



Holly Hill
Church School

Handwriting and Presentation Policy

As a Christian school our vision is to promote 'Life in All its Fullness.' Our ethos is based on our 12 Christian values of hope, honesty, patience, joy, forgiveness, tolerance, thankfulness, respect, kindness, friendship, gentleness and love. It is within the vision and the ethos that this policy is written and will be implemented.

Dated Issues: September 2021
Review Date: September 2024

Signed:(Headteacher)

At Holly Hill we believe that neat, well formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we follow the Nelson Handwriting scheme.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the school;
- To state the school's approaches to this subject in order to promote public and parents' and carers' understanding of the curriculum.

Background

Why is a handwriting policy important for a primary school?

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff. Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The first handwriting lessons are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.

Suzanne Tiburtius of the National Handwriting Association

Aims:

- To raise standards in writing across the school.
- To have a consistent approach across the Early Years Foundation Stage and Key Stage One of teaching handwriting and presentation of work throughout the school.

- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

For pupils to:

- Achieve a neat, legible style with correctly formed letters.
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is taught every day through short, focused sessions following the handwriting families / groups. Teaching takes place during focussed 10-15 minute handwriting sessions and will be monitored during live marking throughout the rest of the curriculum. Shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

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 all adults is very important. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. We set consistently high expectations for all children in all subjects across our curriculum. We encourage all children to take care and show pride in their work in all subjects. At Holly Hill we believe that neat, well-formed handwriting and presentation of written work helps to raise standards, as the pupils take pride in and have a sense of ownership of their work. Teachers consistently set high expectations for presentation; promoting the school's handwriting policy in all written work and encouraging children to try their best, so that they produce their best work in all subjects.

The role of the teacher:

To follow the school policy to help each child develop legible and fluent handwriting.

To provide direct teaching and accurate modelling.

To provide resources and an environment which promotes and values good handwriting.

To observe pupils, assess, monitor progress and determine targets for development.

To use the correct technical terms/language during the teaching of handwriting

- ~ The word **cursive** means joined
- ~ The dot on the i and j is called a **tittle**
- ~ The correct name for the joins between letters is **ligatures**
- ~ The name for a tail is a **flourish**
- ~ The letters b, d, h, k and l are called **ascenders**
- ~ The letters g, j, p, q and y are called **descenders**
- ~ Letters that join at the top join **horizontally**
- ~ Letters that join at the bottom join **diagonally**
- ~ **Lower case** letters should be the same size
- ~ The letters f, g and y all **loop** on the **descenders**

Assessment

Handwriting is assessed in the Early Year Foundation Stage through the use of Insight in the Writing and the Moving and Handling Strands. In Key Stage One handwriting is assessed through Insight in English and in the Teacher Assessment Framework (TAF).

Continuity and Progression

Lesson Format

- A short warm-up of exercises to develop gross- and fine-motor skills, videos from the Nelson handwriting scheme, followed by a reminder / recap of good posture for handwriting including which way left / right handed individuals should angle their paper / page
- Introducing the new letter / letters / join for the lesson by performing these in the air / on the table / on a partner's back
- Movement and / or letter formation and / or joining modelled and assessed using live marking during the lesson by members of staff.

- Word and / or sentence writing using the letter / letters of the day.

Foundation Stage

In the Early Years, close attention is given to gross motor development, pencil grip and fine motor control. It is expected that children master the tripod grip by the end of the (See Appendix 2). Daily dough gym is used to support the development of fine motor skills in this Key stage. Pupils are given meaningful opportunity to experiment with a range of writing materials and implements to develop their understanding of the correct pressure to use when writing. As physical development is integral in the development of writing, each classroom has a fine motor control area to develop control and strength of the children's fingers. Daily gross motor activities within handwriting lessons are used to support the development of the skills needed to write.

The emphasis at this stage is with developing the correct gross and fine motor movements to ensure that children can form letters correctly and apply the correct pressure when they are ready to do so. Once these movements are established then letter formation will be taught. Emphasis will be on children starting at the correct place and then moving in the correct direction. At Holly Hill we use Read, Write Inc to teach the formation of each letter. Teachers introduce new letters by teaching the children a rhyme for each to help teach them the correct formation (For agreed letter formation please see **Appendix 1**).

By the end of Reception, the children will have been taught how to correctly form all the lower-case and capital letters of the alphabet

Key Stage 1

In Year 1, children will be taught about letter families and the correct sizing of letters. Handwriting is taught in a daily 10-15-minute stand-alone session and children are expected to apply what they have learnt to their writing throughout the curriculum. By the end of Year One children will be expected to form letters of the correct size and orientation as well as having finger spaces which are in relation to the size of their handwriting. They will also be beginning to apply some of the initial joins in their writing in readiness for Year 2.

