

Handwriting and Presentation Policy



PICKNALLS FIRST SCHOOL

Approved: January 24

Due for review: Spring 24

Part of the Uttoxeter Learning Trust



Handwriting

EYFS: Pupils should be taught to:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.
- Sit on a chair correctly and use a table to complete writing activities.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Little Wandle resources for reception should be followed.

Year 1: Pupils should be taught to:

Year 1 Pupils' writing during year 1 will generally develop at a slower pace than their reading. Pupils will be developing the physical skill needed for handwriting, and learn how to organise their ideas in writing.

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters correctly.
- Form digits 0-9 correctly.

Little Wandle resources should be used to teach letter formation.

Year 2: Pupils should be taught to:

In writing, pupils at the beginning of year 2 should be able to form individual letters correctly, establishing good handwriting habits from the beginning.

- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Handwriting requires frequent and discrete, direct teaching.
- Pupils should be able to form letters correctly and confidently.
- The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.
- Left-handed pupils should receive specific teaching to meet their needs (see Nelson's Handwriting Resources).
- Form lower-case letters of the correct size relative to one another.

- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

The Oxford Owl Nelson Handwriting resources should be followed.

Lower key stage 2 Years 3-4

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say. Pupils should be taught to:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel; that lines of writing are spaced sufficiently for the ascenders and descenders of letters.
- Pupils should be using joined handwriting throughout their independent writing.
- Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

When pupils' handwriting is consistently neat and of good quality, they should begin to write using a pen.

The Oxford Owl Nelson Handwriting resources for year 3 and 4 should be followed.

Presentation

Philosophy:

- Children need to be able to communicate effectively through their work so that they and others can understand what has been written.
- Children need to take pride in their work and develop a sense of achievement when they see their progress.
- Exercise books should be neatly presented for teachers, parents, pupils and any other visitors to look at.

Expectations:

- All work should be dated: the short date to be used in maths and on worksheets, the long date in English books and Connected Curriculum books.
- The WALT must be present, but may be printed and stuck in, written by an adult, or by the child as appropriate.
- Writing must begin next to the margin.
- Errors should be crossed out with a single line, or erased neatly.
- In maths, children should follow the rule of '1 digit to 1 square'.
- If children are to illustrate their work, pictures should be of an appropriate size and not take up an excessive amount of space.
- Children start all new work on a new page if there is less than half a page left previously.
- Where computer fonts are used (e.g. if typing the WALT), then use either comic sans or Sassoon Primary Infant
- Teachers should model writing using the cursive script on the IWB regularly, using the lined paper background, not just during handwriting lessons.
- Discrete handwriting lessons should be timetabled three times weekly until handwriting expectations are achieved.
- Handwriting lessons should encourage the correct grip of the pencil and seating position.
- Multi-lined handwriting books can be confusing for the children. It is better for them to learn to write neatly in regular exercise books.
- All handwriting activities will take place in the front of English books where the next lesson would go.

- Oxford Owl Nelson Handwriting IWB resources or Little Wandle letter formation resources to be used in handwriting lessons.

S Fenton Writing/English Lead - January 2024