

Handwriting and Presentation Policy



*'Learning for life,
building a firm foundation'*

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At All Saints, we believe that our vision, *Learning for life, building a firm foundation*, is really important in terms of handwriting and presentation because we believe that children need firm foundations on which to build in all aspects of their lives. In the case of this policy that means developing neat, well-formed handwriting and presentation of written work. This raises standards as the pupils take pride in and have a sense of ownership of their work. As a school, we use the Letter-join programme to facilitate consistent teaching of handwriting throughout the school.

Rationale

- When communicating ideas in writing, it is important that children use a handwriting style, which is neat, legible, joined and correctly formed.
- It is vital that children can write fluently, comfortably, and legibly, as this is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting, as this is a skill needed in everyday life.
- The first handwriting lessons in Foundation Stage are vital to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning and secure the correct pencil grip. We do not introduce cursive letters until children are proficient in forming the letters of the alphabet correctly or are in Year 1.

Aims

- To develop an efficient joined, confident handwriting style that is clear, legible and fluent, freeing the writer to concentrate on the content of writing rather than letter formation.
- To instil a positive attitude towards handwriting and presentation.

For pupils to:

- Achieve a neat, legible style with correctly formed letters which are joined for the vast majority of children by the time they leave Yr2.
- Develop flow and speed, so that eventually they can produce the letters automatically in their independent writing.

Handwriting

Handwriting is taught weekly in every class using Letter-joins, through short, focused sessions. In addition, it can be linked with spelling, grammar or phonic objectives. Additional lessons can be planned if a particular misconception in

letter formation is observed or if a group of identified children need additional lessons.

Handwriting is a skill that needs to be taught explicitly. Since handwriting is essentially a fine motor movement skill, correct modelling of the agreed style by the teacher and teaching assistant is very important. All class teachers and teaching assistants must use Letter-join modules for their year group/ intervention group to ensure progression in skills.

Foundation Stage

- The emphasis at this stage is with movement. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.
- 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.
- Pupils are given the opportunity to experiment with a range of writing materials and implements. A multi-sensory approach, including Write Dance and pattern making activities are used to help pupils develop writing-readiness.
- Tracing over /under patterns and shapes are an important stage of development.
- Children should also spend time making large marks and the sizes should decrease as they become more accurate with their mark making.
- Letters are taught in families with rhymes as appropriate and are linked to the order in which graphemes are learnt in Twinkl Phonics.
- A focus will be on correctly writing their own name.
- Letters should be formed correctly, and children should leave spaces between words, form capital letters and begin to use where appropriate. Children should also be taught to form numerals that are consistent in size and orientation.

Key Stage 1

- Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to join their letters in Year 1. This is dependent on the physical ability not age of the child. This is normally achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. If the child would benefit

from making large marks, tracing over, copying under and pattern making then provision must be made for this.

- Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2 when children with legible, joined handwriting can earn a handwriting pencil. This can be revoked if children do not sustain their joined handwriting but can be earned back.
- Children will write legibly using upper and lower-case letters with correct orientation.
- Letters should sit on the baseline and be consistent in size with ascenders and descenders that are the correct length and formation.
 - Children should continue to leave spaces between words, form capital letters and use them where appropriate. They should also be able to form numerals that are consistent in size and sit on the base line.
 - Children will improve the speed of writing and begin to write automatically thus promoting creativity in their independent writing.

Key Stage 2

Formal teaching of handwriting continues to be carried out regularly and systematically and a developmental approach is used to move children through the phases, being mindful of end of Key Stage expectations if additional support via interventions is needed. All children are expected to use a neat legible handwriting style and to write in pen or pencil as appropriate. Different types of handwriting pen and handwriting grip may be used to facilitate neat legible handwriting.

Additional Strategies for left-handed children

- Check that a left-hander is not sitting too close to the right of a right-hander. This will avoid their arms colliding. Some, but not all, left handers will find writing easier if they can sit on a higher chair BUT that their feet are still firmly on the floor.
- When copying a word, numbers, letters, writing patterns etc a left-hander is helped if these are placed down the right-hand side of page.
- Extra practices with left to right exercises may be necessary before pupils write like this automatically.

Presentation

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

- Teacher's comments or symbols will indicate whether a correction needs to be addressed.
- The date (long date in writing books and short date in mathematics books), learning goal and any titles must be neatly underlined using a ruler.
- If a sticker with the date and learning goal is used in Early Years or Key Stage 1 or for identified children, then it should be positioned neatly on the page. Children in Year 2 must write the date and learning goal independently by the end of summer term in all books.
- When writing, handwriting pens may be used by some children in Key Stage 1 if their handwriting is cursive and neat. All children in Key Stage 2 must use a handwriting pen or alternative agreed by the class teacher. Handwriting grips may be used.
- When writing paragraphs, a new paragraph should be indicated by clearly indenting the line. Typed work may use the missing a line convention
- Rulers will always be used where children need to draw lines, shapes, tables, or graphs in mathematics books.
- In mathematics books, children should write one digit per square when writing numbers. Fractions should be written in one square by the end of year 6. Mathematical symbols should also be neatly positioned within a square.
- Pencil should be used in mathematics books although pen will be introduced in Year 6.
- Margins must be drawn in pencil in mathematics books and work should start three squares from the margin.
- When using a pencil, it must be sharp so that work is presented neatly.
- Erasers will not be used to correct pencil work - children should either draw a line through the mistake with a ruler OR put a cross next to the incorrect work. When editing work, cross work out neatly or use an editing flap.
- Criteria for presentation of work will be discussed with the children prior to commencement of work.
- Any pictures should be coloured in pencil crayons. Felt pens should not be used in exercise books.
 - Pages should not be missed out. However, if a page or pages are missed, they should be used as soon as possible.
- Where possible all books will have a plastic cover.
- Children will be reminded to take care of their book and present their work neatly.
- Doodling in books is NOT tolerated as it demonstrates a poor attitude to learning.

- Sections of poorly presented or illegible work may be rewritten at the teacher's or teaching assistant discretion.
 - Handwriting and presentation codes are used by the teacher and teaching assistant on all work. The codes and examples are displayed in all classrooms and discussed with children frequently.
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Parents as Partners

We recognise and value the important role parents play in education as they know their child best. The Foundation Stage teachers play an important role in ensuring that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality. Teachers may provide additional resources and activities for children to practise handwriting and presentation at home, in addition to the regular weekly homework.