

*Aspire, Apply, Achieve*



## **MAES Y LLAN COUNTY PRIMARY SCHOOL**

### **Handwriting/Presentation Policy**

Signed \_\_\_\_\_ (Literacy Lead)

Signed \_\_\_\_\_ (Headteacher)

Signed \_\_\_\_\_ (Chair of Governors)

Date \_\_\_\_\_

To be reviewed \_\_\_\_\_

# Handwriting/Presentation Policy

## Inc. Development of Gross and Fine Motor Skills

### Aims

- To promote continuity and coherence, through having a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach and establish expectations towards modelled handwriting by all adults when writing in children's books, on the whiteboard, on displays/resources or when writing certificates and awards.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency, speed and pride whilst writing, so that eventually the children are able to write letters with confidence and correct orientation.

### Why a handwriting policy is important for our children

*Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff.*

*Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.*

**Suzanne Tiburtius of the National Handwriting Association**

### Teaching and Learning

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and through feedback in pupils' books.
- Pre-writing is undertaken through the 'Artographics' scheme in Nursery, where children's pencil control and pre writing skills are developed. Some older children may still access elements of 'Artographics' depending on their own stage and readiness to write.
- Initially, children in the Early Years/ Foundation Phase are taught the non-cursive formation of letters in-line with the phonic scheme, Read Write Inc. (Stage 1a, but introducing the flick).
- This then progresses into Stage 1b where the size and formation develops further.
- Our agreed cursive style:

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

## Foundation Phase

- Through Artographics, pupils will use implements such as chunky triangular pencils, large chalks and chunky pens etc that are used to rehearse skills on paper, chalk boards, pavements etc.
- Children are introduced to pre-cursive and cursive script at the earliest stages of writing to develop their fine and gross motor skills and recognition of pattern through the introduction of the handwriting scheme, '**Letter-join**'.
- The children in the Foundation Phase should be writing in the pre-cursive script to enable an easier transition into the cursive script, depending on their ability.
- The expectation is that by the end of the Foundation Phase, pupils will start to transfer towards a cursive script.
- Displays in Nursery, Reception and Year 1 should include models of non-cursive script. In Year 2 they should be cursive.

## Foundation Phase/ Key Stage 2

- Within the Foundation Phase, children will develop skills through non-cursive, moving onto the cursive styles of the handwriting scheme '**Letter-join**' when ready.
- Within Key Stage 2, every class will have specific weekly handwriting sessions, for example, during independent Guided Reading sessions.
- Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with- e.g. 10mm apart - gradually reducing to single lines about 5mm apart. In FP, children will use four-lined handwriting paper/books.
- We aim for the children to develop a clear, fluent style, and by the end of year 6 be able to adapt their handwriting for different purposes.

## Posture

- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and both feet resting flat on the floor.
- A right handed child should have their book slanted to the left. For a left handed child, the book should be slanted to the right.
- Left handed pupils should always be seated to the left of a right handed pupil so they are not competing for space.
- Always ensure that the hand which is not holding the pencil or pens holds the paper.

## Pupil Workbooks

The children's full Christian name and initial of surname if necessary, their year group and subject are to be put on the front of each book.

An indication of ability grouping stickers also need to be visible on the front.

**FP** - upper ability - red, upper average ability - green, lower average ability - blue, lower ability - yellow.

**KS2** - upper ability - red, average ability - green, lower ability - blue.

Within KS2, moderation sheets for the core subjects are to be stuck on the inside of the front cover.

Within KS2 every page within the books need to be numbered to aid moderation.

## Book Layout

For each piece of work within literacy/topic/science/maths/Welsh books, it is expected that there is a clear date and Learning Intention.

**Dates**

All dates are positioned on the top right of the piece of work and are underlined once with a ruler. Throughout EY/FP this will be put in by the class teacher. Into KS2 it will be at the teacher's discretion as to when the pupil becomes responsible for writing it in. The very top space in the children's books is to be left empty, to avoid to temptation of oversized handwriting.

**Maths/science books** - numerical date

**Literacy** - full date in English

**Topic/ Welsh** - full date in Welsh

**Learning Intentions (Nod y Wers)**

All L.I.s are positioned on the top left of the piece of work and are underlined once with a ruler. Throughout EY/FP this will be put in by the class teacher. Into KS2 it will be at the teacher's discretion as to when the pupil becomes responsible for writing it in.

**Nod y Wers** is to be used in Welsh books.

**This policy was compiled by Mrs Jo Lewis and Mrs Rhian Steele November 2019 in consultation with all staff and the governing body. It will be reviewed in 3 years.**