

GREAT SANKEY PRIMARY SCHOOL



Handwriting and Presentation Policy

Version	Date	Action
1	February 2014	Policy revised and new additions. Adopted by Governors
2	January 2016	Review of policy with additions added. Adopted Spring 2016.
3	September 2019	Review of policy. New Document adopted by Full Governing Body
4	July 2020	Review of policy
5	September 2021	Review of policy



'Together We Learn and Grow'

Handwriting and Presentation Policy

At Great Sankey Primary School, we believe that well-formed, legible handwriting and neat presentation of 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 the Letter-Join scheme of work in KS1 and 2 which follows a fully cursive method of handwriting.

Rationale

The purpose of this policy is to set out a whole school consistent approach to presentation and the teaching of handwriting that has been agreed by the whole staff and Local Governing Body following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of GSP as a learning community. We adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources. Teaching staff must act as role models in demonstrating high standards of handwriting and presentation in-line with school policy.

'The skill of handwriting needs to be taught. Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practise, to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff. Handwriting is a movement skill; children need to practise handwriting movements correctly and often. The first handwriting lessons are vital, and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.'

Suzanne Tiburtius of the National Handwriting Association

Handwriting

Aims of this Policy:

- To raise standards in writing across the school
- To have a consistent approach across EYFS, Key Stage One and Two 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 or on displays / resources

For pupils to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.
- Take a sense of pride in and have high expectation of their standards of presentation.

Handwriting Principles:

- Handwriting should be taught regularly and explicitly in short, frequent sessions earlier on in the child's writing journey
- Handwriting should be modelled by the teacher and expectations of handwriting must always be high
- Shared and guided writing provides additional opportunities for the modelling and monitoring of handwriting. Where possible, it should be linked to phonic and spelling patterns. This will help with handwriting and with the 'muscle memory' of spellings
- When ready, pupils should be practising on the lines they are going to use in their writing books
- Consistently high expectations of all writing are needed
- All staff need to model good handwriting at all times, e.g. when writing on the board, marking books etc.

Foundation Stage

Handwriting in the EYFS progresses as children develop increased control over their bodies and a desire to communicate through mark making. In our Nursery and Reception, children develop their gross and fine motor skills through a series of carefully planned activities; children are also encouraged to use a correct pencil grip and to overwrite names. This then leads to more independent letter formation. Continuity and consistency are essential factors in helping children retain movement patterns. Good early practice of handwriting at this early stage seeks to establish secure foundations for children to refine and extend skills as they move through the school.

Through wider reading of research studies into handwriting pedagogy in the EYFS, our practitioners believe that when a child enters their provision, they are not yet developmentally ready to embark on cursive handwriting. Therefore, children are taught to use a style of letter formation more frequently found in print without the added complications of the lead-ins. However, when the practitioners feel that a child is developmentally ready for the next stage of letter formation (this is usually in summer term) cursive writing will be introduced appropriately to those children who they deem ready.

Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. It is expected that handwriting practice is daily in the Foundation Stage.

Key Stage 1

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters using lead ins and lead outs. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed cursive handwriting style. This continues into Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1 and some may be writing in pen. Handwriting practice is to be carried out in

separate handwriting books but is to be modelled and expected in all writing in all books. It is expected that handwriting practice is daily in Key Stage 1.

Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Children in LKS2 will have regular handwriting sessions using appropriate prepared resources in the agreed handwriting style. Handwriting practice is to be carried out in handwriting books but handwriting following the agreed handwriting scheme is expected to be used by pupils in all books and across all lessons. Children will write with pencils until the class teacher assesses that they are joining competently and consistently. When children reach Year Four, it is expected that the majority, if not all pupils, are using pen. All children in Key Stage Two will use the agreed cursive handwriting style in all lessons. Explicit handwriting lessons will be taught for key children through intervention in UKS2.

Presentation

It is essential that teachers should have high expectations of presentation of work from their pupils, and all children should take great pride in their work. From Year 1 pupils must be encouraged to use a neat, cursive style in all written work, except in maths.

- All work must begin with the date. In English, this must be written in the following way: Tuesday 10th September 2019 and in maths the digital date should be used followed by the Roman numeral (from Y4 only). Children in Year 1 can begin by just writing the day of the week and then progress to writing the full date. This allows them to frequently practise the spelling of the days of the week.
- The date should be written on the top line and underlined using pen or pencil (dependent on what the child writes with). The next line should be missed, and an appropriate title should be written. This should again be underlined in either pen or pencil depending on what the child is writing with. It may be appropriate for the teacher to support with the writing of this depending what ability stage the child is at.
- Key Stage 1 underlined- as appropriate for ability.
- Underlining should always be completed with a ruler.
- Children should write from the margin to the edge of the page.
- At Key Stage 1 children will generally begin new work on a new page as appropriate for ability.
- At Key Stage 2, children will rule off after the last piece of work ready to begin new work if appropriate leaving the teacher room to comment on the work.
- Teacher's comments will indicate whether a correction needs to be addressed.
- Children will be encouraged to draw a single line through an error using either pen or pencil.

- Rubbers will be used within reason to correct pencil work although this should strictly be kept to a minimum.
- In maths a rubber can be used at the teacher's discretion, again this should be kept to a minimum to enable children and staff to see improvements and editing.
- Editing and improvement should be made in purple pen.
- Pictures should be coloured in pencil crayons. Felt pens should not be used directly into exercise books.
- When squared paper is used for maths, 1 digit is written in each box and working should be spaced out and presented clearly.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEND co-ordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills. 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
- pupils should be positioned so that they can place their paper to their left side
- 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. Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment

A dedicated writing area is established in all classrooms at the Foundation Stage. Writing areas/boxes are equipped with a range of writing implements and materials. In KS1 and 2 suitable materials are available for pupils to work at their own tables. Throughout all Key stages, teachers display both handwritten and word-processed work to give a high profile to developing a neat, legible cursive style. All classrooms have a writing learning wall as well as WAGOLL that models the expected standard.

The role of parents and carers

The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good

models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality. The Foundation Stage teachers, in partnership with the English leader, are expected to communicate with pre-school agencies to encourage good practice. All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

Monitoring and Evaluation

- This will be undertaken by the class teacher and will also be assessed as part of each term's English writing assessments.
- When undertaking scrutiny, senior leaders and subject leaders will monitor all subjects for neat presentation and the use of cursive writing.

This policy will be reviewed annually in conjunction with the English Leader, staff and governors of GSP.

Appendix 1: Examples of agreed letter formation

Cursive Lower Case Letters



Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

Name:

Date:

Heavy boxes perform quick waltzes and high jigs.

Painful zombies quickly watch a jinxed graveyard.

A wizard's job is to vex chimps quickly in fog.

My girl wove six dozen plaid jackets before she quit.

Amazingly few discotheques provide jukeboxes.

Six big devils from Japan quickly forgot how to waltz.

The quick brown fox jumps over the lazy dog.

The five boxing wizards jumped very quickly.

