

Keithhall School



Handwriting and Presentation Policy

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Handwriting and Presentation Policy - October 2021

Rationale

Our policy is in place to ensure that the teaching of cursive handwriting is a progression from mark-making to formal cursive handwriting. Children will be supported to communicate their needs and thoughts, and to present their work, in a way that is legible, effortless and will engage the reader.

Our policy also strives to ensure that children are taught handwriting at the correct developmental stages in a way which minimises confusion for them. Appropriate activities are delivered based on assessments and teacher judgement so that children can be adequately supported.

Assessment

Assessment in Primary 1 is ongoing and children are given many opportunities for mark-making and activities to develop fine motor skills. The Highland Literacy Pre-writing skills assessment tool is useful in identifying what stage the children are at and what the focus might need to be for individuals.

This assessment will dictate readiness for formal writing and the teacher will plan a programme of fine motor skills activities in preparation for starting writing.

Parents will be provided with information showing the format of cursive writing to enable encouragement to continue this at home as well as an attempt to combat children picking up bad habits at an early stage.

Children who have not reached the stage of readiness may need extra support to develop their Fine Motor Skills.

Involving Parents

At transition to P1, the formation of pre-cursive letters and the reasoning behind why we support the teaching of cursive handwriting will be explained to parents during a workshop. A booklet will also be given to parents to take home as a way of helping them to support their child with the correct formation of letters.

Resources

- Highland Literacy Emerging Literacy assessment for pre-writing skills
- Highland Literacy Emerging Literacy activities for Pre-writing and Fine Motor Skills
- Teach by example worksheets
- Handwriting jotters from P2 upwards. Two sizes available – wide-ruled and narrow-ruled. It is thought that the wide-ruled should be used for P2 and P3 and narrow from P4 to P7 for most.

Practical Items

Care needs to be taken with the teaching of the following letters so that joining handwriting is consistent across the school:

1. The lower-case letter f. This should be taught with an ascender and a descender, where it is looped up with an ascender and looped down with a descender in one continuous motion. Please see example attached.
2. The lower-case j, g and y. They should all be taught with a descender, where they join to other letters via a descending loop. Please see example attached.
3. The lower-case letter k. This should be taught with a curl / loop. Please see example attached.
4. Children should be taught formal writing with a sharpened pencil, correct posture and pen-hold. This pen-hold should be encouraged from a very early stage. In P1, Stabilo EasyGraph pencils will be purchased for each pupil to aid correct pen-hold. These are available for right and left-handed children.
5. Children at the early level will often use a felt tip pen in the early stages of mark-making and developing writing as it flows better.
6. Children should only use a handwriting pen when the teacher feels they are ready to do so.
7. Joined handwriting should be taught on a daily basis alongside the curriculum of spelling and writing challenges

Capital Letters

Capital letters are grouped into 3 sets and all letters start at the top:

- One stroke letters: C, O, L, S, U, V, W, Z
- Two stroke letters: B, D, G, J, K, M, N, P, Q, R, T, X, Y
- Three stroke letters: A, E, F, H, I

I, which will be taught with three strokes and J which will be taught with two strokes.

Capital letters are stand-alone letters and do not join to anything.

Lower case letters

- All letters get taught initially with an 'entry flick' and an 'exit flick' for subsequent joining. All lower case letters join. When the teaching of joined handwriting starts, children are told to dot i & j and cross t after the word is complete.
- All letters start from their 'entry flick'.

Adult Responsibility

- Where possible, wall displays should have cursive titles/supporting information
- Teachers should model pre-cursive/cursive writing on whiteboard/Smartboard
- Feedback given to children should be written in pre-cursive/cursive script

Progression

It must be noted that the below should only be used as a guide. Some children will be ready earlier or later than others.

