



# St Nicholas Priory CEVA Primary School

## Handwriting and Presentation policy

### Aims

To know the importance of clear and neat presentation in order to communicate meaning effectively

To support the development and understanding of spelling

To write legibly in both joined and printed styles with increasing fluency and speed by:

- ✓ Having a correct pencil grip
- ✓ Knowing that all letters start from the top, except d and e which start in the middle
- ✓ Forming all letters correctly
- ✓ Knowing the size and orientation of letters

### Model Used

St Nicholas Priory Primary School uses the Nelson Thornes Handwriting Scheme

### The four joins

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

The break letters (letters that aren't joined from) are;

b g j p q x y z s

Children must be taught individual letters first so that they see them as individual units before learning to join.

### Techniques for teaching letter formation

- ✓ Model good handwriting all of the time including writing of the learning objective on the I.W.B.
- ✓ Demonstrate
- ✓ Talk through the process
- ✓ Encourage children to verbalised the process
- ✓ Children form letters in the air
- ✓ Children work with different writing implements which are suited to their needs
- ✓ Children to be provided pencil grips where appropriate



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## Seating and posture

Ensuring that children have the correct posture prior to writing is extremely important. It helps if children angle their books slightly to ease the position at which they are writing.

- ✓ Chair and table should be at a comfortable height. If not using a table, children need a firm surface to work on such as a clip board
- ✓ The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- ✓ Encourage the children to sit up straight and not slouch
- ✓ Tables should be free from clutter and children should have adequate space to write

Left handed pupils should sit on the left of their partners. It is extremely important that a right handed child is not seated on the left hand side of a left handed child.

## Pencil grip

Children should write with a pencil or pen with a rounded nib. Pencils need to be sharp. A tripod grip should be available for those children needing support with holding a pencil.

### For right handed children

- ✓ Hold lightly between thumb and forefinger about 3cm away from the join
- ✓ The paper should be placed to the right tilted slightly to the left
- ✓ Use the left hand to steady the paper.

### For left handed children

- ✓ Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- ✓ Hold about 3cm from the tip
- ✓ The hand should be kept below the writing line
- ✓ The paper should be tilted slightly to the right at about 20- 30 degrees
- ✓ Use the right hand to steady the paper

## Assessment

Class teachers will monitor writing and presentation in books regularly and other colleagues through book scrutiny. The following should be considered;

- ✓ Is the writing generally legible?
- ✓ Are the letters correctly shaped and proportioned?
- ✓ Are the joins made correctly?
- ✓ Are the spaces between the letters, words and lines appropriate?
- ✓ Is the size of the writing appropriate?
- ✓ Is the writing properly aligned?



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- ✓ Are the writing standards achieved by the majority of pupils in line with the Level Descriptors in the National Curriculum?

A range of Nelson assessment tasks are available for each year group to identify specific pupil needs.

## Individual Assessment

Children should be observed as they write. The teacher needs to monitor and intervene where necessary. The following should also be considered:

- ✓ Is the posture correct?
- ✓ Does the child hold the pencil correctly?
- ✓ Does the child use the correct movement when forming and or joining letters?
- ✓ Are any letters reversed or inverted?
- ✓ Does the child write fluently and rhythmically?
- ✓ Is the writing easily legible?
- ✓ Is the pupil's handwriting developing in line with the level Descriptors in the National Curriculum?

## Linking handwriting to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised

Use Look – Say – Cover – Write – Check

## The child

- ✓ Looks at the word carefully
- ✓ Says the word
- ✓ Covers the word writes the whole word from memory
- ✓ Checks the word is written correctly

For children who are struggling particularly with fine motor control work on individual letters first

- ✓ c a d g q o
- ✓ e s f
- ✓ i l t
- ✓ u y j k
- ✓ r n m
- ✓ h b p
- ✓ v w x z

For children at the start of year 3



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- ✓ First join un, um, ig, id, ed, eg, an, or ing, ung
- ✓ Second join ch, sh, th, t ill ill, sli, slu, ck, ack, st, sti, ink, unk
- ✓ Third join od, pg, re, ve, oon, oom
- ✓ Fourth join wl, vl, of, ff, fl, flo
- ✓ Revise the break letters b, p, g, q, y, j, z
- ✓ Know the difference between upper and lower case letters

