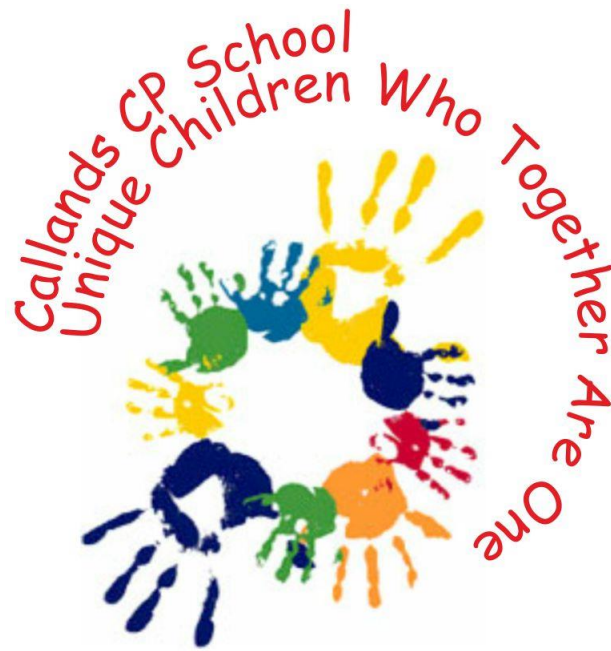


CALLANDS COMMUNITY PRIMARY SCHOOL



Handwriting and Presentation Policy

May 2016

This policy outlines the purpose, nature and management of handwriting and presentation skills in our school. The implementation of this policy is the responsibility of all teaching staff and teaching assistants.

A consistently high standard of presentation and handwriting is expected regardless of the ability of children. These high standards are promoted across the whole school which ALL children and staff recognise, understand and follow.

For teachers, this demonstrates their high expectations of every child and for children, this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately and receive praise and recognition for their efforts in doing this to a high standard.

Aims and Objectives

Handwriting is a physical, fine motor skill which is not dependent on intelligence. Therefore, most children should be able to achieve a legible, attractive style of handwriting. It is widely regarded as a 'secretarial' skill which comes second to the skill of composition.

However, the assessment of the content of a child's writing is often influenced by the standard of handwriting and presentation, and the lack of fluency in a child's handwriting can significantly hinder their ability to create quality compositions' of a suitable length. Therefore, at Callands Community Primary school we aim to:

- Encourage children to develop a legible, joined script from Year 1 (Early Years Foundation Stage will adhere to that found on page 196 of the DfE Letters and Sounds document. (Where appropriate, some EYFS children may begin the cursive script)
- Establish excellent handwriting practice throughout the school to achieve a common, consistent model.
- Develop an appreciation of the importance of good presentation and legible handwriting.
- Facilitate the strong connection between good handwriting and good spelling.

The Teaching of Handwriting

The development of gross and fine motor skills in the Early Years Foundation Stage will be encouraged through all six areas of learning. They will develop pre-writing skills through a range of mark making opportunities.

From the earliest stages the children will be shown how to hold a pencil comfortably and will be encouraged to adopt a correct posture when writing.

This information is communicated to the parents of new children at the induction afternoon. Both prior and post their September start date, models of the individual letter formations and handwriting script will be given to

parents. They will be taught correct letter formation in stroke-related families. THEY MUST NOT MOVE ON UNTIL THEY HAVE MASTERED THAT STROKE RELATED FAMILY.

Some children may have learned an inappropriate grip but if the child's handwriting is clear, fluent and legible and reasonably fast, attempting to change it may do more harm than good. Teacher judgement should therefore determine the action taken.

It is the policy of Callands Community Primary School to teach the children a continuous cursive style of handwriting from Y1 upwards in order to foster consistency in the mechanics of handwriting throughout the school. We will use a continuous cursive, single system of handwriting as recommended by the British Dyslexia Society. The same style of handwriting will be taught throughout the school.

Cursive 6C unjoined font for Microsoft Word is the font used in lower KS1 and CCW JoinIt C6 solid cursive is used for upper KS1 and KS2. These electronic fonts are installed on all pupil and teacher laptops. In EYFS, the children and staff use CCW precursive 3 unjoined font. These are used to model the letter formations and to create resources.

