

# Wolsingham Primary School



## Handwriting and Presentation Policy

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## **Rationale**

At Wolsingham Primary School 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 are adopting a cursive method of handwriting.

### **Aims**

- To raise standards in writing across the school.
- To have a consistent approach across both Key Stage One and Two when 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 in cursive handwriting.
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

### **Monitoring and Evaluation**

- This will be undertaken by the class teacher and will also be assessed as part of each term's English writing assessments.
- When undertaking work scrutiny co-ordinators will monitor all subjects for neat presentation and the use of cursive writing.

### **Strategy for Implementation**

#### **Entitlement and curriculum provision**

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although 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 the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

## **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 good handwriting.

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

## **Continuity and Progression**

### **Foundation Stage**

The emphasis at this stage is with movement rather than neatness. 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. Pupils learn letter formation alongside Read Write Inc. sounds and rhymes are taught to help pupils to remember the formation.

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 (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand.

### **Key Stage 1**

Building on the foundation stage, pupils at Key Stage 1 are to be taught to use lead-in strokes, following agreed policy, developing 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 age/ year group of 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. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2.

### **Key Stage Two**

The target for pupils in Key Stage Two is to produce a fluent, consistently formed style of cursive handwriting with equal spacing between the letters and words.

- Pupils will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style, or specialist handwriting books.
- Pupils in Year Three, Year Four and Year Five will write with pencils until the class teacher assesses that they are joining competently and consistently. They will then be awarded a pen licence and given a pen.

- In Year Six most children will use a pen.
- Pupils will use a pen to complete the majority of class work, where appropriate and using a cursive style.
- Pencils will be used in Mathematics or for drawing and completion of diagrams.

### **Presentation guidance**

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

From Year 3 pupils must be encouraged to use a neat, cursive style in all written work, except mathematics.

- A new page should be used for each piece of work.
- A lesson objective slip, including the date, lesson objective and success criteria should be stuck neatly into books before work begins.
- Two lines should be missed underneath the objective slip before beginning work.
- Underlining should be completed with a ruler.
- Pupils should write from the margin to the edge of the page.
- Teacher's comments will indicate whether a correction needs to be addressed.
- When using pen, pupils should complete corrections using a pencil.
- When using pencil, pupils should complete corrections using a sharp coloured pencil if the correction is to be completed within a piece of written work.
- Children will be encouraged to use a pencil and a ruler to cross out mistakes using a horizontal line.
- Rubbers will be used to correct drawings or diagrams drawn in pencil.
- Criteria for presentation of work will be discussed prior to commencement of work.
- Pictures should be coloured in pencil crayons or Felt pens should not be used in exercise books.
- When squared paper is used for Mathematics 1 digit is written in each box and a line is left between each calculation.
- In Mathematics an eraser can be used at the teacher's discretion.

### **The learning environment**

A dedicated writing area is established in all classrooms at Foundation and Key Stage 1.

Writing areas/boxes are equipped with a range of writing implements and materials.

In KS2 suitable materials are available for pupils to work at their own tables. Throughout all Key stages teachers display both handwritten and word processed work to give a high profile to developing a neat, legible cursive style

## **The role of parents and carers**

The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure 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. The Foundation Stage teachers, in partnership with the English subject leader, are expected to communicate with pre-school agencies to encourage good practice.

All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

## **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 programme is drawn up in consultation with the SEN co-ordinator. 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.

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

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not
- competing for space;
- extra practice 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.

## **Monitoring and Review**

This policy will be reviewed on an annual basis.