



Rush Common School Professional Practice Document (“PPD”) for Handwriting and Presentation

1) Good handwriting raises self esteem and enables children to communicate clearly. Expectations of neat handwriting help the school to show it is setting high standards in general, and of presentation in particular. The importance of handwriting should not be under-estimated. Children’s self-esteem can be heightened when they are able to take pride in their handwriting. The implementation of this policy is the responsibility of all teaching staff and all teachers will be responsible for the planning, teaching and modelling of handwriting. Furthermore, by directly teaching children to write legibly, fluently and with increasing speed, their composition and spelling will be supported.

2) Aims:

We want our children to develop a legible style of handwriting that is based on sound letter formation. We want their skills in handwriting to be reflected in the presentation of their work.

Teaching of handwriting aims to ensure that:

- Children have a positive attitude to handwriting
- Children understand the need to develop a good handwriting style
- Children hold writing implements correctly
- Children achieve a script which can be easily read
- Children develop a fluent, joint style
- Children in Key Stage 2 are aware that they need to balance speed and neatness to achieve a writing style appropriate to task.
- Children’s writing and presentation of work is of the same standards in all books

3) Objectives:

‘A Hand For Spelling’ - Charles Cripps, is used as our handwriting scheme and the Literacy Framework links handwriting to phonics. Handwriting is assessed as part of the marking process. We need to ensure correct letter formation for both left and right handed children.

- To produce a controlled line which supports letter formation
- To write letters using the correct sequence of movements

4) 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 promote good handwriting.
- To observe pupils, monitor progress and determine targets for development.
- To model appropriate handwriting to the children when using white boards, flip charts, or marking books.
- To provide verbal and written feedback on handwriting, including reference to specific errors in handwriting formation

5) Organisation

All classes will have regular sessions devoted to the teaching of handwriting using Charles Cripps as the chosen style. These sessions will take the form of whole class lessons in Years 1-3 and small intervention groups for children not meeting the expectations for their year group, in Years 4-

6) Shared and guided writing provide opportunities for the modelling and monitoring of handwriting. Practise sessions usually occur outside the Literacy lessons.

6) Handwriting Skill and Development

Foundation Stage	<p>Pre-writing activities promoting pencil control, awareness of letter shapes and orientation e.g.</p> <ul style="list-style-type: none"> • Make letters in play dough, plasticine • Tactile letter tracing using textured shapes • Write with stick or finger in the sand, use paints, chalks or large felt pens • Use sky writing and large scale practise • Ensure correct posture • Trace over lines, shapes, letters and simple words • Practise copy writing own name • Use a triangular pencil and pencil grip • Finger action rhymes • 'Waking up' hands – exercises • Other play activities to support fine control skills
Year 1	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • Use a triangular pencil and pencil grip • Form lower case letters correctly (as in Cripps) in the correct direction, starting and finishing in the right place • Practise handwriting in conjunction with phonics, spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes letters easy to join • Form capital letters and digits 0-9 • Understand which letters belong to which handwriting 'families' (e.g. letters that are formed in similar ways) and to practise these • Introduce joins and links when the teacher feels the children are ready
Year 2	<ul style="list-style-type: none"> • 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 • Practise handwriting in conjunction with spelling and phonic patterns • Practise the four basic handwriting joins <ol style="list-style-type: none"> 1. diagonal joins to letters without descenders – ai, ar, un 2. horizontal joins to letters without ascenders – ou, vi, wi 3. diagonal joins to letters with ascenders – ab, ul, it 4. horizontal joins to letters with ascenders – ol, wh, ot • By the end of year 2 children will be using joined script consistently in writing.
Year 3	<ul style="list-style-type: none"> • Use handwriting for all writing except where other special forms are required • Practise correct formation of basic joins from Y2 and use joined handwriting throughout their independent writing • Ensure consistency in size and proportion of letters and spacing between letters and words • Build up handwriting speed, quality, fluency and legibility through practise. • Use black pen during focussed handwriting skills lessons, e.g. Staedtler handwriting pen or Berol fineline. Use black pen during free-writing sessions, at the discretion of the child
Year 4	<ul style="list-style-type: none"> • Use a clear, neat hand for finished presented work • Understand that when taking notes that informal styles are acceptable • Ensure consistency in size and proportion of letters and spacing between letters and words • Use a range of presentation skills, including choosing the appropriate style and implement for a task e.g. <ol style="list-style-type: none"> 1. Choosing the best implement for quick notes or a final handwritten

	<p>version</p> <ol style="list-style-type: none"> 2. Print script for captions, sub-headings, emails, forms and labels 3. Capital letters for posters, title pages, headings 4. A range of computer generated fonts and point sizes 5. Write in black pen in all subjects except Maths, when handwriting is consistently joined, fluent and legible as assessed by the teacher (e.g. pen licenses) 6. Use black pen during free writing sessions at the discretion of the child 7. Cross out errors with a single ruled line and in Literacy; use a separate editing page to make adaptations and additions to their work
Years 5 + 6	<ul style="list-style-type: none"> • Practise, reinforce and refine skills taught in previous years • Use black pen for Writing across the curriculum, except in Maths. Black pen to be used during free writing sessions at the discretion of the child • Cross out errors with a single ruled line and in Literacy; use a separate editing page to make adaptations and additions to their work

Some Common Errors	<p>Lower case f is a tall letter just like k or h – if it is small it can be mistaken for an ‘s’</p> <p>Letters we don’t join from.....g, j, q, y, z, x</p> <p>Some letters we don’t all join from and should.....s , b, p</p> <p>Letters that join to the next at the top.....o, r, v, w,</p> <p>Height of ascenders and descenders, particularly when forming capital letters</p>
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7) General Presentation for written work

KS1	<p>Maths – write short date, one written digit per square</p> <p>Other subjects –write title (if needed) and date</p>
KS2	<p>Maths – write and underline short date and WALT/title, one written digit per square, ruler used for any line drawn</p> <p>Other subjects - underline WALT/title and date</p>

8) Review of this PPD

The Senior Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Senior Leadership Team meeting on 27th June 2014

Signed.....

Headteacher

Review Date: June 2017