. The scheme's supporting resources enable effective curriculum implementation and can be differentiated to meet all pupils' learning needs. Where gaps in pupils' skills are identified, the Twinkl handwriting materials can also be used within intervention sessions to enhance pupils' capacity to access the full curriculum. Each lesson has built-in assessment opportunities, which give reliable snapshots of pupil progress. The scheme also offers more formal assessment materials as well as a **handwriting coverage and assessment pack** to assess and track progress over the longer term as required.

In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practised in handwriting lessons will be used in all writing activities.

## Progression of skills

### Step 1 Year R (Let's Get Ready to Write) aims:

- develop their fine and gross motor skills and pencil control to demonstrate flexibility and stability in hands, wrists and fingers as a precursor to effective handwriting
- to show good control and coordination in large and small movements

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- to move confidently in a range of ways while safely negotiating space
- to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.
- to use the correct sequences for forming letters

#### **Steps 2 and 3 Years 1&2 (Forming Letter Families and Positioning & Pre-Cursive) aims:**

- to teach children the statutory objectives from the Year 1 and Year 2 curriculum
- to sit correctly at a table
- to hold a pencil comfortably and correctly
- to begin to form lower case letters in the correct direction and of the correct size relative to one another
- to start and finish letters in the right place
- to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters
- to understand which letters belong to which handwriting 'families'
- to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

#### **Steps 4 and 5 (Joining Letters and Fluency, Style & Speed) aims:**

- teach the statutory skills from the Year 3 - Year 6 curriculum:
- to use the diagonal and horizontal strokes that are needed to join letters;
- to increase the legibility, fluency, consistency and quality of their handwriting;
- to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch;
- to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task.

In using Twinkl, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'. The scheme intends to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling.

The progression is summarised in the National Handwriting Associations (NHA) Success 'S' factors model below:



#### **Teaching Expectations**

- At Kineton, we teach a cursive script from as soon as children are learning to write.
- Handwriting should be taught for at least 1 session a week in EYFS, KS1 and in KS2 (for as long as it is necessary).
- Handwriting lessons should be recorded in English/topic books with the same expectations of recording at the front of an exercise books and marked using the whole school marking policy focusing on feedback within lessons.
- Daily practice is advised for those who are not yet writing fluently in a joined script but this must be in addition to handwriting lessons e.g. as part of early morning activities and guided reading.

- As outlined in the scheme, the joined script progresses through the year groups. Children may move more quickly when they are ready or need further practice at the earlier stages depending on their fine motor development.
- Teachers must always model writing in the style expected of their pupils.
- In Years 1 and 2 when children are learning about the sizing and positioning of letters handwriting lined books should be used to support this either through printed paper or using specialist books.
- When printing text, teachers should use either Comic or Lucida handwriting depending on the children's developmental stage.

### **Resources**

- It is expected that pupils will start in Year R using a chunky triangular pencil to support the formation of a tripod grip.
- As soon as they are forming letters correctly, pupils will move to using a thinner pencil.
- On entering KS2 or once they have developed a sufficiently fluent style of joined handwriting, children will be able to explore writing using a variety of pens to suit their grip and writing style.
- Pencil grips are available throughout the school to support any children who find them helpful in developing the correct grip. A variety is available and children should have the option to experiment with them before finding the one that best suits their needs.

### **Equality of opportunity**

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills' development. Children who need specific fine motor or handwriting interventions are identified early and may be offered the Occupational Therapy intervention programme. This programme offers support at six different levels from development of fine motor control through to improving fluency and legibility. This can be downloaded from the portal (Staff- staff documents- English-Handwriting-Handwriting Intervention). Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

### **Provision for left-handed children**

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for left handed pupils and to the right for right handed pupils and slanted to suit the individual in either case
  - pencils should not be held too close to the point as this can interrupt pupils' line of vision
- pupils should be positioned so that they can place their paper to their left side
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat

### **Impact**

The program ensures a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. By embedding high standards and expectations as early as possible, pupils will develop a sense of pride in their written work. The impact of the scheme will be noticeable within written work in all areas of the curriculum.



## Presentation Expectations

- Every piece of learning in a child's book should be of a good quality and pupils should be given sufficient time to finish it.
- Every piece should have a learning goal and title. This should either be written by the pupil and underlined at the top of the page or stuck in on a printed label.
- There should never be any writing by pupil or adult on the outside of a book.
- Books should be labelled with stickers following the whole school format rather than by hand (spare sets and templates can be requested from in the office). Labels for English/topic should include the photograph of the Cornerstones unit being covered.
- Work will be ruled off, using a line on the page as a guide and with a ruler or new work will start on a new page.

## Pencils

- Should always be used for underlining of the date and/or titles, drawing tables or drawing lines to labels
- Adults in the classroom should ensure pupils have pencils that are sharp enough to scribe neat letters.

## Date

- The date should be written on the left hand side of the page next to the margin.
- Long date will be recorded for English based tasks.
- Short date will be recorded for maths based tasks. (YR&1 – short date for both)

## Learning Goal – L.G.

- The learning goal should be written on the line below the date, starting from the left hand side.
- The learning goal should be clear on all pieces of work. Pupils in KS2 are expected to write the L.G. themselves although for some children L.G. stickers are more suitable. Reception and KS1 should have the L.G. on all pieces of written work.

**The date and learning goal should be underlined with a ruler in pencil.**

## Editing and Corrections

- Children will be taught to make corrections by drawing a **single ruled line through the error in pencil** (even when writing in pen).
- Rubbers may be used when writing in pencil from Year 2 and up. In Year R and 1, children will be supervised when using the rubber by an adult.
- Errors should be marked with an x and children encouraged to go back and edit these as soon as possible afterwards.
- Big writes should be written on the right hand side of the double page to allow space for editing on the left hand page.

## Worksheets

- It is expected that worksheets are **very rarely used**, if at all.
- If it is necessary to use a sheet, it should be clearly dated and titled then inserted neatly into relevant books.
- A4 sheets to be cut down to fit in A4 books without folding or overlap and stuck in straight. In A5 books, worksheets to be folded in half only.

## Presentation in mathematics exercise books

- Work will be done on squared paper in pencil.
- One digit will be recorded in each square but not one letter in each square.
- Questions should be identified with a number and a bracket i.e. 1)
- Problems should be well spaced on the page.

## Monitoring

- Teachers should correct children's presentation if any element slips below the standard that can be deemed to be a child's best. If this is the case, pupils should be asked to rewrite any part of their learning.
- SLT will monitor presentation as part of both formal and informal monitoring.