## For children in year 3 going into year 4

- ✓ Revise the break letters b p g q y z
- ✓ Revise capital letters
- ✓ Joins in, ine
- ✓ ut, ute,
- ✓ ve, vi
- ✓ ok, oh
- ✓ sh, as, es ( working on joining the letter s)
- ✓ ri, ru, ry ( practising joining from the letter r)
- ✓ oa, ad, as ( practising joining to and from the letter a)
- ✓ ee, ea, ed ( practising joining from the letter e)
- ✓ ow, ov, ox ( practising joining from the letter o)
- ✓ ky, hy, ly (practising joining to the letter y)
- ✓ ha, ta, fa ( practising joining to the letter a)
- ✓ od, oo, og ( practising joining from the letter o)
- ✓ er, ir, ur ( practising joining to the letter r )
- ✓ ai, al, ay
- ✓ oy, ou, oi
- ✓ re, oe, fe ( practising the horizontal join to the letter e)
- ✓ fu, wu, vu ( practising the horizontal join to the letter u)
- ✓ ot, ol, ok ( practising joining to ascenders)
- ✓ ai, al, ow, ol ( practising all the joins )

## For children in year 4

- ✓ ning, ping, ting
- ✓ oc, od, oo
- ✓ ake, ome, are
- ✓ fla, flo, fle
- ✓ who, wha, whe
- ✓ le, in, il
- ✓ inly, ky, ny
- ✓ ap, ar, an
- ✓ ick, uck, ack
- ✓ Practise writing with a slope
- ✓ he, we, re,
- ✓ fte, fir, fin
- ✓ wra, wri, kni (silent letters)



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- ✓ li, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee
- ✓ ew, ev, ex (spacing)
- ✓ th, ht, fl (proportions)
- ✓ ac, ag, af
- ✓ Capital letters
- ✓ Practising with punctuation.

## For children in years 5 and 6

- ✓ Practise consistency and size of letters
- ✓ Practising using a diagonal joining line
- ✓ Practising leaving an equal space between letters
- ✓ Practising joining to the letter y
- ✓ Practising using a horizontal joining line
- ✓ Practising the size and height of letters
- ✓ Practising joining from the letter l
- ✓ Practising joining to and from the letter v
- ✓ Practising consistency in forming and joining letters
- ✓ Speed writing
- ✓ Practising crossing double tt on completing the work
- ✓ Practising joining to and from the letter e
- ✓ Practising joining to and from the letter w
- ✓ Practising printing
- ✓ Practising joining to the letter t

## Guidance for staff in developing presentation

It is extremely important that children take pride in their presentation and to develop a fluent and confident handwriting style. Some additional teaching may be required at the beginning of the academic year to model for the children the key expectations and to provide children with an opportunity to embed the key presentational skills

Teachers should model good handwriting on the board and follow the approved handwriting scheme (i.e. Nelson) particularly when writing learning objectives in English and foundation subjects. In maths children will stick in learning objectives and mini challenge at the start of the lesson

Research has shown that children who have specific targets ie letters to work on succeed much better than taking children out for extensive handwriting intervention

- ✓ All children should have a benchmark piece of writing stuck in to the front of their books to show best work.
- ✓ Children should not write on the top line of their books.
- ✓ Children should miss a line after the date ie using DUMTUMs ( See examples in year 3 and 4)
- ✓ All work should have a date and title and be underlined.



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- ✓ In literacy the date needs to be written in full and underlined. Copying of words from the board should be accurate.
- ✓ All children will write in black pen only or sharp pencil.
- ✓ children should write a line, miss a line in all writing in their T4W journals in order to allow appropriate space for editing
- ✓ Pens should only be issued after consistent evidence of high quality standards of presentation – this includes following the approved layout of work, consistent letter formation, size and orientation.
- ✓ All letters need to sit on the line with adequate spacing between each word. Capital letters should be nearly touching the top of the line and lower case letters approximately half way. There should not be a mix of directions when children are writing i.e. letters upright mixed with letters which are slanting in different directions.
- ✓ Pens may be removed temporarily if handwriting deteriorates with the children being given the opportunity to earn them back.
- ✓ Planning may be done in pencil to allow children to make drawings, annotations and focus on thinking.
- ✓ Children should start by the margin unless otherwise told to do so. For those children who find this difficult a dot or mark can be placed in the margin to support children to find the writing position.
- ✓ Where it is difficult for children to write at a distance then the learning objectives should be written by hand and child given an individual copy to enable them to copy correctly.
- ✓ Diagrams are to be drawn in pencil and labelled in pen.
- ✓ All work for the wall that is a final best piece of work should be completed in pen.
- ✓ A mistake should be crossed out with one line.
- ✓ The use of rubbers should be monitored by adults and not used excessively.
- ✓ There should be no marks on the front covers of books apart from the name, class and subject - no doodling allowed! There should be a consequence for children not following this.
- ✓ Children need to take care with the presentation of their homework also and where possible follow the same guidance particularly as we are having homework books from this year.

This policy is an appendix of the English Policy and should be read in conjunction with all supporting policy statements i.e. the Learning Policy, Curriculum Policy, National Curriculum, EAL, Grammar, Handwriting, RWI Policy.

Name ..... Date:

Signature .....

*(On behalf of the Governing Body)*

Headteacher..... Date .....

Next review date: April 2017