



Raeburn Primary School **Handwriting and Presentation Policy 2022**

Aims:

- To provide opportunities for our children to develop their gross and fine motor skills which in turn will help them to navigate and explore the world around them with confidence and independence.
- To offer mark making experiences for children so that over time they can attribute meaning to their marks.
- To make the physical process of writing - handwriting - enjoyable from the start so children see themselves as writers.
- To use a consistent and progressive approach to handwriting in order to achieve high levels of presentation in all curriculum areas.
- To ensure our children use a comfortable pencil grip in order to develop a neat, legible style with correctly formed and orientated letters.
- To encourage our children to develop fluency and speed in writing, so that eventually they are able to become confident independent writers.
- To provide a balance of cursive and alternative print on displays or resources, so that pupils can become familiar with different forms of writing.
- To ensure consistency across the school in terms of handwriting and presentation.

Agreed Procedure

- We ensure that children practise handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.
- We teach and model a print style of handwriting from F1 upwards closely following the Read Write Inc. Handwriting guidance in line with our adopted Phonics scheme.
- We use mnemonics - memory pictures - to help children visualise the letter before they write it down.
- We introduce a lead in line (Year 2 and 3) when children are confidently forming letters of the correct orientation and relative size to one another.
- We then teach and model a cursive style of writing at Raeburn up into Key Stage 2.
- The print style of writing is used by staff when modelling writing both in class and with feedback in books in F1 up to Year 2.
- The cursive style of writing is used by staff when modelling writing both in class and with feedback in books from Year 2 onwards (when the majority of the class are confident with Stages 1a and 1b).
- Handwriting will be taught discretely in allocated sessions but should be embedded as a key element of the wider curriculum.
- Pupils are aware of the expectations regarding presentation of their work; ensuring it meets a good standard in all subjects.
- During handwriting sessions, the children will be taught to form letters correctly and apply this when writing words or parts of texts relevant to their current area of learning.
- Moderation of books will be used as evidence for the progression of handwriting.
- Staff will refer to the 'Progression overview' in this policy document to inform the teaching of handwriting.
- The school uses guidance from Read Write Inc. and the Teach Handwriting website.

Teaching and Learning

- Staff will ensure Handwriting is marked on the timetable for a 5 - 10 minute session at least twice per week so that children build up their handwriting skills. Some pupils may be less secure with their handwriting development and may need to work in a small group when the handwriting session is taking place to access the appropriate Stage.
- Lessons should follow the DEMONSTRATE - PRACTICE - REVIEW model which is introduced in the Read Write Inc. handwriting guidance.
- We do not want our children to copy letters or words during the focused Handwriting slot. We need their attention to be focused on their own formation of letters and joins. (This varies slightly in the initial stages of learning sounds in F1/F2 -see below)
- We want our children to take part in fine and gross motor skills activities alongside designated handwriting sessions.
- Warm up activities can be used prior to handwriting sessions, suggestions at <https://teachhandwriting.co.uk/handwriting-warm-up-exercises.html>

Handwriting Position

- In F2/ Key Stage 1, children will respond to the handwriting signal by assuming the correct position.
- Staff will encourage the position where
 - feet flat on the floor
 - bottom at the back of the chair
 - body one fist from the table
 - shoulders down and relaxed
 - back leaning forward slightly
 - left/right hand holding the page
 - left/right hand ready in a tripod grip.
- Always make sure that the hand not holding the pencil or pen holds the paper still when writing.
- Chairs and desks in classrooms are matched to children's age and height.

Early Years Foundation Stage (EYFS): Foundation 1 and 2

Fine and Gross motor skills development

<https://help-for-early-years-providers.education.gov.uk/physical-development/fine-motor-skills>

Research shows that the development of fine motor skills depends on the development of [gross motor skills](#) and that a joined-up approach to physical development is important. Young children need many opportunities to develop fine motor skills alongside gross motor skills so they can become confident to explore the world around them.