Additionally, all staff have access to letterjoin.co.uk which has videos and exercises for the children to complete.

The individual letters are taught at first, together with the sound, letter name and the appropriate pole-bridging to aid correct formation. The use of handwriting books for handwriting practice will begin in year 1 (or reception if appropriate).

Handwriting books, as well as all curriculum books, have 8mm lines. They will have a guideline at 4mm support the formation of all letters and help children to have consistency in their letter sizes. These will be used in conjunction with handwriting white boards where necessary.

HB pencils will be used for writing until the child has a clear, fluid legible style when they will be able to use black Berol handwriting pen or left-handed biro pen for left-handed writers. They will be used for all written works (except Maths and tables/graphs in other subjects).

Handwriting in our school is recognised as being closely linked with spelling, therefore, the teaching of key words, year group statutory and non-statutory words will be taught in the context of handwriting lessons. Children will be helped to understand that there is a balance between speed and legibility which is dependent on the purpose of writing.

Implementation

The direct teaching of handwriting skills should always be outside the designated literacy teaching time. However, review and reinforcement of letter formation can be done within the context of modelled, shared and guided writing. Class timetables must indicate when handwriting is taking place.

Teachers should always write in continuous cursive script, especially when modelling writing and especially in marking.

In Key Stage 1, handwriting skills should be practised five times a week for 20 minutes. This should include a variation of teaching styles progressing from teacher modelling to independent pupil formation. Appendix B provides a clear guideline for the teaching of the formation of each letter.

The formation of letters may also be addressed, when appropriate, in the context of a writing conference with individual children

In lower and upper Key stage 2 handwriting will be practised 4 times per week for twenty minutes.

Particular attention will be paid to handwriting in all work and in every book. Children's handwriting is monitored closely by the teacher and children who do not complete work to the highest standard or to the best of their ability, will be expected to redraft this work.

Letter formation

It is useful to focus on features which keep recurring in letter formation:

- The use of the three basic letters shapes ...l, r, c
- The inclusion of patterns that move across the body from left to right - The pole-bridging as the letters are formed

Teachers and teaching assistants each have copies of the correct pole-bridging for each letter of the alphabet. These should be used to ensure consistency. (A copy can also be found in appendices A and B)

Children will be informed when a letter formation is not correct and expected to address that in the next piece of work.

Other curriculum areas

A child's ability to write comfortably and legibly may affect performance in other areas of the curriculum, as well as having an effect on an individual's self-esteem. Children should therefore be helped to develop an appropriate handwriting style with which they are comfortable.

Cross-curricular opportunities will be used whenever possible for providing real purposes for using handwriting skills. The motor skills necessary for handwriting will also be developed in Art and Physical Education.

Children who do not complete writing and presentation to the expected standard, will attend homework club to repeat their work.

Handwriting and presentation  Green for Growths and  Tickled Pink will be used across the curriculum where they are needed.

The classroom environment

The handwriting letter family posters must be displayed in every classroom. Displays should include examples of hand-written and computer generated texts using the electronic version of the school font.

Lined paper, lined laminated boards etc should be available for children to practise their handwriting skills every day.

Handwriting script models should be displayed on walls in all classes and on table tops in KSI and of children with special education needs.

There will be a display in the school dedicated to handwriting and presentation. The Star of the Week's work will be displayed on this each week.

Monitoring of handwriting and presentation

This will be completed by class teachers in the first instance, my middle leaders through their subject scrutinies and by SLT.

Assessment of handwriting

Children's handwriting will be regularly assessed during the half term writing task and ongoing through OTIs based on the National Curriculum 2014. Teachers will consider 'Green for Growths' for handwriting which will be specified in all curriculum books where necessary. Self-assessment will be encouraged at all times.

All age phase teams will be involved in the assessment of children's handwriting. Staff meetings will be used as a means of moderating these further in order to construct a school handwriting profile for teacher reference (Appendix c).

