



Mission statement: 'Valuing Potential; Creating Opportunities'

Handwriting and Presentation Policy

This policy to be read in conjunction with all curriculum policies, Marking Policies, SEND Policy, Teaching For Learning Policy and Equal Opportunities

SUBJECT LEADER	DATE OF POLICY	DATE OF REVIEW
G Harper (Literacy)	September 2019	SEPTEMBER 2021
Monitoring	SLT	

VISION

Hartsbourne Primary School is an inclusive learning community where we are:

Building a strong school **community**; inspiring pupils to gain the **confidence**, resilience and independence to become **life-long learners**, making the best **progress** possible and creating **happy memories**.

RATIONALE

When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated as it is vital that children can write quickly, comfortably and legibly; this is a skill needed in many curriculum areas and throughout life. Children's self-esteem is also heightened when they can take pride in their handwriting and presentation skills.

AIMS

- To develop a joined, confident handwriting style that is clear, legible and fluent, which will free the writer to write and not worry about spelling and letter formation.
- To instil a positive attitude towards handwriting as a tool for communication.
- To present work in a neat and orderly fashion appropriate to the task.

PROVISION

On entry, children are involved in a variety of activities to develop essential pre-writing skills and a tripod grip, in line with the Early Learning Goals of the Foundation Stage. Activities to develop gross motor control may include: rolling and running with a hoop, ribbon movement, chalking, painting on a large scale and Interactive White Board use. Activities to develop fine motor control may include: sand, mark making trays and tools, tracing, colouring and pattern work, using glue spreaders in small pots, painting with the tips of the fingers, cotton buds, play-dough and threading.

Teachers will use the Twinkl handwriting scheme and accompanying resources to teach handwriting.

- Handwriting and expected standards of presentation will be taught as a regular, whole class activity throughout the school and include such activities as finger exercises, air-writing, brain gym, practising joins and letter strings, dictation and copying.
- Intensive teaching is undertaken at the start of each school year to clarify expectations, with further reinforcement in weekly lessons until standards are established.
- Teachers and Teaching Assistants should act as a model when writing on the board or marking work, using a fluent joined style where appropriate.
- An example of an appropriate font and writing style should be made available to pupils.
- Posters and displays around the school environment should model expectations for handwriting and presentation.



HANDWRITING AND THE PROCESS OF TEACHING

Pupils will be taught an agreed style across the whole school. (Example in Appendices).

Attention to posture and seating arrangements is important. Children who write with their left-hand face particular difficulties and teachers need to be aware of this. Left-handed children should either sit next to other left-handers or on the left side of a right-hander to avoid bumping arms or smudging work.

Children who display specific difficulties with handwriting will have these addressed through such interventions as slanted writing boards, rubber pencil grips, using alternative writing media etc. Individual cases may be referred to the SENCo where necessary.

Step 1

Write letters using the correct sequence of movements:

- a comfortable and efficient pencil grip
- producing a controlled line which supports letter formation
- writing letters using the correct sequence of movements
- pattern-making and letter/number formation in various media
- some simple joins in conjunction with Letters and Sounds

Step 2

Form lower case letters correctly in a script that will be easy to join later

- Continue to develop a comfortable and efficient pencil grip.
- Form lower case letters correctly; using the lead out (where appropriate).
- Practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion.
- Develop further knowledge of joins in conjunction with Letters and Sounds

Step 3

Use the four basic handwriting joins with confidence

- Practise handwriting patterns from Year 1.
- Begin using and practising the four basic handwriting joins:
 - diagonal joins to letters without ascenders, e.g. ai, ar, un
 - horizontal joins to letters without ascenders, e.g. ou, vi, wi
 - diagonal joins to letters with ascenders, e.g. ab, ul, it
 - horizontal joins to letters with ascenders, e.g. ol, wh, ot

Step 4

Write legibly with a joined hand, maintaining consistency in size and spacing

Use and practise the four basic handwriting joins:

- diagonal joins to letters without ascenders, e.g. ai, ar, un
- horizontal joins to letters without ascenders, e.g. ou, vi, wi
- diagonal joins to letters with ascenders, e.g. ab, ul, it
- horizontal joins to letters with ascenders, e.g. ol, wh, ot

Step 5

Use fluent joined handwriting for all writing (except where other forms are required)

Begin to build up speed and ensure consistency in size and proportions of letters and spacing between letters and words. Children begin to know when to use:

- A clear neat hand for finished, presented work.
- Informal writing for rough drafting, notes and planning.
- Capitals for posters, titles, headings and labels (when appropriate).



- Different computer generated fonts and point sizes for different writing.

PRESENTATION

It is very important to ensure consistency with presentation of work, displays, classroom equipment, exercise books, labelling etc across the whole school. Staff should focus on the following guidelines to ensure this consistency, taking into account age and ability of children where necessary.