In Year 2, children continue to practise their handwriting daily during the 10-15-minute handwriting session and are taught to join their letters. It is expected by the end of the year that all children will be applying joins into their writing across the curriculum.

Following the Nelson Handwriting Scheme

At Holly Hill Church School we follow the stages of the Nelson Handwriting Scheme. These are:

1. Readiness for writing: gross and fine motor skills leading to letter formations (Foundation Stage)
2. Forming each letter correctly (Reception)
3. Forming each letter correctly and of the correct size, orientation and beginning to form joins. (Year 1)
4. Developing joins from the correct place (Year 2)

Handwriting has been planned for each Year Group using Nelson's resources and scheme. Please see the Handwriting Medium Term planning for more information. Each Years' Overview can be found in appendix 3

When writing, it is important that children hold their pencil correctly and ensure their posture is correct.

- Feet flat on the floor
- Head up, not resting on the desk or hand
- Paper is at the correct angle
- Spare hand steadies the paper

Pencil hold:

- Pencil held between the finger and the thumb
- Middle finger provides extra support

Presentation guidance

It is essential that all children take pride in their work and that it is set out well.

- All work must begin with the date. In Early Years and Key Stage 1, this will be provided for the children in their books. The date should be written on the top line above the learning objective. In Maths, a short date will be used
- When working in books children should write from the margin to the edge of the page.
- The learning objective will be stuck in books prior to the lesson and will be positioned on the left of the page.
- When squared paper is used for Mathematics 1 digit is written in each box and a line is left between each calculation.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group intervention (such as gross/fine motor skills) is drawn up in consultation with the SEND co-ordinator and Phase Leaders. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

Supporting right- and left-handed writers

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

Left-handers	Right-handers
<ul style="list-style-type: none"> • Hold lightly in a tripod grip • Hold about 3cm away from the pencil point • The hand should be kept below the writing line • The paper should be tilted slightly to the right • Use the right hand to steady the paper 	<ul style="list-style-type: none"> • Hold lightly in a tripod grip • Hold about 3cm away from the pencil point • The paper should be placed to the right, tilted slightly to the left • Use the left hand to steady the paper

Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space to angle their paper.

- extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

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. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment

A dedicated writing area is established in all classrooms in the Early Years Foundation Stage, with the area being fully equipped with a variety of resources made available to the children. Writing opportunities are also available throughout the continuous provision.

Key Stage One classrooms have suitable materials that are available for pupils to work at their own tables.

Throughout all Key Stages word processed documents or display words will be typed in Sassoon Primary Infant type. All adult handwriting must follow the school's handwriting policy and demonstrate high expectations.

























The role of parents and carers

Parents are made aware of each year groups expectation for handwriting at the start of the year. This is done at the initial teacher meetings. Where a child is finding handwriting challenging teachers will discuss this during parent's evenings and made aware of their progress through half termly assessment reports.

Monitoring and Evaluation

- This will be undertaken by the class teacher is assessment throughout the year as part of ongoing writing assessments (see Assessment Policy).
- When undertaking book looks senior leaders will monitor all subjects for neat presentation and the use of the agreed handwriting scheme. It is expected that children's handwriting will be consistent across the curriculum.

Appendix 1: Examples of agreed letter formation

<p>a</p>  <p>Around the apple and down the leaf.</p>	<p>b</p>  <p>Down the laces to the heel and around the toe.</p>	<p>c</p>  <p>Curl around the caterpillar.</p>	<p>d</p>  <p>Around the dinosaurs bottom, up his tall neck & down to his toes.</p>	<p>e</p>  <p>Lift off the top and scoop out the egg.</p>	<p>f</p>  <p>Down the stem and draw the leaves.</p>
<p>g</p>  <p>Around the girls face, down her hair and give her a curl.</p>	<p>h</p>  <p>Down the head, to his hooves and over his back.</p>	<p>i</p>  <p>Down the body, tittle for his head</p>	<p>j</p>  <p>Down his body, curl, tittle for his</p>	<p>k</p>  <p>Down the kangaroo's body tail and leg.</p>	<p>l</p>  <p>Down the long leg.</p>
<p>m</p>  <p>Down Maisie, mountain, mountain.</p>	<p>n</p>  <p>Down Nobby and over his net.</p>	<p>o</p>  <p>All around the orange.</p>	<p>p</p>  <p>Down the pirates plait and around his face.</p>	<p>qu</p>  <p>Round her head, up past her earring, down her hair, and flick.</p>	<p>r</p>  <p>Down the robots back and curl over his arm.</p>
<p>s</p>  <p>Slither down the snake.</p>	<p>t</p>  <p>Down the tower, across the tower.</p>	<p>u</p>  <p>Down and under, up to the top and draw the puddle.</p>	<p>v</p>  <p>Down a wing, up a wing.</p>	<p>w</p>  <p>Down, up, down, up.</p>	<p>x</p>  <p>Down the arm and leg, repeat the other side.</p>
<p>y</p>  <p>Down a horn, up a horn and under head.</p>	<p>z</p>  <p>Zig-zag-zig.</p>				