Mark making is an important experience for children because over time they can attribute meaning to their marks. Combined with a child's developing dexterity, these marks become refined and deliberate, until the point at which the young child labels their marks, either as pictures or writing.

- Our Early provision provides rich and varied opportunities for large and small movements, for example, Dough Disco and funky fingers.
- Children will be provided with a range of activities to develop the control necessary to form letters.
- Other implements such as chunky and regular pencils, large chalks and chunky pens are used by pupils to rehearse skills outside of the handwriting session to develop motor skills.
- Children are introduced to writing as part of the EYFS curriculum and linked to our RWI Phonics scheme.
- In F2, children write every day in their Phonics session and as they progress, will take part in a focused handwriting session.
- They will be sitting comfortably at a table, learning correct letter formation and writing letters speedily and legibly using a pencil during handwriting sessions.
- Some children by the end of Foundation 2 may progress to use handwriting books to practise their skills.

Key Stage 1 and 2

- Children will be given a handwriting book with appropriate line spacing (dependant on their skills) to use in their handwriting sessions.
- Children will continue to follow Stage 1A and 1B in Key Stage 1 until they are forming letters to the correct orientation and relative size to one another.
- The cursive style of writing will be introduced from Year 2 upwards.
- Pupils in KS1 will use a standard HB pencil, well sharpened.
- Application of the cursive style should be encouraged across the curriculum once children have been taught the lead in lines and appropriate joining style.
- When the class teacher deems a child ready in KS2, they will get a 'pen licence'.
- A pencil is always used in mathematics regardless of whether a child has a pen licence.
- Children cross out errors in written work with a single line, using a pencil and ruler where necessary.
- Titles are underlined with a pencil and ruler.
- Date is written to the left of the page and underlined using a ruler. Short date is used for Mathematics and Science. Children write the long date for other subjects in accordance with their year group.

Pen Licence

- When the class teacher deems a child ready in KS2, they will get a 'pen licence' after completing their guidance checklist. They will be provided with a blue writing pen at this stage.
- The aim of the Pen Licence is clear, correctly formed letters and a legible joined style with good overall presentation. There must be an emphasis on maintaining a level of neat handwriting and presentation across all subjects. Children will be provided with a checklist to guide them towards earning their pen licence. For a special piece of writing, or simply as a motivational tool, the pen can be given to any child if the teacher sees this as having a positive effect on their writing.

Intervention and Support

- Pupils may take part in guided motor-skill or handwriting sessions with a Teaching Assistant.
- Highlighting a line in a book may be used to improve letter size in relation to capitals or letters with ascenders/descenders.
- Specific implements may be used to support pupils with their handwriting and presentation (for example, providing chunky pencils, pencil grips, crocodile rulers and writing slopes).

Left Handed Pupils

- Left handed children should always sit on the left side of right-handed children, so that they are not competing for space.
- They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.
- Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right handed teacher.

Assessment

- In Foundation 2 children are assessed on an ongoing basis through observation.
- In Key Stage 1 and 2, handwriting is assessed as part of the children's writing assessments with statements highlighted termly on OTrack. Evidence will be considered from a range of subjects.
- Issues developing with children's handwriting are quickly identified and addressed (grip, formation, joins).

Homework

- Pencils should be used for homework sheets and in books until children receive their pen licence (unless they are producing a creative piece for display/learning log).

Progression Overview for Handwriting

- Each step is linked to the appropriate Year group; however, some pupils may take longer to develop their skills. They may need to remain at a certain step for longer or receive additional support/intervention to address this. The year group when this learning stage is likely to take place is identified in brackets.

