



## *Handwriting and Presentation Policy*

### **Rationale**

At St. Mary's Church of England Primary, 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 use Nelson Handwriting Scheme which is a whole-school programme to help all children develop a confident, legible and personal handwriting style to ensure they meet the 'expected standard' in the end of key stage writing teacher assessments.

### **Aims**

- To raise standards in writing across the school
- To have a consistent approach across Early Years Foundation Stage, Key Stage 1 and 2 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, on displays and when producing resources
- To establish and maintain a high profile of handwriting and presentation skills by displaying and rewarding work that meets the standard as well as that which shows rapid improvement

### **Foundation stage**

In Early years children will:

- Engage in activities requiring hand-eye coordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Begin to use anticlockwise movement and retrace vertical lines
- Learn how to hold a pencil and how to form basic letter shapes

- Be taught correct letter and number formation, moving from single letters to words and sentences.
- Be free to select a writing implement of their choice in child-initiated learning.
- Be taught correct sitting and pencil grip
- Be encouraged to write in a straight line from left to right.
- Witness use of rulers for labelling as modelled by teachers and rulers will be available for child-initiated learning
- When children are ready, they will be taught how to write 'on the line'.

### **Key stage 1**

- In Years 1 and 2, children are taught to start and finish each letter from the line using entrance and exit flicks. In year 2, pupils who are ready to begin to join letters, will be taught how to begin joining.
- Children are taught how to maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to underline and label neatly with a ruler.

### **Lower key stage 2**

- Joined, cursive handwriting is introduced from Year 3. By the end of Year 3, children should be beginning to write with fluency and consistency (see appendix 3)
- They work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children write in paragraphs around a theme.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

- Pupils are awarded permission to use pens (blue ink) in their books (except for maths books) once their handwriting is consistently and correctly joined, neat and fluent.

## **Upper key stage 2**

- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

## **Inclusion**

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment. These might include the use of hand grips, touch typing, slopes, sit and wobble chairs or specific seating positions.

## **Handwriting principles**

- Handwriting should be taught explicitly, in short, frequent sessions. It should be modelled by the teacher and then supervised. Children should be self/peer assessing, looking for consistency.
- It should be taught daily in KS1 and at least once per week in KS2 as per class time tables.
- Where possible, it should be linked to phonic and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings.
- High expectations of writing are needed. Children need to repeat work that is not satisfactory.

- From Year 3, children can gain a 'pen licence' for correct formation of letters, consistent fluidity and correct joins. This is re-set at the beginning of each year.
- All adults need to model good handwriting at all times, e.g. when writing on the whiteboard and when marking books.
- It is recommended that all teachers and supporting adults who write on boards and mark work should use the school's handwriting style consistently. If the pupils are infants and writing in print – the adults write in print. If the pupils are at the stage of writing in joined writing, the adults should write in the school's joined handwriting.
- My handwriting checklist will be displayed on the English and Maths books front covers.

## **Monitoring**

Presentation is monitored by the Senior Leadership Team and the English subject leader on a regular basis through work scrutiny, lesson observations and pupil interviews.

Feedback will be shared with the class teacher and at Senior Leadership meetings. This will ensure that the policy leads to good practice.

Approved by teaching staff and senior leaders: Summer 2022

Monitoring Review date: Autumn 2023

## **APPENDIX 1**

### **Presentation checklist for students:**

I will present my learning using my neatest handwriting at all times.

I will join any taught letters correctly.

I will cross out any mistakes by drawing a neat line through them.

I will use a ruler whenever I need to underline something.

I will write one digit or symbol per box.