



Presentation and Handwriting Policy

Written: November 2015

To be reviewed: Annually

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting that has been agreed by the whole staff and 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 the school as a learning community.

At Carden we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as pupils take pride in and have a sense of ownership of their work.

Handwriting

Section A – Aims

- To raise standards in writing across the school.
- To have a consistent approach to handwriting and presentation across both Key Stage One and Two.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.

For pupils to:

- Achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style.
- Develop flow and speed whilst writing, so that eventually children are able to write fluently and with confidence.

Section B – Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside specific English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

The role of the teacher

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- To provide resources and an environment that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Continuity and Progression

The school uses Cursive handwriting as its agreed writing style. This ensures that there is a continuity of handwriting style from Early Years Foundation Stage through to the end of Key Stage 2.

The Cursive handwriting style has been developed by Wendy Goldup (Dyslexia Institute) to teach children to join with fluency to enable them to develop a neat style with the added benefit of encouraging accurate spelling. In our experience it has been fully beneficial to children with dyspraxic and dyslexic difficulties.

Fully joined cursive handwriting encourages:

- Natural movement
- Correct letter formation taught from the start
- Less load on memory, aids left to right movement
- There is nothing to unlearn later
- Spacing is helped
- Increases speed
- Allows the development of a personal style
- Takes the focus away from the hand and towards the brain
- Improves spelling

Foundation Stage

Children in the Early Years Foundation Stage will be involved in a variety of activities to develop essential pre writing skills:

- Gross motor control – bikes, scooters, dances and movement to music, climbing, balancing, PE lessons, using PE equipment (balls, skipping ropes, stilts, hoops etc.), swinging and moving in controlled ways.
- Fine motor control – tracing, pattern work, finger painting, using glue sticks, cutting, sewing, peg boards, weaving, puzzles, small construction
- Activities to loosen the wrist – cork printing, paper tearing, kneading, ball skills, playdoh, clay, malleable materials.

Opportunities for mark making are planned in the inside and outside environment. Children are offered a range of materials and experiences for mark making developed across all six areas of learning. When teachers are modelling activities they demonstrate and encourage correct pencil grip and posture, the positioning of the paper and the organisation of the writing space.

In Reception, Children are taught how to form individual letters accurately in line with the **agreed letter formation** (Appendix 1) alongside phonic teaching using a variety of strategies, visual support and **Writedance**. Patterns to support letter shapes are used for children that need them. Correct formation is taught explicitly if children are not already doing this.

Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.

Key Stage One

In Key Stage One children continue to be taught accurate letter formation alongside phonics and spelling patterns. In addition, they have at least ½ hour taught handwriting per week. During the session correct posture and pencil grip are taught. Finger exercises (and Brain Gym exercises) may be used as a warm-up activity. The teacher models and demonstrates the shape and pattern on the board using the agreed patten to describe the action. Children will be encouraged to write the letter in the air or use Write dance activities to ensure fluency and accuracy of movement. During formal handwriting practice children use handwriting paper/books. It is expected that the majority of children will be joining their handwriting by the end of Key Stage One.

Key Stage Two

Across Key Stage Two children are expected to use the joined cursive script at all times. Discrete handwriting sessions are supported through independent handwriting activities linked to phonics and spelling. Fast Learning activities also help to improve writing stamina and speed. It is embedded into lessons through the agreed **Presentation Code** (Appendix 2). Handwriting pens are used in discrete handwriting sessions and for presenting final pieces of work.

At all stages teachers are aware of the specific requirements of individuals and will adapt lessons to meet individual needs. Additional guided sessions are in place for those who need more focused support. Opportunities to continue to develop fine motor skills are planned and provided as appropriate. We acknowledge that some children may arrive in school having already developed a particular style of cursive script in their previous education.

- All staff need to be aware of the agreed writing style.
- All classes display the correct formation of letters and the agreed presentation code.
- All writing that is modelling the writing process needs to be in cursive script.
- Children's name labels, word charts and high frequency words need, where possible, to be in cursive script.
- Other class labels and instructions may use a variety of fonts and sizes.