Initial Sound and Letter teaching (Foundation 1 and Foundation 2)

- Children rapidly learn sounds and the letters that they need to represent them when they begin on the Read Write Inc. Phonics scheme (Set 1 Speed Sounds).
- Simple and enjoyable mnemonics help all children to grasp the letter sound correspondences quickly especially those who are at risk of making slower progress or those who are new to learning English.
- This knowledge is taught and consolidated every day.
- Once children have been introduced to a new sound, they will be taught how to form this letter/s.
- The teacher begins by air-writing the letter shape/s and the children copy this.
- The next step is to model writing the letter on the board and referring to the handwriting phrase.
- Children then practise writing their own letter whilst repeating the phrase to themselves. They should be encouraged to write the letter numerous times.
- The children will be given the opportunity to write previously learnt sounds without the teacher modelling them first.
- See appendix for overview of handwriting phrases.
- Children will be given a sheet containing the focus sound where they can practise reading and writing this at home.
- The phrases are shown on the next page.

STAGE 1A Letter Formation (Foundation 2 and Year 1)

In this stage, we follow guidance linked to the RWI Phonics programme.

- Children learn correct letter formation using the same picture mnemonics they have already learnt in the Speed Sounds Set 1 Lessons in Read Write Inc.
- Initially, children may write on plain paper but as they progress, they will then use books with a line.
- These letters are now taught in handwriting groups:
 - 'Around' letters: c a o d g q
 - 'Down' letters: l t b p k h i j m n r u y
 - 'Curly' letters: e f s
 - 'Zig-zag' letters: v w z x.
- Staff will model the formation of the letter by referring to the picture mnemonic as they write it. .
- The children then write their own letter slowly and carefully.
- We do not ask children to copy letters or words off the board.
- We help the children learn to visualise the letter as a picture and not refer to the written checklist.

STAGE 1B – Relative size of letters (Foundation 2 and Year 1)

In this stage, we follow guidance linked to the RWI Phonics programme.

- Once children can form the letters correctly, they learn how to place the letters on the line.
- Children should be taught to form capital letters clearly in the correct orientation and size in relation to lower case letters.
- Staff may use picture mnemonic to assist children with placement if they feel this will help their pupils.
- Children will be provided with a book or sheet with guidelines to assist with placement.
- Small letters that sit within the guidelines are: a c e i m n o r s u v w x z.
- Letters that have descenders below the line are: g j p q y.
- Tall letters with ascenders: b d h k l t f.
- When modelling, staff should use guidelines on the board.
- Staff will demonstrate to children where to start the letter on the guidelines on the board.
- The children then write their own letter slowly and carefully.
- We do not ask children to copy letters or words off the board.

STAGE 2 (Year 2 and Year 3) <https://teachhandwriting.co.uk/teach-handwriting-teachers.html>

In this stage, we follow guidance from Teach Handwriting website (Key Stage 1 Route D, Version 3)

- In Year 2, pupils should transition from printing when they are consistently forming letters to the correct shape and relative size to one another.
- We will introduce a cursive style to our pupils where we start letters from the line and use the phrase 'up we go'
- The website can be used to show the sequence of letters and an animated clip for each letter. Teachers should also model formation on the board.
- The children then write their own letter slowly and carefully.
- The letters are taught in these groups
Straight lines – i, l, t, x, z
Curves to start – c, o, d, g, q, o, e, s
Top exit – r, v, w
Tunnel – m, n, h, b, p, u
Hooks, loops and lines – j, y, f, k
- Children will be provided with a lined handwriting book with a guideline to ensure that letters are formed at the correct size in relation to one another.

STAGE 3 (Year 2 and Year 3) <https://teachhandwriting.co.uk/teach-handwriting-teachers.html>

In this stage, we follow guidance from Teach Handwriting website (Key Stage 1 Route D, Version 3)

- When children are confident with their leading lines up to each letter, joining can be introduced.
- Diagonal and horizontal strokes used to join letters will be modelled and practised in handwriting sessions.
- The website can be used to show the sequence of joins and an animated clip for each join containing different spelling patterns or words. Teachers should also model formation on the board.
- The children then write their own sounds or words slowly and carefully.
- The joins are taught in these groups
 - Bottom joins (diagonal)
 - Bottom joins to c shaped joins (diagonal)
 - Bottom e letter joins (diagonal)
 - Top e letter joins (washing line)
 - Top letter joins (horizontal)

STAGE 4 (Key Stage 2) <https://teachhandwriting.co.uk/teach-handwriting-teachers.html>