Appendix 2: Handwriting Families

Curly Caterpillar Letters	c, a, o, q, g, d, e, s, f
Ladder Letters	l, i, j, t, u, y
One Armed Robot Letters	r, m, n, h, b, k, p
Zigzag Letters	v, x, w, z

Development Matters -

Nursery Yearly Overview

- **Physical Development: Moving and Handling (22-36 months):** Beginning to use three fingers (tripod grip) to hold writing tools.
- **Physical Development: Moving and Handling (22-36 months):** Imitates drawing simple shapes such as circles and lines
- **Physical Development: Moving and Handling (22-36 months):** Maybe be beginning to show preference for dominant hand
- **Literacy: Writing (22-36 months):** Distinguishes between the different marks they make

- **Physical Development: Moving and Handling (30-50 months):** Holds pencil between thumb and two fingers, no longer using whole hand grasp
- **Physical Development: Moving and Handling (30-50 months):** Draws line and circles using gross motor movements.
- **Physical Development: Moving and Handling (30-50 months):** Holds pencil near point between first two fingers and thumb and uses it with good control
- **Physical Development: Moving and Handling (30-50 months):** Can copy some letters, e.g. letters from their name.
- **Literacy: Writing (30-50 months):** Sometimes gives meaning to marks as they draw and paint
- **Literacy: Writing (30-50 months):** Ascribes meanings to marks that they see in different places.

Autumn		Spring		Summer	
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Gross Motor Skills Core Stability Upper Body Strength Crossing the Midline Bi-Lateral Co-ordination		Gross Motor Skills Core Stability Upper Body Strength Crossing the Midline Bi-Lateral Co-ordination		Gross Motor Skills Core Stability Upper Body Strength Crossing the Midline Bi-Lateral Co-ordination Pencil Control Activities	

Year R Yearly Overview

- **Physical Development (Reception):** Develop the foundations of a handwriting style which is fast, accurate and efficient.
- **Literacy: Writing (Reception):** Form lower-case and capital letters correctly. • Re-read what they have written to check that it makes sense • Form lower-case and capital letters correctly.
- **ELG 04: Fine Motor: Expected Level:** Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.
- **ELG 10: Writing: Expected Level:** ELG - Write recognisable letters, most of which are correctly formed.

Teaching Structure – Nelson Handwriting Warm-up – Teach – Practise – Apply

Blue Level Workbooks 1 – 4

Autumn		Spring		Summer	
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Week 1 – Baseline Assessment Gross Motor Skills See bank below Pencil Control Activities Can be found online	Gross Motor Skills Pencil Control Activities Numbers Blue Unit 16 – 0-4 Blue Unit 17 – 5-9 18 lessons = 2 lessons per number Not having a handwriting lesson every day to begin with.	Begin Handwriting Lessons Every day. Gross Motor Skills Pencil Control Activities Practising Patters then Letter Formation – Capitals Blue Unit 18 – C, A, D, G, Q, O, E, S – 16 lessons Blue Unit 19 – F, I, L, T, U, Y – 12 lessons Assessment and Consolidation – 2 lessons 30 lessons – (16 lessons + 12 lessons = 2 lessons per capital + 2 lessons)	Gross Motor Skills Pencil Control Activities Practising Patters then Letter Formation – Capitals Blue Unit 19 – J, K, R – 6 lessons Blue Unit 20 – N, M, H, B, P, V, W, X, Z – 18 lessons Assessment and Consolidation - 6 lessons 30 lessons – (6 lessons + 18 lessons = 2 lessons per capital + 6 lessons)	Gross Motor Skills Pencil Control Activities Curly Caterpillar Letters Family - 18 lessons Blue Unit 1 - c, a Blue Unit 3 - o, q Blue Unit 2 - g, d Blue Unit 4 - e Blue Unit 5 - s, f Ladder Letters Family – 12 lessons Blue Unit 6 - i, Blue Unit 7 - l, t Blue Unit 8 - u, y Blue Unit 9 - j 30 Lessons (18 lessons + 12 lessons = 2 lessons per letter)	Gross Motor Skills Pencil Control Activities One Armed Robot Letters Family – 14 lessons Blue Unit 10 – r Blue Unit 11 - m, n Blue Unit 12 - h Blue Unit 9 – k Blue Unit 13 - b, p Zigzag Monster Letters Family – 8 lessons Blue Unit 14 - v, w Blue Unit 15 - x, z Assessment and Consolidation – 8 lessons

					30 lessons (14 lessons + 8 lessons = 2 lessons per letter + 8 lessons)
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Year 1 Yearly Overview

KPIs

- **Handwriting:** Sit correctly at a table, holding a pencil comfortably and correctly
- **Handwriting:** Begin to form lower-case letters in the correct direction, starting and finishing in the right place.