Early Level

- Activities aimed at developing fine motor skills continued
- Mark making opportunities continued
- Highland Literacy Pre-Writing skills assessment performed again
- Fine motor skills group established for those that need more targeted support
- Some activities used to consolidate and further practise fine motor development
- All children provided with easy grip pencils
- Pre-cursive lower case letter formation introduced (in school and homework)
- Formal handwriting will begin in the early stage
- Upper case letter formation introduced later in the session; supported by activities

First Level

- Fine motor skills support available for those that still require it
- Easy grip pencils are still available for those that need
- Focus to remain on correct pre-cursive lower case and upper-case letter formation
- A combination of worksheets and workbooks will be used to support this
- Joining can be taught in term 1 for those that display readiness with the support of activities
- Joined up writing to be formally taught daily
- Correct upper-case letter formation continued
- Wide-ruled handwriting jotters to be provided to children
- Teaching of joined up writing and upper-case letter formation to continue
- Narrow-ruled handwriting jotters to be provided to children that are ready

Second Level

- Teaching of joined up writing and upper-case letter formation to continue at least on a weekly basis
- Narrow-ruled handwriting jotters to continue to be used as appropriate
- Children should be encouraged to size their letters correctly
- Children encouraged to produce legible, neat, tidy and accurate handwriting in all pieces of work

Presentation

Purpose

The purpose of this part of the policy is to ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow.

Application

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise the presentation for a child who has specific needs.

Making it a reality

Staff will ensure that presentation of work is actively taught as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year.

Children should be taught where to begin a new piece of work. As a general rule, children will start a new page when there are only a few lines left, otherwise they draw a line with a ruler before starting their new piece of work and miss two lines before writing their title starting at the left hand margin.

Where possible, all staff should ensure that presentation is celebrated through:

- Displaying work with a high standard of presentation
- Celebrating work with a high standard of presentation in whole class situations
- Sharing of good work in whole school assemblies

Monitoring

Presentation will be monitored by the Head Teacher on a regular basis through:

- Jotter Sampling
- Lesson Observations
- Pupil Voice Interviews

Dating work

- Children will independently write the short date e.g. 05.09.18 (using double digits and decimal point)

Writing equipment

- Pencils, crayons and pens will be freely available for children to enjoy mark making.
- When completing colouring jobs, children will be encouraged to use different colours and to take care with their colouring – staying inside the lines.

Learning Intention

- These may be on display in class or stuck down by the child or an adult in Early Years. When ready, children will be encouraged to copy the Learning intention into their jotter after discussion with the teacher.

Staff will encourage:

- Correct letter formation by modelling.
- Children to trace the formation of letters using a variety of resources.
- Children to not write over the top of their work.

Numeracy

First Level

- Title to start on the left. The title will be the Learning Intention for that piece of work. LI: To add 2 digit numbers to 100
- Date to be on the left
- Both date and title will be underlined with a ruler
- One digit in each square
- Questions should be numbered and the use of a bracket to separate the question number from the answer e.g. **1a) 3 apples**
- 2 squares will be left between answers when written across the page horizontally
- Rulers must be used to draw lines

Second Level

- Textbook page and Learning Intention e.g. SHM 4 pg. 26 Fractions (Textbook, Page, Learning Intention, Date)
- Commas are not encouraged to be used to separate digits
- Children must use a ruler to underline chimney sums
- Final answers must also be underlined twice when significant working out is shown

Literacy

- All work is to be dated
- Learning Intention written at the top of each new piece of writing. LI: To write a set of instructions
- Title: How to make a sandwich
- Leave a line after the title
- If typed, please use no smaller than 12 font Comic Sans/Sassoon Primary Font 14 to make it easier for pupils to read
- Dyslexia friendly fonts are used when required to support children
- Writing Assessment – Take a new page for each piece of writing. For all other written pieces, children in P3 upwards, draw a line under their previous piece of work and start new work below the line
- Begin writing next to the margin or the left-hand side of the page
- Success Criteria can be stuck into jotters at the beginning of the piece of writing
- Feedback should relate to the Success Criteria and can be self evaluated, peer or teacher led

Marking & Feedback

Where possible feedback will be in the moment and corrected to indicate success and 'next steps' in children's learning. If a question is incorrect it will be marked with a dot and C when corrected.

This policy will be reviewed annually.

Updated	Review Date	Version
October 2021	March 2022	2021.01

