

St Andrew's C of E Primary School



*With Faith, Hope and Love,
we can achieve great things.*

Handwriting and Presentation Policy

September 2022-2024

Signed _____ Chair of Governors

Date _____

1. AIMS

At St Andrew's Church of England Primary School, we believe that neat, well-formed handwriting and presentation of written work helps to raise standards. We expect:

- A whole school approach to the Learning and Teaching of Handwriting and a consistency in the presentation of work.
- Children understand and value the need for high quality presentation and handwriting.
- Children are aware of the necessity of having more than one style of handwriting for different purposes.
- High quality handwriting will be reinforced throughout the school through displays, modelled and shared writing activities and adult writing in children's books.

Handwriting

The acquisition of good handwriting skills follows a pattern, as recognised in the National Curriculum. Children will move from printing letter with pre-cursive joins to joining letter with fully cursive handwriting depending on a range of factors including maturity and fine motor control. We aim to follow the yearly programmes in the National Curriculum but adapt this to the needs of different children. It is the responsibility of the class teachers to ensure that differentiation is dependent on each child's skills and abilities, and that appropriate interventions are put in place to support children where necessary.

The school uses the continuous cursive letter formation to teach children. As continuous cursive letter naturally join, children only have to learn this one font for lower case handwriting.

Continuous cursive letters flow rhythmically from left to right, aiding the speed and fluidity of the writing. The starting and finishing points for all continuous cursive letters are easier to remember (they all start on the line and, other than a few exceptions, all finish on the line), which can be especially helpful for children with specific learning difficulties.

Teaching continuous cursive letters in family groups reinforces the shapes and directional pushes and pulls of the pencil needed to handwrite and can limit letter reversal issues, such as b & d.

The transition to joined writing is simple and occurs sooner, allowing children to concentrate on the composition of the writing, because they no longer have to think about how to form the letters. Words are written in one set of movements, without the pen being taken off the paper, helping the motor memory store spellings. This is especially important for those irregular spellings which so many children find hard to commit to memory.

Early Learning Goal – Writing

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

Year 1 Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (e.g., letters that are formed in similar ways) and to practise these

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Year 2 Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Years 3 and 4 Handwriting

Pupils should be taught to:

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

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, 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.

Years 5 and 6 Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

Presentation

AIMS

To establish high expectations and pride in everything we do – both of ourselves and of the children. Children of all abilities should be able to present their work to the highest possible standard increasing their confidence and self-esteem. Progression in presenting work between each year group is evident and understood by all children and adults.

The following guidelines should be used to ensure consistency in expectations across the school.

Maths Books

- Date to be written on the left side of the page and underlined. (1 Digit per square)
- Learning Objective- to be written on the left side of the page, directly under the date. This must be underlined.
- Year 1 and LA Year 2 - Start the year with printed date and learning objective in books, but as children progress write their own date/L.O. in given time constraints.
- Miss 2 lines after the Learning Objective
- Margins can be used if wanted (2/3 squares wide)
- Digits and symbols - one digit/symbol per square

- Fractions - written using 2 squares eg.

<u>1</u>
2
- Numbers written incorrectly to be corrected
- Maths work to be written in pencil
- Rulers to be used for drawing lines

Literacy Books

- Date to be printed or written the book. Long date for written work, short date for numerical work.
- WALT – to be glued in flat, neatly and securely. Lined up to the lines and margins in the book.
- Title – In some cases a title is required. If this is the case, it should be written directly under the WALT sheet and written in the centre of the line.
- Miss 1 line after the title (if a title is required)

When children are completing a draft piece of writing, they should write on every other line so that alternate lines are available for editing their work. If a paragraph is to be shown, children need to miss 2 lines.

Topic/Science/RE & PSHE Books

- Date to be written on the left side of the page and underlined. Long date for written work, short date for numerical work.
- Learning Objective – to be written on the left side of the page, directly under the date. This must be underlined.
- Title – In some cases a title is required. If this is the case, miss 1 line under the Learning Objective and write the title in the centre of the line.
- Miss 2 lines after the Learning Objective (if no title)
- Miss 2 lines after the title (if a title is required)

Topic books, Science and RE/PSHE books – children should write on every line. If a paragraph is to be shown, then children only need to miss 1 line.

Staff Handwriting

Teachers' handwriting should be a model for children. All teachers and other adults working with children should aim to produce quality writing at all times.

- All handwriting which is on display for the children – interactive whiteboard, books, flip charts, display – should be legible, consistently formed and neat. In KS2 during shared writing teachers should model cursive joined handwriting.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/pictures in books, ensure they are straight and cut evenly.

Role of the Curriculum Subject Leaders

The curriculum subject leaders along with SLT will monitor handwriting and presentation across the curriculum through the whole school monitoring cycle. The subject leader will provide advice and guidance to staff and identify individual or whole school training needs.

This policy will be reviewed according to the emerging needs of our school.

Signed Date (Chair of Governors)

Signed Date (Head teacher)

To be reviewed in September 2024