



Co-op Academy
Portland

Handwriting and presentation

At Co-op Academy Portland we are on a journey to success with our handwriting.

We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum

Objective Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group at Co-op Academy Portland in all their handwriting, whether on whiteboards, displays or in pupils' books.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils in KS2 can use a Handwriting pen in preparation for high school.

Key Stage Teaching

Early Years:

For our youngest pupils we teach handwriting as part of the Read Write Inc (RWI) daily phonics lesson. Letters are taught systematically and each letter has a rhyme and picture to go with it.

In addition, children will practice handwriting in the areas of provision by:

- gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Children are taught to form individual letters as part of their Read Write Inc (RWI) daily phonics lesson. They are taught systematically in the following order. Each letter has a rhyme and picture to go with it to enable children to recall its formation using multi-sensory techniques.

Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

m Maisie, mountain, mountain
 a round the apple, down the leaf
 s slither down the snake
 d round his bottom, up his tall neck and down to his feet
 t down the tower, across the tower
 i down the body, dot for the head
 n down Nobby, over his net
 p down the plait and over the pirate's face
 g round her face, down her hair and give her a curl
 o all around the orange
 c curl around the caterpillar
 k down the kangaroo's body, tail and leg
 u down and under, up to the top and draw the puddle
 b down the laces to the heel, round the toe
 f down the stem and draw the leaves
 e lift off the top and scoop out the egg
 l down the long leg
 h down the head to the hooves and over his back
 r down his back and then curl over his arm
 j down his body, curl and dot
 v down a wing, up a wing
 y down a horn, up a horn and under his head
 w down, up, down, up
 z zig-zag-zig
 q round her head, up past her earrings and down her hair
 x down the arm and leg and repeat the other side



Key Stage 1: Years 1 and 2

Children will continue to develop fine and gross motor-skills with a range of multi-sensory activities. Handwriting should be discussed within and linked to phonics sessions. Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words accurately. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words using a cursive style. Children will also consolidate their letter formation within their daily RWI phonics lessons.

Key Stage 2: Years 1-6

Key Stage 2 During this stage the children continue to have direct teaching and regular practice of handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