- **Handwriting:** Form capital letters
- **Handwriting:** Form digits 0-9
- **Handwriting:** Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Teaching Structure – Nelson Handwriting Warm-up – Teach – Practise – Apply

Teachers Book Resource and Assessment Book – Red and Yellow Level			Developing Skills Books – Blue Level Developing Skills Book – Red Level		
Autumn		Spring		Summer	
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Gross Motor Skills Pencil Control Activities Letter Formation – <u>REVISION FROM YR R:</u> Capitals Blue Unit 18 – C, A, D, G, Q, O, E, S Blue Unit 19 – F, I, L, T, U, Y, J, K, R Blue Unit 20 – N, M, H, B, P, V, W, X, Z Numbers Blue Unit 16 – 0-4 Blue Unit 17 – 5-9 30 Lessons (26 – 1 lesson per letter + 4 lessons for numbers)	Gross Motor Skills Pencil Control Activities Letter Formation - Curly Caterpillar Letters Family Blue Unit 1 - c, a Blue Unit 2 - g, d Blue Unit 3 - o, q Blue Unit 4 - e Blue Unit 5 - s, f Ladder Letters Family Blue Unit 6 - i, Blue Unit 7 - l, t Blue Unit 8 - u, y Blue Unit 9 - j 30 Lessons (18 + 12 = 2 lessons per letter)	Gross Motor Skills Pencil Control Activities Letter Formation - One Armed Robot Letters Family Blue Unit 10 – r Blue Unit 11 - m, n Blue Unit 12 - h Blue Unit 9 – k Blue Unit 13 - b, p Zigzag Monster Letters Family Blue Unit 14 - v, w Blue Unit 15 - x, z	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Initial Joins Red Units 3 – 10 (24 lessons) Red Unit Check-up 1 (2 lessons) Consolidation / Assessment (2 lessons) 30 Lessons (7 units – 3 lessons per unit + Check-up – 2 lessons + Consolidation – 4 lessons)	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Initial Joins Red Units 11 – 19 30 Lessons (3 lessons per unit + 6 lessons for Unit 19) Red Unit Check-up 2 (2 lessons) Consolidation / Assessment (2 lessons)	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Initial Joins Red Unit 20 – capital letter revision (26 lessons) Red Unit Check-up 2 (2 lessons) Consolidation / Assessment (2 lessons)

		22 Lessons (14 + 8 lessons = 2 lessons per letter)			
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NEW LEARNING;

Initial Joins

Red Unit 1 – 2
(6 lessons – 3 lessons per
join)

Year 2 Yearly Overview

KPIs

- **Handwriting:** Write lower-case letters of the correct size relative to one another
- **Handwriting:** Start using some of the diagonal and horizontal strokes needed to join letters and understand which letter, when adjacent to one another, are best left unjoined.

- **Handwriting:** Write capital letters and digits of the correct size, orientation and relationship to one another and to the lower-case letters
- **Handwriting:** Use spacing between words that reflects the size of the letters

Teaching Structure – Nelson Handwriting Warm-up – Teach – Practise – Apply

Teachers Book Resource and Assessment Book – Book 1 and Book 2			Pupil Book 1B Pupil Book 2		
Autumn		Spring		Summer	
Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2
Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns REVISION FROM YR 1; Joins Red Unit 1 – 20 + 2 catch – 22 lessons NEW LEARNING; Pupil Book 1B Units 15 + 16 (3 Lessons Each)	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Joins Pupil Book 1B units 17 - 26 (3 lessons per unit) 30 lessons	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Joins, position and size Pupil Book 1B units 27 - 28 (2 lessons per unit) 1B Check-up lessons Assessment and Consolidation (5 Lessons) Book 2 Units 1 – 8 (16 Lessons) Consolidation (4 lessons) 30 lessons	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Joins, position, size and print Book 2 Units 9 - 20 (22 lessons) Assessment and consolidation (7 lessons) Check-up (1 lesson) 30 lessons	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Joins, position, size and punctuation Book 2 Units 21 - 28 (16 lessons) Assessment and consolidation (13 lessons) Check-up (1 lesson) 30 lessons – (15 lessons + 2 lessons + 12 lessons + 1 lesson)	Gross Motor Skills Pencil Control Activities Letter Formation - Practising Patterns Assessment and Consolidation