As part of Year 2 and Year 6 National tests, their handwriting is assessed. To be deemed as an exceeding writer, handwriting must be legible, fluent and

be joined. Once they have developed a sophisticated hand, they will begin to develop their own but consistent style e.g. once they have mastered our cursive font, they may decide not to join particular letters but this must be consistent. e.g. if they decide to loop the y and join the descender to another letter, that must be shown as consistent throughout all work.

Presentation

Children should be encouraged to take pride in the presentation of all of their work and in the general appearance of all their books at all times. We encourage children to ensure maximum effort is placed on presentation in every book as a way of showing their pride and attitude to their learning and achievements. No graffiti or unnecessary marking of books is accepted. The front covers of books will show

- Child's name - written in black Berol handwriting pen
- Subject and number of book if appropriate e.g. Literacy Book 2
- Year group
- Teacher's name

Writing must start next to the margin in all written work. If a lined/writing book does not have a printed margin, it is to be drawn in with pencil.

Each piece of work is to be dated (on the left hand side of the page on the second line) with the date underlined on the line in pen (or pencil if the child is using pencil) in all books except maths, where pencil only is to be used. Dates are to be written in full. Numerical dates are to be used in Maths books only.

All LO and recipe for success strips, must be stuck in neatly under the date from the margin line (not overhanging the margin). Please ensure these are trimmed and the children observed doing this so that they are perfect. Children up to year 2 need to have their LO's/recipe for success strips and date strips stuck in their book for them, year 3 upwards are expected to do this themselves. Any resources which are stuck into books, must be straight, trimmed so they are not visible outside of the book.

Sheets and resources in books, should not be folded before being stuck in where possible.

All lines drawn in all curriculum books, must be completed in pencil and by using a ruler.

Editing should be completed in pencil if the child is writing in pen and dark green, sharpened pencil if the child is writing in HB pencil.

Mathematics Presentation

In maths books, one digit should be written in each box and a ruler used to draw the lines above and beneath answers. Operations should be on the left hand side

		3	2	6
	+		3	2
		3	5	8

A ruler must be used

All shapes, charts, lines, tables, graphs in any subject need to be drawn with a ruler and pencil and any maths calculations in all subjects should be completed on squared paper before being trimmed and neatly stuck into the necessary curriculum books.

Any writing in Mathematics should be joined as per the relevant school font.

Use of Erasers

Generally, we don't encourage the use of erasers. They may be used in drawing based lessons and in maths lessons as the children are working but once work has been marked, any corrections should be made at the side of the incorrect answer.

All mistakes made in writing should not be erased but should have a strike through with pencil/pen and a ruler.

Celebrating presentation and handwriting.

Children will receive Praise Points, a WOW or a shooting star for their presentation from the class teacher and teaching assistants. Their work will be displayed and during Summer A half term, children will receive Presentation Star of the Week certificates.

Homework

Handwriting homework may be given in Key Stage 1 and 2 as part of their literacy homework should this be necessary. It is expected that children will complete homework to the high standard that they complete in their class work. They are to use the pre-cursive unjoined or cursive solid joined school handwriting font and either pencil or black Berol handwriting pen to complete their work. Pencil should be used for maths homework.

Parent information

At the annual new intake meeting for parents, we will suggest ways in which parents can help in the development of handwriting skills.

All parents are given a sheet showing the school handwriting style and how letters are formed at the beginning of each academic year and with Curriculum

Newletters every half term. The pole-bridging will also be sent out to all parents at the beginning of the school year.

Children with Special Educational Needs

Children with specific identified needs, such as those required to address dyspraxia will need 'additional and different' approaches/awareness to the aforementioned such as:

Posture

It may seem simplistic to mention posture but it is very important that children are seated with feet securely on the floor and knees and hips bent at a 90° angle. The height of the table should equate to the elbow height when seated. In classrooms today furniture is standard; however we do not have standardised children so foot blocks or different furniture may be required.

Positioning of paper

The paper should be positioned at a slight angle in alignment with the child's arm be this a left or right diagonal. Children should be encouraged to hold their paper with the opposite hand. Left handed writers should position there work at a 45° so that they can write comfortably.