Presentation

Children's work

Book covers should indicate:

- Child's name
- Class
- Subject
- Children should not write, draw or doodle on the covers of their books

Date of work in books:

- Full written date in all books except mathematics when the number date format will be used.
- Date is written on the top line and underlined with a ruler.

Title of work in books:

- Titles or learning objectives should be written in all books for each piece of work, underlined with a ruler, Titles can be generic for the whole class. This may be typed and stuck in, in which case this needs to be aligned with a line and stuck neatly.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

Underlining

- When underlining a ruler and pencil should always be used.

Handwriting

- All staff should teach (and model) using the agreed cursive style.
- In EYFS a preparation for handwriting approach is taken with a range of activities offered.
- The cursive font should be displayed clearly in every classroom and be available for the children on their tables to access. Teachers will model and teach letter formation.
- From Reception onwards teachers will give clear and specific guidance about letter formation, letter joining and advice for left-handed writers.
- All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style in order to be able to use a pen.
- Children will be given a handwriting pen for use in their own work in school, except for mathematics where all work is completed in pencil.
- Children are to write in black ink only.

General Presentation

- Modelled examples are used to introduce new skills and reinforce expectations.
- Children are taught where to start a new piece of work.
- Poor presentation is challenged through verbal and written feedback.
- Children should use coloured pencils when illustrating work in books.
- All drawings or diagrams will be in pencil.
- Teachers should encourage a good and high standard of presentation in all work across all subjects.
- Errors should be crossed out diagonally with a single pencil line and ruler.
- Children may use erasers at the teachers' discretion. However, NO ink erasers may be used.

- Tippex and correction pens are not to be used by children.
- Teachers mark work in the children's books following the school's Assessment and Marking policy.

Teaching Boards (e.g. whiteboards and interactive whiteboards) and Resources

Date:

- Teachers must use the full date (English) and the number date (mathematics.) Both should be underlined with a ruler.

Title of Work:

- Centre aligned and underlined

Handwriting:

- Teachers must **model the agreed cursive handwriting style** whenever they are writing for the class.

Inclusion:

These expectations apply to the vast majority of children at Carden and teachers have consistently high expectations of all children. 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.

Celebration and motivation:

All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard (including homework) in whole class situations and by sending the child to the Head, Deputy Head or Assistant Head Teachers.
- Ensuring that good presentation and handwriting is rewarded in line with the whole school behaviour policy.
- Sharing good work in assemblies and other shared forums.
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and regularly reviewing expectations with children.

Homework:

Parents are encouraged to support their children to produce quality work following the policy guidelines. Children are expected to take the same care with their homework as they do in their class books.

Monitoring:

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

Feedback is shared with class teachers and at Leadership meetings. This will ensure that policy leads to good practice in the classroom.

Monitoring and Review:

This policy will be monitored annually by Helen Longton-Howorth (Head Teacher,) Paul Harrington (Assistant Head Teacher) and Julia Woods (Assessment Subject Lead & Phase 1 Leader)

Appendix 1 – Agreed Letter Formation

The Correct Formation of Letters

A a

B b

C c

D d

E e

F f

G g

H h

I i

J j

K k

L l

M m

N n

O o

P p

Q q

R r

S s

T t

U u

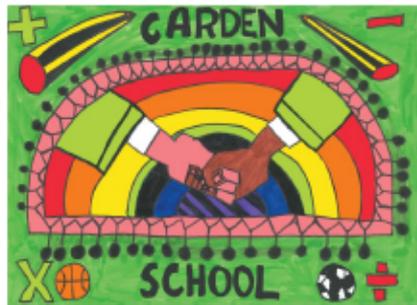
V v

W w

X x

Y y

Z z



Presenting Your Work

- Write the date on the top line. Short date for maths and full date for English.
- Write the Learning Objective or title on the next line
- Leave a line between your Learning Objective and your work.
- Start your work on the left hand side of the page, next to the margin.
- Write neatly on the line using joined up handwriting
- If you make a mistake put one neat diagonal line through it with a pencil.
- The front of books should only contain your name and the subject.
- Use a pencil for maths work and a blue pen for other books.
- Only do drawings and diagrams in pencil.
- Make sure you write your green pen comments in your best handwriting.

