



Handwriting and Presentation Policy

Rationale

Handwriting and presentation are fundamental skills that allow children to produce work of a consistently high standard. High standards of handwriting and presentation enable children to share their work with others, allowing their ideas to be communicated clearly and legibly.

Handwriting is a necessary skill that children need for:

- Communicating
- Note taking and recording
- Calligraphic art form.

Purpose

To enable children to develop skills of writing that will lead to a legible, individual style.

Aims

- To raise standards of work through good presentation
- To encourage a consistent, whole school approach to presentation
- To promote a sense of pride in the work of everyone at Nunney First School.

1. PRESENTATION

Page Layout

- Literacy - dates and titles will be written in full from Year 1 and underlined
- Maths - the short date will be used in maths books
- Pupils with SEND will use the short date in all books where this is more appropriate to their needs.
- A line missed will mark a new paragraph.
- Work will be ruled off after completion, missing a line.
- A new page will only be used for a new piece of work if a few lines are left at the bottom of the page.
- Line guides matching line sizes of exercise books will be used as appropriate.

Mathematics

- Pencils will be used for maths work
- One square will be used for each digit
- Rulers will always be used when drawing lines.
- Where appropriate, question numbers will be written followed by a bracket e.g.)

Corrections

- Incorrect words/phrases/numbers will be crossed out with 1 straight line by the child or underlined by the teacher
- Work is acknowledged and responded to according to the Feedback & Marking Policy
- Corrections completed by children will be made using a 'purple polishing pen'.

Books / Folders

- Front covers will include child's full name, year group and subject. This will be written by the teacher
- All work will be dated.

Mounting Work

- Displayed work will be mounted neatly and clearly and labelled appropriately
- Displays will contribute to developing high standards of presentation in all areas of the school and curriculum.

2. HANDWRITING

Handwriting Guidelines

Points to address throughout all year groups:

- Posture and light; angle of paper; awareness of children who are left-handed
- Pencil type and suitability. Use of pencil grips in Reception and Year 1. Pencil control and the teaching of an efficient pencil grip as soon as writing begins
- The class teacher will model appropriate handwriting using the visualiser or whiteboard to ensure that all pupils can see clearly.
- The need for a clear and legible handwriting style will be reinforced by teaching and support staff
- Children may be given targets to help improve their handwriting and presentation
- Pupils in Reception will use a printed script
- Teaching of basic handwriting joins will begin in Year 1 once pupils are secure with correct letter formation
- Children will use pencils to write in all exercise books (From middle schools have requested that first schools do not introduce pupils to pens)
- Poor presentation is challenged by class teachers and may lead to a piece of work being redone or corrected appropriately
- Examples of good handwriting are displayed in all classrooms
- Labelling in the school environment will include a variety of handwriting styles including joined script and handwritten labels
- Handwriting requires frequent and discrete direct teaching. The time allocation for handwriting practice is 1 hour per week, spread over 10 to 15 minute sessions.

Progression In The Teaching Of Handwriting Skills

Reception

As part of the Early Years Foundation Stage Curriculum, children will continue to develop the fine and gross motor skills needed for handwriting.

In addition to practising letter formation in a range of contexts, they will begin to work in group and individual sessions on handwriting, and will be supported to establish a comfortable and efficient pencil grip.

Children will be taught individual letter formation as part of the Read Write Inc phonic programme.

Children will be taught the movement of each of the four letter families. They will visit each series of letters on a termly rotation basis.

1. Long Ladders (down and off in another direction) - l, i, j, t, u, y
2. One Armed Robots (down and retrace upwards) - b, h, k, m, n, p, r
3. Curly Caterpillars (anti-clockwise round) - c, a, d, e, g, o, q, f, s
4. Zig Zag letters - v, w, x, z

They will also be taught to correctly form the digits 0 - 9.

Year 1

National Curriculum Handwriting Statutory Requirements:

- To sit correctly at a table, holding the pencil comfortably and correctly
- To begin to form lower-case letters in the correct direction, starting and finishing in the right place
- To form capital letters
- To consolidate formation of the digits 0-9
- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these
- To practise handwriting in conjunction with spelling/phonics and independent writing, ensuring correct orientation, formation and proportion, in a style that will be easy to join.

When the above age related standards are secure, children will begin to work on baseline joins:

in, un, um, am, ine, ime, an, ar, aw, ir, hu, ti, ki, du
ey, ay, ip, up, it, nt, ent, ant, ill, all, ib, if, ub, th, ck, ch

In Year 1, joining will especially be used to reinforce the work completed in phonics teaching. Children will also practise joining in the context of writing high frequency (red) words.

Year 2

National Curriculum Handwriting Statutory Requirements:

- To form lower-case letters of the correct size relative to one another
- To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- To use spacing between words that reflects the size of letters.

Children will continue and practise the joins started in Year 1. The focus to begin with, will be on diagonal joins, first to the letters without ascenders then to those with ascenders. Once the children are confident with this, they will be encouraged to apply these skills to their independent writing.

As appropriate, the children will be introduced to horizontal joins (top joins), first to letters without ascenders and then those with:

op, ou, ow, ov, ri, ru, ve, we, re, fe, fu, fi, ob, ol, wh, rk, rt,
ot, of, fl, ft

Lower Key Stage 2 - Years 3 and 4

National Curriculum Handwriting Statutory Requirements:

- To use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- To increase the legibility, consistency and quality of their handwriting for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

We will also teach children that some letters are best joined to but not from - b, g, j, p, q and y. We call these break letters.

Children will be expected to use joined handwriting throughout their independent writing. Teachers will continue to teach handwriting with the aim of increasing the fluency with which pupils are able to write down what they want to say. This in turn will support their composition and spelling. In the context of cross-curricular project work, they will also be taught to use a range of presentation skills.

Special Educational Needs and Disabilities

In addition to the delivery cited above, provision that is additional to and different from that provided for all pupils will be made for children with special educational needs and physical/visual disabilities. Planned programmes of work will be directly linked to pupils' particular needs and may include: individual/small group sessions at the appropriate level; use of pencil grips; sloping writing surfaces; adult/pupil scribes and access to information and communication technologies to support the recording of work. Opportunities to practise using a range of media will also be available for those requiring such support.

Links With Frome Middle Schools

To support continuity and progression in handwriting, we have discussed the contents of this Handwriting and Presentation Policy with Literacy Subject Leaders at Oakfield and Selwood Academies. Our aim is for children to write legibly, using a cursive script by the time they leave us. We use pencils throughout the school as all pupils are expected to use pencil when they first enter middle school.

Middle schools offer pens as a reward and incentive for producing neat, consistently joined handwriting that flows easily for the child.

Date adopted by the Local Governing Body: 10th July 2017

Signed: *Hilary Allom*

To be reviewed: July 2020