

Handwriting and Presentation Policy

Purley CE Primary School

Reviewed: Autumn 2018

Next Review: Spring 2020

Learn to Love, love to learn



Purley Church of England (VC) Primary School

Handwriting and Presentation Policy

November 2018

The ability to write in a legible style is paramount in order that written communication is effective and meaningful. A reader's perception of the content of writing may be influenced by clear, legible handwriting. Handwriting needs to become an automatic process which frees children to focus on the content of the writing.

Aims

To enable all our children to:

- Become confident and independent in their approach to handwriting.
- Develop a comfortable handwriting style that is joined, clear and fluent.
- Adapt their handwriting to a range of tasks.
- Understand the importance of legible and neat presentation in communicating effectively and in creating the right 'first' impression of their work.

Organisation

Although we have many opportunities to practice handwriting skills across the curriculum, we also provide regular lessons for teaching and revising these skills. The frequency and length of these sessions varies according to the age and competence of children, but takes place regularly. Linking handwriting with early phonics and spelling work are fully exploited.

Five stages have been identified and these form the basic organisational structure of our teaching.

1. Readiness for writing: gross and fine motor skills leading to letter formation (foundation)
2. Beginning to join (KS1)
3. Securing joins (Upper KS1 and Lower KS2)
4. Practising speed and fluency (lower KS2)
5. Presentation skills (Upper KS2)

Foundation Stage and Key Stage 1

Children are taught

- How to hold a pencil in a comfortable grip, encouraging tripartite
- How to sit in a comfortable position.
- To write from left to right, top to bottom
- How to form individual letters, starting and finishing correctly
- How to exercise control over size of letters
- How to form lower and upper case letters
- How to join letters
- How to exercise control over spacing of letters within and between words.
- The importance of clear and neat presentation in order to communicate meaning accurately

Letter formation sheets are shared with parents on induction to school

Foundation Stage

In FS the emphasis is on children recognising the shape of the letters and forming them correctly before adding serifs. (lead in and exit lines)

Year 1

Children are taught the basic letter joins and encouraged to start writing in a joined cursive script on a line.

Year 2

All children are expected to develop a legible cursive style.

Implementation

In the teaching of handwriting the teacher must be able to observe each child's posture, grip of the implement and movement. Demonstration by the teacher, either to a group or an individual is as important as observation.

Use of implements for writing

In the early years children have access to a range of writing media and experiences and need to practice with implements of different size, weight and type in order to develop the necessary skills. Activities might include painting to develop fine motor skills and imaginative role play areas with a range of writing implements.

As children make progress with handwriting skills and are engaged in formal handwriting sessions, pencils should be the only implement used for formal writing sessions.

Key Stage 2

Years 3 and 4

Children consolidate their use of the basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. By Year 4, cursive handwriting is used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. The quickest improvement in handwriting skills can be achieved by allowing the children to copy from a piece of writing on paper, in front of them.

When copying from the board, precision is lost as the child keeps looking up at the board and down at their book. It is also harder to translate sizing accurately from the board.

As part of the ERIC cycle handwriting practise is linked to copying out poems in their best handwriting.

Years 5 and 6

Years 5 and 6 are used to consolidate learning for those children who have not yet achieved a fluent and legible joined script. Some children may need extra practice, at the discretion of the class teacher. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Experimentation with different styles and writing implements is encouraged with the aim of increasing speed whilst maintaining legibility.

As part of the ERIC cycle handwriting practise is linked to copying out poems in their best handwriting.

Use of implements

Handwriting pens will be introduced in Year 5 for the children to practice with when copying out poems during ERIC. This will allow them to 'iron out' the inevitable dip in quality when starting to use a pen. It will also allow them to become proficient in handwriting sessions where there is not so much pressure and emphasis on trying to finish a longer piece of English / Topic work.

Once children have a fluent and consistent style in joining, correct sizing and shaping they are awarded a pen licence and may use their pen for all written class work. A certificate is sent home to inform parents and congratulate the child on achieving their licence.

