

FOX COVERT PRIMARY SCHOOL



HANDWRITING & PRESENTATION POLICY

VISION

At Fox Covert Primary School our vision is for all pupils to have neat, well-formed handwriting and high standards of presentation in all aspects of their written work. This will help raise standards and encourage pupils to take pride and ownership in the presentation of their learning.

AIMS

We aim to:

- have a consistent approach for learning and teaching handwriting and presentation
- provide guidance for teachers and parents on cursive script handwriting and presentation
- develop each pupil's ability to write with:
 - ease
 - fluency
 - legibility
- explore links between handwriting and spelling
- ensure all staff model cursive handwriting

PLANNING

Teachers plan handwriting lessons to:

- create an environment to promote good handwriting
- reinforce the expectation that pupils are using cursive handwriting in all written work (stage appropriate)
- use appropriate resources to promote good handwriting
- be regular, short and focused, appropriate to the class needs until skills are developed
- include a mixture of whole class, group and/or individuals, to meet individual needs
- make connections with spelling, grammar and/or phonics as appropriate
- complement Literacy lessons
- include modelling and monitoring of handwriting
- celebrate success and agree next steps with pupils

Handwriting Letter Families

In cursive handwriting, all lowercase letters start on the line with an upstroke. The families for teaching letter formation are detailed in the table below:

<u>'c' Pattern</u> "go up round and back"	<u>'l' Pattern</u> "go up and down same track"	<u>'r' Pattern</u> "go up and down, back up and over"	<u>'b' Pattern</u> "go up and down, back up same track and over"	<u>'u' Pattern</u> "go up and back up same track"	<u>'z' Pattern</u> starts with an upstroke only when at the end of a word	<u>'e' Pattern</u> "go up and across, loop back round and down"
c	l	r	b	u	v	e
o	i	n	p	y	w	f
d	t	m	k	j	x	
a		h	ck		z	
g						
q						
s						

Early Level - Primary 1:

At Early Level teaching must emphasise good posture and pencil grip, positioning of paper and organisation of writing space. Pupils should be shown how to sit properly and encouraged to hold their pencil with a "froggy legs" grip, as demonstrated in the picture below.



Before starting Handwriting lessons, teachers must ensure that pupils have sufficient fine motor development to undertake the patterns involved. Resources like 'Write from the Start' detail patterns that can be used to support fine motor development and practise of the key patterns that form the foundations of cursive handwriting.

Letter formation will be introduced alongside phonics, but formation should also taught in separate, whole class, focused handwriting lessons using the progression outlined in the Handwriting planners. Pupils should have access to a wide range of engaging and stimulating fine motor and hand eye coordination activities.

Handwriting should be practised on large tram lined jotters.

First Level

Primary 2

At this stage, Handwriting should still be taught as a whole class, 2-3 times a week, but with additional activities for any children experiencing difficulties. It is especially important for these pupils to be given additional letter formation activities and in some cases fine motor activities. Letters families are taught in the same order as in Primary 1 with a focus on joining CVC words from the same letter families which are detailed in the Primary 2 planner. Focus will also be placed on applying neat formation of joins to wider work and practised alongside spelling rules introduced in Literacy Rich.

In Primary 2, pupils will use large tram lined jotters to practise formation, with emphasis being placed on joins, ascenders and descenders.

Primary 3

In Primary 3, pupils will continue to consolidate what they have learnt in Primary 1 and 2, but will progress to using small tram lined jotters to practise handwriting. Teacher led handwriting lessons should be taught 2-3 times per week. Handwriting joins should be taught using the P3 progression.

Primary 4

In Primary 4, pupils will be practising handwriting on lined pages, without tram lines. By the end of Primary 4 it is expected that the majority of pupils will have mastered the accurate joining of all letters and are beginning to apply this to all written work. Teacher led handwriting lessons should occur at least once a week, revise the joins covered in Primary 3, as well as focus on spelling patterns and common words.

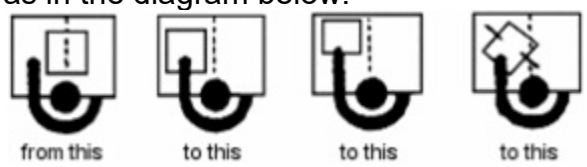
Second Level

At second level the expectation will be that pupils are applying joins in all written work and that handwriting focus will link to spelling rules and patterns. Pupils who require additional handwriting support will have a range of fine motor and handwriting activities provided as well as targeted support from the class teacher.

Left Handed Pupils

To aid in their writing the left-handed writer could:

- Hold their pencil about 1.5 inches above the tip of the pencil so that they can see what they are writing
- Sit with light coming from the right-hand side (if the light is coming from the left the child will be working in the shadow of their hand).
- Sit on a slightly higher chair than a right-handed writer; this enables them to see over their hand more easily and gives their arm and hand more freedom of movement
- Sit slightly to the right of the desk space, giving them plenty of room to their left
- Try to sit on the left hand side of right-handed writers – then their paper and elbows will not clash
- Write on a sloping surface
- Position their paper as in the diagram below:



There are a range of resources that can be used to support left handed pupils in school and online:

'Left Handed Writing Skills' Mark and Heather Stewart - has photocopy resources and a range of useful tips

<http://www.anythinglefthanded.co.uk/>

<http://handedness.org/>

<http://www.lefthandedchildren.org/>

<http://www.letterjoin.co.uk/samples/upjellies.php>

General Handwriting Resources:

Nelson

Re-Write

Write from the Start

<http://www.teachhandwriting.co.uk>

<http://handwritingforchildren.co.uk>

<http://www.kidzone.ws/cursive/>

<http://www.activityvillage.co.uk/cursive-handwriting-worksheets>

<http://www.letterjoin.co.uk/>

<http://www.education.com/slideshow/cursive-handwriting-z/>

<http://www.twinkl.co.uk/resources/writing-and-letter-formation>

[trace-handwriting-for-kids \(app\)](#)

PRESENTATION OF WRITTEN WORK

All pupils are encouraged to use a neat, cursive handwriting in all aspects of independent written work and an agreed layout for each activity. This will ensure a consistently high standard of presentation across the school.

Staff ensure high standards of presentation are actively taught. This is a main focus at the start of each academic year and revisited as required.

Presentation is celebrated through displaying work with a high standard of presentation, in class and throughout the school.

GENERAL GUIDELINES

Literacy

- the 'long date' is written in full and a clear example displayed on white board in focused handwriting lessons
- the 'long date' is written in all other literacy work
- the date and title are underlined
- pupils write from the margin to the edge of the page
- underlining is completed with a ruler
- a line is drawn under each piece of work before starting a new piece
- the whole page is used wherever possible

Numeracy

- the 'short date' is written at the left hand side of a new piece of work, followed by the text book page and unit number as applicable
- date and title are underlined with a ruler
- one box is used for each digit unless otherwise directed
- dots are written on the line between boxes
- a line is drawn under each piece of work before starting the new work

Home Learning

- at the start of a new school year a handwriting parents' guide will be sent home with each pupil
- all written home learning should adhere to the same high standard of presentation expected in school
- standards of written expectations will be shared with pupils and parents

When appropriate, the above information may be personalised in order to meet the needs of individual pupils.