English – FS and KS1

Children will write in pencil until they demonstrate sufficient ability to write fluently and legibly, at which point they can use a handwriting pen as supplied by the school. It is expected that all children will be using a handwriting pen by the end of Year 3 for at least some of their work.

Children should be encouraged to write from the left hand edge of the page, or margin, though in FS and early Year 1 more freedom is allowed for exploring letter shapes and formation initially.

English – KS2

Children should be encouraged to write the date and titles themselves, though where necessary teachers may do this or use other methods such as date stamps or sticky labels with titles printed on.

- Children will write in pencil when producing notes, rough work or draft copies. All final copies, 'best' work or work for display will usually be written in pen.
- Handwriting pens should be provided by the school, although children are allowed to use their own pen from home (black or blue ink). We favour Berol handwriting pens, roller balls, some gel pens or fountain pens. Biro's should not be used (unless they are appropriate to a specific task, such as writing a greetings card).
- All work should have the date and a title, underlined using a ruler.
- Children should write from the left hand margin.
- In all Key Stages a line should be left between the date and title and then another line left between the title and the first line of work (see example).
- A mistake should be crossed out with one line through it and not deleted with an eraser pen or similar.

Mathematics – FS, KS1 and KS2

- Pencil should always be used for mathematics work.
- Guidelines for presentation of date, title etc. is as for English.

Science – KS1 and KS2

- Pen or pencil may be appropriate for different recording activities.
- Diagrams, charts, etc should be drawn in pencil, straight lines with a ruler.
- Scientific drawings (eg of the natural world) should be completed on plain paper.
- Labelling arrows/lines must be drawn with a ruler.

ICT

All teachers use the Interactive Whiteboard in direct teaching: use of the lined writing templates are an essential tool for learning, as the teacher can demonstrate the correct letter formation and joins clearly to the whole class at once if necessary.

Younger children can rehearse 'large letters/joins' on a blank screen, using different colours and thicknesses of line. Use of the Pen Pals CD (Rom), is a useful learning aid for independent work in Reception/Year 1, as it provides activities to develop gross and fine motor skills.



Other Subjects

- The guidelines for English also take into account other subjects where written work is produced.
- Diagrams should be drawn in pencil with labels in either pencil or pen depending on age.

Display

Display of writing could take the form of a class book or work on a board. Children will be encouraged to redraft written work for display, understanding the purpose and audience for which they are writing.

Any written work displayed will be of the highest standard for that individual child and written in pen where appropriate, unless the genre dictates otherwise (e.g. calculations or jottings perhaps in a maths display).

Books

Children should be expected to keep their books well presented. They should **never** 'doodle' on the front cover or pages inside. Books which are not well presented may be sent home to be covered or children asked to re-write work on paper to be stuck over messy work.

Homework

Parents will be encouraged to support their children to produce quality work following the handwriting and presentation policy guidelines. Children will be expected to take the same care with homework as they do in their class books and the same standards will be expected unless the teacher has specified differently.

Assessment

Teachers assess handwriting and presentation as part of their normal marking in line with the marking policy. They use this formative assessment to inform their further planning. A comment on handwriting or presentation should be written at the end of a piece of work as a 'green for growth' comment. (see Marking Policy).

At the end of the year handwriting is assessed from Year 2 upwards as part of the optional writing tasks. Examples of exemplary handwriting can be found in the appendix.

Monitoring

Monitoring of handwriting and presentation comes under the main subject of English and is the responsibility of the English Co-ordinator. The Head and Governors will also monitor, as with other subjects and in accordance with the School Improvement Plan. Monitoring can take the form of lesson observations, sampling and moderation of work, data analysis and looking at teachers' planning.



APPENDICES

Handwriting

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

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

abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz



Basic handwriting joins

There is no join after capital letters, or the following lower case letters: b, g, j, p, q, s, z

Horizontal join (from a letter which finishes at the top to a letter which starts at the top)

on on on on on

Diagonal join from a letter which finishes at the line to a letter which starts at the top

in in in in in

Diagonal join from a letter which finishes at the line to a letter with an ascender

it it it it it it

Diagonal join from a letter which finishes at the top to a letter with an ascender

ot ot ot ot ot ot

It also helps to teach separately horizontal and diagonal joins to "c" family letters, which require a reversal in the direction of movement:

og og og og og

ad ad ad ad ad



Example awarded 3 marks

The handwriting is consistent and fluent with letters and words appropriately placed.
The handwriting maintains a personal style to engage the reader.

I had a great day ... today, hi I am 8 years old, it was brilliant! I went to the zoo with my sister Sarah and my mum and dad. I fed the Lemus and saw a show about sea lions, the best one was Benson. This day out was the best one we had since, well, the last time we was at the zoo as a family. We got to see hippos, rhinos, giraffes, elephants and monkeys and if you didn't think that was enough, you could have lunch and watch the perquins stride along the water and jumping for some fish. I loved today but unfortunatley Sarah didn't, she was mooring all the time because I picked the adventures day out the ZOO. I want to go again!