Pencil Grip

It is common to see children with additional needs, holding the pencil awkwardly, and struggling to achieve a tripod grip which incorporates the thumb, index and middle finger. This is often due to poor sensory feedback and motor planning difficulties. To help to achieve this teachers should try:

- Pencils/pens with triangular barrels
- Pencil grips available
- Alternate position; place the pencil between the index and middle finger with the main shaft of the pencil on the upper surface of the hand, the pencil is then controlled by the thumb while positioning the wrist on the writing surface. This is effective and comfortable.

Heavy Pressure

Heavy pressure through the writing instrument can slow writing output significantly. We know that many children with additional needs struggle to monitor pressure through their limbs due to what is termed poor proprioception, therefore we need to help the child to develop an awareness of the amount of pressure placed through the limbs, the upper limbs in particular.

Class teachers will try to ensure such children:

- Regularly undertake a series of exercises whereby pressure is placed through the upper limbs, i.e. crawling games, wheelbarrows, ladies press-

ups, elephant walks etc. These should ideally be incorporated into a daily schedule.

- Play a game of MI5; provide a pad created by placing a layer of paper alternately with carbon paper. Ask the child to write a secret message so that only one agent can read it. Initially the pressure may make the child write so that the message can be seen on 3 or 4 copies but by encouraging the child to self-monitor pressure will reduce.
- Use a hard leaded pencil such as HB so that writing is not easily smudged.

Light Pressure

Some children with additional needs, will have the opposite problem to that described above in that they will not apply enough pressure through the writing instrument. This will affect control and will make writing appear 'spidery' and poorly formed. To help with this, class teachers will:

- Provide an angled board. The angle should be approximately 25° this will ensure that the wrists are positioned on the writing surface.
- Provide weighted wrist-bands which would provide additional sensory feedback to the wrist area, increasing the child's awareness of their hand, wrist and arm position.
- Use softer leaded pencils such as 2B so writing appears darker

Fine Motor Control

The combination of poor sensation, inadequate tactile sensation and poor pressure awareness will result in poor motor control and the child may need to practice simple motor tasks to develop an ability to track and scan ahead. To develop this class teachers will:

- Introduce puzzles such as mazes; grade these in complexity
- Use dot to dot puzzles
- Button and bead threading games
- Cutting out complex outlines with scissors
- Pattern making using geoboards
- Construction activities such as Lego and Knex
- Encourage creative activities such as collage, papier mache.

Writing alignment

As many children with additional needs struggle to plan and organise their movements, they will also find writing across the page in a left to right horizontal direction very difficult. Guidance is therefore needed to help them with writing alignment which class teachers will provide by:

- Using lined paper rather than a line guide which easily moves.
- Marking a margin at the left hand side in a clear colour or place starting points at the left margin to reiterate where each line of writing should start.
- Creating coloured lines on plain or pastel coloured

paper encouraging the child to write on a different colour for each line (this can be done easily using a computer with colour printer)

- Providing 'Right line' or 'hint-print' paper which incorporate lines which are slightly raised giving a tactile reference when writing each letter.

Letter Formation

It may seem incomprehensible why children with additional needs cannot seem to reproduce familiar letter shapes and forms even when these are placed directly in front of them. This is due to poor form constancy, a vital perceptual skill. To develop an appreciation of form it is important to use a variety of multisensory activities to reinforce the child's appreciation of shape and size.

Class teachers will do this by:

- Playing games which reinforce shape and size i.e. sorting boxes, ball games, shape stencils, Spirograph,
- Creating shapes using dough or clay encouraging the child to mould and knead the material into a clear shape (this reinforces tactile sensation).
- Creating letter forms out of play-doh and seeing if the child can detect what the shape or letter form is with their eyes closed (this reinforces proprioception and tactile sensation)
- Encouraging the establishment of individual shapes before introducing new ones i.e. clearly produce a circle before an oval or square.
- Using 'Rol n'Write Alphabet' sensory forms to help with direction of form • Using an index finger to create letters and shapes in trays of sand, shaving foam, or silly soap.
- Writing letters on rough sandpaper using a variety of medium i.e. soft leaded pencils or wax crayons (the fine vibrations reinforce kinaesthetic sense) • Developing an appreciation of form using sections from the 'Write from the Start Perceptuo-Motor Handwriting Programme' especially sections 1A-2A.
- Encouraging sequencing in respect to size
- Using outlines to reinforce letter shapes i.e. broken lines, dot to dot.

