

WHITNASH PRIMARY SCHOOL

'Learning, growing and succeeding together'

# HANDWRITING AND PRESENTATION POLICY



## HANDWRITING AND PRESENTATION POLICY

### 1. Rationale

Handwriting and the presentation of children's work is an integral part of the teacher's appraisal of that work. It is considered a high priority in encouraging the children of Whitnash to produce the best possible effort on their part and reflects the high expectations that the school has of its pupils. A uniform approach to this in school is necessary and the following policy reflects the views of the whole staff.

### 2. Overall aims of the policy

- To provide teachers and teaching assistants with guidelines regarding expected presentation in children's work
- To ensure that presentation expectations are progressive throughout the school
- To ensure the highest quality presentation and for learners to take pride in their work

### 3. Specific aims for handwriting

- To have a consistent cursive approach to the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing so that eventually the children are able to write letters with confidence and correct orientation.

### 4. Teaching and Learning - handwriting

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modeling writing in class, on displays and in feedback in books.
- Our agreed cursive style is as below:



- The letters will be taught in the following order /groups:

- |        |     |     |     |     |
|--------|-----|-----|-----|-----|
| 1. llt | uwe | co  | ad  | nmh |
| 2. Jy  | gpq | bpk | vsr | fzx |

## 5. Handwriting Protocol

### 5.1 Early Years Foundation Stage (EYFS): Communication, Language and Literacy

- Children to be introduced to pre-cursive and cursive script at the earliest stages of writing.
- Children in the Foundation Stage should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of Reception pupils will start to transfer towards a cursive script depending on their skill and ability.
- Displays in reception should include models of cursive script.
- Every opportunity is taken to encourage the development of children's pre-cursive skills in Early Years.



- Children have regular and daily opportunities to practice their fine-motor skills for handwriting through 'Funky Fingers', 'Dough Gym' and well-planned activities throughout the provision targeted at individual pupil's physical mark making development needs.



- Implements such as chunky triangular pencils, large chinks and chunky pens etc are used by pupils to rehearse skills on paper, wallpaper, whiteboards, chalk boards, pavement in the outdoor area, sand and glitter trays etc



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- The writing area in Reception will encourage children's handwriting interest and development through the careful consideration of curriculum planning that appeals to children's interest and by providing an easily accessible area for writing for all children. **For example:**



### 5.2 Key Stage 1 and Key Stage 2

- Within Year 1, every class will have 4 sessions of handwriting per week
- Within Year 2, every class will have specific handwriting sessions for 15 minutes each week.
- Within Key Stage 2, every class will have a specific handwriting session for 15 minutes per week and individual and group support intervention where required.
- In handwriting sessions, spelling, relevant key vocabulary/sight vocabulary or sentence/paragraphs related to core texts will be modelled by an adult then practised by children.
- Lined paper/child's English book is used for handwriting specific exercises. Lines should be well spaced to start with – e.g. 10mm apart, gradually reducing to single lines approximately 5mm apart. In KS1, children will use four-lined handwriting paper/book.
- Children are given a handwriting book from Year 1 which continues with the child as they move year group until the book is completed.

### 5.3 Posture

- Chairs and desks within classrooms are appropriate to the children's age and height.
- Children's backs should be straight and feet resting on the floor. A small step should be provided for a child to rest their feet on if a difficulty and if this is impeding the child's handwriting progress.
- A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right.
- Children will be encouraged to make sure that the hand which is not holding the pencil/pen holds the paper.

### 5.4 Writing Implements

- Children use a standard HB pencil. This pencil should be well sharpened.
- When a member of staff deems a child ready within KS2, they will get a Pen Licence and a specific handwriting pen. **(see 6.3 Presentation expectations for marking).**
- A pencil is always used within maths regardless of whether children have a Pen Licence.

### **5.5 Planning and Homework**

- During handwriting sessions, children will apply taught formations to letters, words or parts of text relevant to their current learning. For example, they may practice the letters from their current phonics focus, the letter strings used in weekly spellings, key vocabulary related to core texts or IPC units or use parts of text from Guided Reading or English texts.
- Children are encouraged to use the cursive script in all written home learning.
- Specific handwriting activities will be sent as homework in Reception and KS1 and in KS2 where necessary.
- The school website provides information and guidance to parents supporting their children at home.

### **5.6 Resources**

The school uses an agreed approach to support the teaching of handwriting. This provided models of forming letters, word samples and a way to produce text using the agreed school cursive system. Each class teacher has access to resources to support the teaching and learning of handwriting.

### **5.7 Use of ICT**

An cursive practice APP is available for use by children on iPads. Children can watch the animations then trace the patterns, letters and words on the iPad for large scale handwriting practice.

### **5.8 Equal Opportunities and Special Needs**

All children must have the opportunity and the encouragement to reach their full potential. Children with identified Special Educational Needs, where necessary, will be provided with specialist equipment such as pencil grips, sloping boards, handwriting warm-ups or wider lined paper. Children will also have the opportunity to use iPads to rehearse specific skills on a more regular basis. Intervention is available for children who experience significant difficulties with pre-writing skills, fine-motor co-ordination or letter formation.

### **5.9 Assessment, Monitoring and Moderation**

Children in Reception are assessed on an on-going basis through observation, handwriting forms part of this. Children are assessed on their physical mark making development and activities are provided through Dough Gym, Funky Fingers and the continuous provision to address children's next steps in development.

Within KS1 and KS2, handwriting is assessed as part of children's writing assessments on a six weekly basis.

## **6. Presentation Protocol**

### **6.1 Treatment and Preparation of Books**

- All book front covers to be kept clean and graffiti free.
- All books to be labelled with a name/subject label with the school Logo.



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- Children should respond to teacher's marking in green pen in KS2 during morning 'Fix it' time. In Year 1 and 2, children should respond in their normal writing pencil.
- In all curriculum areas, neatly presented work is praised. A circled P used in line with the school's marking policy and stickers if desired.
- If a child produces consistently neat joined script a blue Papermate medium ink pen and a pen license certificate will be earned and awarded in assembly. The child's class teacher will identify the child through their own judgement of consistently well-presented handwriting across the curriculum. A member of the senior leadership team will also look at the child's work and make the final decision to ensure consistency of standard across the school.
- Where an error occurs, if it is a single word children should put a neat horizontal line through the word.
- Where two or more words are incorrect, brackets should be placed around the phrase or sentences and a small cross placed above the middle word.

x

**For Example:** (therr was a hug catsle)