



DUDLEY
INFANT
ACADEMY

DUDLEY INFANT ACADEMY

Handwriting and Presentation Policy

2018-19 (draft)

<i>Approved by staff</i>	<i>Sept 2018</i>
<i>Review date</i>	<i>Sept 2019</i>

Rationale:

A consistently high standard of presentation and handwriting is promoted across the whole academy which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of

pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Aims:

- * To raise standards in writing across the academy.
- * To have a consistent approach to handwriting and presentation across both EYFS and Key Stage One.
- * To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.

For pupils to:

- * Achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style.
- * Develop flow and speed whilst writing, so that eventually the children are able to write fluently and with confidence.

Inclusion Statement:

At Dudley Infant Academy we ensure that every child is given the opportunity to be included in all aspects of school life and in all areas of the curriculum. Teaching and learning in the school ensures that all children are set suitable learning challenges. The expectations outlined in this policy apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment.

Presentation across the school:

- * All books are named with the school labels and logo.
- * Every piece of work is dated (long date in all subjects except Maths).
- * All work has a WALT and steps to success.
- * Modelled examples are used to introduce new skills and reinforce expectations.
- * All drawings and diagrams are in pencil.
- * Pencil crayons, not felt pens, are used in exercise books.
- * Purple pens are used for specific reasons by children e.g. self –correcting, editing or peer assessment.
- * One single line is used to cross out mistakes or edit writing.
- * Books are well kept with no writing or doodling on the outside or inside of covers.
- * Children are taught where to start a new piece of work.
- * Poor presentation is challenged through verbal feedback and marking.

Handwriting across the school:

- * Children are taught to develop a continuous cursive handwriting style.
- * They are encouraged to maintain a correct posture and pencil grip.
- * Handwriting is discretely taught daily in the Foundation Stage and explicitly at least 3 times a week.
- * Years 1 and 2 teach handwriting explicitly through daily sessions. (10-15 minutes per session)
- * Opportunities for linking phonics and spelling are used.
- * Handwriting books are used in all year groups.
- * All exercise books have the handwriting lines in them.
- * Additional handwriting interventions are put in place for those children whose letter formation, joining or speed requires improvement.

Teaching and Learning:

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

Teachers are expected to:

- * follow the school policy to help each child develop legible and fluent handwriting.
- * provide direct teaching and accurate modelling.
- * provide resources and an environment that promotes good handwriting.
- * observe pupils, monitor progress and determine targets for development.
- * use the academy's handwriting style when marking exercise books.

Foundation Stage:

The emphasis at this stage is with movement and fine motor skill development. Children are taught the correct letter formation by starting at the right entry point and then moving in the right direction. Handwriting skills learned at this early stage become automatic and have a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in and lead-out strokes, following agreed letter formation, as soon as they are ready for letter formation. (For agreed letter formation please see Appendix 1).

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.

'Typically, when first learning to write, children 'print' their letters. They then move on to 'joined up' writing at a later stage. For children with dyslexia, learning two styles of handwriting can add an extra layer of difficulty and cause confusion. It is, therefore, much more helpful if a young child can learn to use a single system of handwriting right from the start.' (British Dyslexia Association)

Key Stage 1:

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words. They develop the fluency of their joined handwriting at word and sentence level. Correct letter orientation, formation and proportion are taught in line with the academy's agreed handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

Leadership and Management:

The English coordinator, with responsibility for writing, is responsible for reviewing and improving the standards of teaching and learning of handwriting throughout the school by:

- ❖ Pupil progress through lesson observations.
- ❖ Book looks;
- ❖ Pupil interviews;
- ❖ Auditing and supporting professional development;
- ❖ Purchasing and organising resources.

Agreed Letter Formation:

At Dudley Infant Academy handwriting will be taught using the following cursive style in all year groups:

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

Reasons this cursive style has been chosen:

- * All letters start from the line.
- * All 'looped' letters are closed – b p d etc.
- * All descenders loop back up to the line ready to feed into the next letter.
- * All ascenders and descenders reach the same height/depth.

Capital letters in this style:

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

Numerals in this style:

0 1 2 3 4 5 6 7 8 9 10

Appendix 2

Handwriting Joins:

<p>Diagonal joins.</p> <p>The most common letter join.</p> <p>Formed from the baseline.</p>	<p>used to join:</p> <p><i>a, b, c, d, e, h, i, k, l, m, n, p, q, s, t, u, x, z</i></p>	<p>to these letters:</p> <p><i>b, e, f, h, i, j, k, l, m, p, r, t, u, v, w, x, y, z</i></p>	<p>and to these tricky letter (where the letter is form in an anti-clockwise movement):</p> <p><i>a, c, d, g, o, q, s</i></p>
<p>Horizontal joins.</p> <p>Formed from the top of the letter.</p>	<p>used to join:</p> <p><i>o, r, v, w</i></p>	<p>to these letters:</p> <p><i>b, e, f, h, i, j, k, l, m, p, r, t, u, v, w, x, y, z</i></p>	<p>and to these tricky letter (where the letter is form in an anti-clockwise movement):</p> <p><i>a, c, d, g, o, q, s</i></p>
<p>Descender joins.</p> <p>Formed from the loop of the descender,</p>	<p>used to join:</p> <p><i>f, g, j, y.</i></p>	<p>to these letters:</p> <p><i>b, e, f, h, i, j, k, l, m, p, r, t, u, v, w, x, y, z</i></p>	<p>and to these tricky letter (where the letter is form in an anti-clockwise movement):</p> <p><i>a, c, d, g, o, q, s</i></p>