Letter orientation

It is often a common complaint that children with additional needs frequently invert or reverse letter forms so that confusion arises between p/d, b/d, p/q, t/f, m/w, u/n. In addition letters may be formed in reverse with the letter 'o' being produced in a clockwise direction rather than anti-clockwise. To help this class teachers will;

- Use 'Rol n 'Write' forms which help the child to appreciate the direction of writing

- Provide a starting arrow to show which way a letter should be produced ie the letter c is orientated in an anticlockwise direction and the letter b requires a clockwise orientation.
- Use odd one out games to help the child to determine discrepancies in orientation.
- Write letters in the air using whole arm movements with eyes closed to reinforce kinaesthetic appreciation of letter orientation.

Spatial Organisation

The majority of children with additional needs will struggle to judge distances and assess space, this will not only affect gross motor skills but will also have a bearing on handwriting. Spaces between words may be omitted or placed erratically. This results in text becoming increasingly illegible. It is therefore crucial to teach the child how to provide adequate spaces between words and to space letters appropriately. To do this class teachers will:

- Use the 'Write From the Start Perceptuo-Motor Handwriting Programme' especially section 2B.
- Practice writing on grid paper placing each letter in a square and a space between each word.
- Place a finger tip after each word before writing the next word.
- Play games which involve judging distances i.e. obstacle courses
- Use board games which involve spatial organisation such as connect 4, peg board patterns etc

Writing Flow

Children who do not have adequate feedback as to their body position will lack a sense of rhythm. This will be apparent in their walking which may be heavy and awkward. Poor rhythm will also have a bearing on handwriting and children with additional needs may be so intent on forming the letters correctly that writing lacks flow, becomes very laboured and is increasingly slow resulting in limited output. This becomes an increasing concern when the child progresses through Key Stage 2 and onto Key Stage 3 where there is an increased expectation in the volume of written work and speed of output. Class teachers will address this by:

- Introducing a variety of letter patterns i.e. cccccccccc and attempt these to music.
- The 'Speed up!' kinaesthetic handwriting programme may be deemed necessary for some children approaching upper KS2.

Augmentative technology

As the expected volume of handwriting increases each school year so too will the child's level of anxiety. It is at this time when a computer may be considered. This may be around the age of 8 or 9 years. At this point word

processing can be introduced in parallel with handwriting. The child may eventually become more proficient at using a computer over hand skills or

vice versa. It is important that the computer or keyboard is carefully selected and therefore, school will seek external advice on this from the LA.

The particular needs of the left-handed children will always be taken into consideration:

- They should sit on the left on a right-handed child, otherwise their writing arms will clash
- Letter formation, sky writing, etc should be modelled with the left hand as well as the right spelling
- Put spellings and letter strings to be practised on the right side of the page so that the hand doesn't cover them when copying
- Work should be tilted clockwise, slightly to the left of the body so that they can see what they have written
- Fingers should be positioned about 1.5cm away from the end of the writing tool so that the child can see what they have written and avoid smudging their work



The precursive unjoined 3 font from cursivewriting.org supports this formation
Appendix B - Year 1 onwards