In this stage, we follow guidance from Teach Handwriting website (Key Stage 2 Route D, Version 3)

- In Years 3 and 4, children will be provided with a lined handwriting book with guidelines to ensure that letters are formed at the correct size in relation to one another.
- Letters continue to be taught in the order shown above until pupils are confident with joining.
- Children aim to join all their letters by the end of Year 4.
- Children build fluency in writing using the cursive style across the curriculum.
- Intervention and support may be necessary for some children prior to this if there are difficulties arising with fine motor skills or completion of written tasks.
- In Years 5 and 6, when the cursive style should be embedded, children are encouraged to write with fluency and speed in all subject areas. They will not be required to use a specific handwriting book.

Review

The policy will be reviewed annually, and the following key questions considered:

- Have the required NC skills been covered by the relevant year group band / Key Stage?
- Is there evidence of a progressive writing style leading into cursive across all subjects?
- Are standards age/band-appropriate and in accordance with the progression overview?
- Have all staff modelled the correct style in marking/feedback?
- Do books across the school show evidence of the agreed procedures for handwriting and presentation?
- What are the pupils' views on handwriting?

Appendices

1. Stage 2 letter formation font (on computers)
2. Stage 3 and 4 letter joins font (on computers)
3. Pen Licence Criteria (Key Stage 2)
4. Pencil grip guidance
5. 'Up we go' resource sheet
6. RWI Stage 1A and 1B guidance

Policy to be reviewed January 2023

Appendix 1 and 2

STAGE 2 letter formation

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

(Fonts can be found on computer under CCW Cursive in different formats)

STAGE 3 and 4

abcdefghijklmnop
pqrstuvwxyz

(Fonts can be found on computer under XCCW Joined in different formats)



Appendix 3

Raeburn Primary Pen Licence Criteria (Key Stage 2)

I will be awarded a pen licence if.....

Letter size

- I always write lower case letters at roughly half the line space.
- I always write ascending letters roughly twice as tall as lower case letters.
- I always write upper case (capital) letters roughly twice as tall as lower case letters.

Letter shape and formation

- I always ensure the lead-in for a lower case letter begins on the line.
- I always start and finish letters in the correct place.
- I remember to join letters using the correct type of join.
- I always sit letters on the line and remember to show clear ascenders (tall) and descenders (tails) with loops where needed.

Legibility

- I always correctly space letters and words.
- I consistently write smoothly and fluently using a comfortable pencil grip.

Presentation

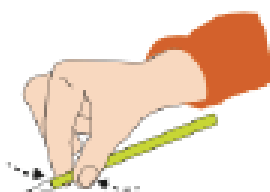
- I show the correct control of writing and drawing tools such as ruling straight lines and producing neat colouring.

Appendix 4

THE TRIPOD PENCIL GRIP

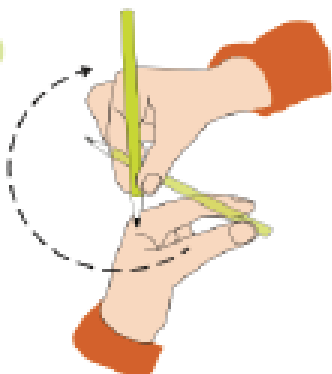
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



1) Grip the pencil with your index finger and thumb with the nib pointing away.

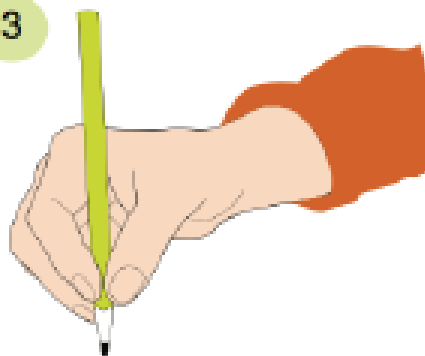
2



2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

3



Chn use pencil grips until they can grip pencil correctly. In EYFS, use shorter pencils as children have smaller hands.