Criteria for awarding pen permits

1. Handwriting is neat and of the proper size – half way between a line for lower case. Ascenders and descenders to nearly reach the top or bottom of the line.
2. Handwriting is joined up.
3. Letters are well formed and accurately shaped.
4. All capital letters should touch the line. They do not have lead in lines and are not joined up.
5. Handwriting is fluent.
6. **A pen permit should be withdrawn if a child's quality of handwriting deteriorates over a significant period of time.**

A handwriting chart showing correct letter formations should be on display in all classrooms.

All maths work will continue to be completed in pencil.

Adult Handwriting

The teachers and support staff's handwriting is the model for the pupils. All should produce quality writing at all times including when marking or commenting on pupils' work and on displays.

Inclusion

The vast majority of pupils learn quickly how to write legibly and fluently. Every child is encouraged to adopt the schools style of handwriting. Where a child is admitted from another school and whose writing is clear, fluent and legible joined writing in another style, we respect that and make no attempts to modify the style.

Provision for Special Educational Needs and Disabilities

Some pupils need more support to develop legible and fluent handwriting and a specific individual or group programme is drawn up in consultation with the SEN co-ordinator.

Extra time may be given to complete work set. In some situations there may be a requirement for the children to use a word processor to complete tasks.

Provision for left handed pupils

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.
- 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.

Presentation

Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

Presentation Guidelines

We encourage children to take a pride in their work. We set them clear guidelines for each piece of work so they know what is expected of them. We ensure they have the appropriate materials necessary for producing the best quality of work. (Good pencils, rulers and appropriate paper for different tasks). We provide them with a variety of audiences so that they are encouraged to present good work at all times (e.g. other classes, parents, community, notice boards, display) We encourage children to look after their work and keep their work clean.

The layout of work in Years 1 and 2 should be set up as described below when it is within the capability of the child

- For English and Topic work the long date should be used and for Maths, the short date. They should be placed on the left hand side of the page
- Errors are to be rubbed out or crossed out with a single line
- Paragraphs are indicated by missing a line.

The layout of work in KS2 should be set out as described below:

- For English and Topic work long date and for Maths short date should be used and placed on the left hand side of the page, right of the margin.
- Title – miss a line directly beneath the date line and add a central title
- Title is to be underlined.
- Errors are to be rubbed out or crossed out with a single line.
- Paragraphs are indicated by a new line. Lower School to leave a line to indicate the start to a new paragraph. When fluent this will progress onto starting a new line without the need of missing a line but indenting.

Computing

Pupils are encouraged to use and evaluate a range of fonts and writing frames to select whatever is appropriate to suit particular purposes.

Assessment and monitoring

- Two whole school handwriting competitions will be organised by the English coordinator. (One in the Autumn term and one in the Summer term)
- During the Spring term each class teacher will organise their own class competition.
- In the early stages of handwriting, teachers observe closely to ensure letters are correctly formed.
- Later, assessments are made against criteria which may include the following:-
 - Is the writing legible and generally presentable?
 - Are the letters correctly shaped and proportioned?
 - Are the joins correctly made?
 - Are the spaces between letters, words and lines appropriate?
 - Is the size of writing appropriate?
 - Is the writing properly aligned?

This policy will be reviewed on a biennial basis.

Date of Next Review: Spring 2020

Presentation of work Guidelines

Year Group	Written Work	Maths Work
Foundation	Plain paper Plain/wide lined paper	Plain paper
KS1	Plain/wide lined paper Dated by children (long date) Title Line guides used with plain paper where appropriate	Large squared paper Dated by children (short date) Titled One digit per square
KS2	All work to have a title and long date. Lined paper. If using plain paper, line guides to be used if appropriate. Mistakes in pencil rubbed out and crossed out with a single line if in pen.	All work to have title and short date Small squared paper (one digit per square) Work evenly spaced spaced Pencil only to be used in number work

Letter families

For teaching correct letter formations

Letter family 1 2 o'clock letters	c a d g q s
Letter family 2 Straight letters	i l t u
Letter family 3 Tunnel letters	n m h b p
Letter family 4 top joiners	o r v w
Letter family 5 square letters	x z
Letter family 6 Odd letters	e f j k y

Numbers