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

Upper Case lettering

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

Solid Joined

abcdefghijklmnop

qrstuvwxyz

Numbers



1 2 3 4 5 6 7 8 9

0

Around and around we go, when we get home we have a zero

1

Start at the top and down we run, that's the way we make a one

2

Around and back on a railroad track - two, two two

3

Around the tree, around the tree, that's the way we make a three

4

Slide down and over and down some more, that's the way we make a four

5

Down and around then a flag on high, that's the way we make a five

6

Down we go and make a loop, number six makes a hoop

7

Across the sky and down from heaven, that's the way we make a seven

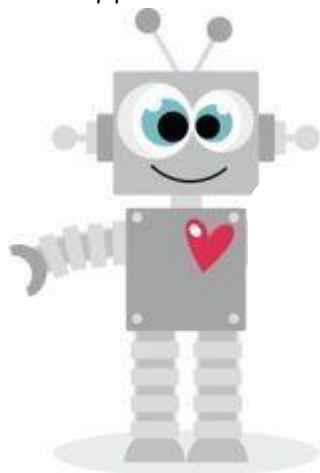
8

Make an 's' and do not wait, when it's joined it makes an eight

9

Make a loop and then a line, that's the way we make a nine

Appendix C



One armed robot family

r

Up the hill, down his back and back up to tickle his fingers

n

Up the hill, down his back, over his chest down

m

Up the hill, down his back, over his chest down then back up again, over his chest and down

h

Up the hill, to his head, down to his toes, up over his chest, and back down to his toes

b

Up the hill to his head, down to his toes, over his chest, round to the ground and flick

k

Up the hill, to his head, down to his toes. Over his chest, tickle his waist and back down to his toes

p

Up the hill, right down through the ground, back up and over his chest, round and flick

Long ladder family



l

Up the hill, straight up the ladder, down again and off the other side

i

Up the hill, half way up the ladder, down and off the other side

j

Up the hill, half way up the ladder, down underneath and don't forget to loop

t

Up the hill, straight up the ladder, down again and off the other side and don't forget to cross!

u

Up the hill, half way up the ladder and down but don't get off yet because there's another one to climb, down and off

y

Up the hill, half way up the ladder and down but don't get off yet because there's another one to climb, down, underneath and don't forget to loop.

l

Up the hill, down the ladder and round the other side but don't get off yet go down the slide and loop

Curly caterpillar family



c

Up the hill, round the corner

o

Up the hill, round the corner and across the road

a

Up the hill, round the corner and close the gate

d

Up the hill, round the corner, up the tree and close the gate

g

Up the hill, round the corner, close the gate, under the tree and loop

q

Up the hill, Round the corner, close the gate and kick

f

Up the hill, round, down under the tree and cross

s

Up the hill, round the corner, turn around, round the corner again and kick

e

Up the hill and loop right round

Zig-zag family



x

Up the hill, down the slide, off to the top and slide down to the left

z

Up the hill, across the top, down the slide and then across the bottom

w


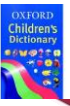

Up the hill, down the slide, up the ladder, down the slide, up the ladder and across the park

v


Up the hill, down the slide, up the ladder and across the park



Whole School Editing Code

- I have used a pencil or a sharpened dark green pencil to edit my writing
- I have read my writing to myself or others.
- I have written letters carefully and correctly using the handwriting scheme. *a b c abc*
- I have left appropriate spaces in between each word and used paragraphs to show changes in time, place topic and person. 
- I have used the correct punctuation. . , “_” ! ?
- I have remembered capital letters. *ABC*
- I have underlined the date and titles in my writing using a ruler.
- I have checked that my spellings are correct and edited 
- I have used a range of sentence openers, lengths and types.
- I have modified and enhanced my vocabulary by using a thesaurus.
- My writing fits the purpose and for the intended audience.
- My writing makes sense.
- I have used my 'Green for Growth' in my writing. 

Marking & AFL Symbols to use

// in margin	paragraph needed
sp in margin	for line where spelling error is evident
^ (in body of work)	Omitted words
x	Error in answer
not required (strikethrough with ruler)	Word not required or an error
 (in body of work)	Better word needed
TTT	Discussed with Teacher
P in margin	Punctuation missed out/needed
abc in margin	letter formation/case is incorrect
ABC in margin	Capital letter needed



Reward achievement by using **Tickled Pink** and Praise Point for something the children have done well.



Look at this again -could be presentation issue or simple error not necessarily a target.



Green for Growth- improvements needed or next step in their learning(Should be at the end of most marking and read and actioned by children at the start of next lesson)

Learning objective slips

Red - lower ability

Green-Middle ability

Blue-Most able