



Living by our Christian Values of

Peace
Trust
Love
Hope
Friendship



Headteacher: Mrs K.L. Lewis BEd Hons NPQH
Chair of Governors: Mrs Kate King

Church Road, Dorrington,
Shrewsbury, Shropshire
SY5 7JL
01743 718462

Handwriting and Presentation Policy

St Edward's CE Primary School

Approved by: Governors **Date:** 28th November 2017

Committee: Curriculum and Standards

Last reviewed on: 28th November 2017

Next review due by: 1st December 2019



The Bishop Anthony Educational Trust

Introduction

“Handwriting is a tool that has to work. It must be comfortable, fast and legible.”

(Angela Webb, Chair, National Handwriting Association)

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that the child’s handwriting becomes a skill that requires little effort and thought, so that creative and physical energy can be focused on the content of writing, rather than upon the act.

We adhere to The British Dyslexia Association’s recommendation that children learn the continuous cursive style. The key advantages are:

- By making each letter in one movement, children’s hands develop a ‘physical memory’ of it, making it easier to produce the correct shape
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q)
- There is a clearer distinction between capital letters and lower case.
- The continuous flow of writing ultimately improves speed and spelling

Aims

We aim for children to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting
- Develop flow and speed to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Automatically use clearly formed and joined handwriting in all of their writing
- Use their skills with confidence, in real life situations

Teaching and Learning

In order to achieve these aims, the following principles are followed:

- Patterns relating to letter formations are first introduced using a variety of tools and multi-



The Bishop Anthony Educational Trust

sensory methods. This develops free flowing hand movements and muscle strength. Letters are also introduced in varied, multi- sensory sessions: writing letters in the air, on backs or hands; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials including whiteboards, chalk, paints, felt pens, crayons, plasticine, cornflour mix, shaving foam etc.

- The cursive font, with lead-ins, is taught as a specific skill, at least once a week, with additional, individual or group practise where necessary.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- As digraphs are introduced, their corresponding joins are taught.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Teachers model cursive script on IB, whiteboards, flip charts etc.
- Displays around the school and classroom should model clear joined handwriting as well as other fonts.

Handwriting Progression

Reception pupils take part in activities that develop fine and gross motor skills.

The children are introduced to the cursive script as the Phase 2 and 3 letter groups are introduced and practise correct formation, including the joining of digraphs.

Year 1 pupils should be taught to:

- 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" (i.e. letters that are formed in similar ways, and to practise these.)



The Bishop Anthony Educational Trust

N.B. The cursive script has a lead in and exit line that naturally encourages the children to join their handwriting.

Year 2 pupils should be taught to:

- form lower case letters of the correct size relative to one another
- 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

Year 3 and Year 4 pupils should be taught to:

- increase the legibility, consistency and quality of their handwriting e.g. 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.

N.B. When the children are producing consistently formed, sized and joined handwriting, they will be granted a 'pen license' and encouraged to write in pen where appropriate.

Year 5 and Year 6 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 right implement that is best depending on the task

Techniques for teaching letter formation and joins

- Always model good handwriting
- Demonstrate formations
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air and on parts of the body
- Finger trace over tactile letters
- Write in sand with finger or a stick

Basic structure of a handwriting session:



The Bishop Anthony Educational Trust

- Gross and fine movement warm up
- Posture check: feet flat on the floor, back straight and touching the chair
- Teacher modelling
- Children practising independently with a teacher model, then from memory

The daily phonics session in Foundation Stage and Key Stage 1, provides opportunities to correct handwriting errors and staff should be aware that it is appropriate to correct pencil grip, letter formation, letter joins etc. at this time.

Provision for left handed children

Left handed children always sit on the left side of right handed children, so their elbows don't bump and knock each other. They are encouraged to find a comfortable orientation for their paper, usually slightly to the left centre of their body, and to have their fingers about 1.5cm from the point of their pencil. Pens appropriate for left handed writers will be provided, to avoid smudging.

Resources and writing materials

Children are given experience of a variety of writing tools. Pens (handwriting pens not biros) should be used by those who have achieved a consistent, cursive style. All children should write in black ink. Children will be allowed to bring in a pen of their own choosing as long as it encourages neat, black handwriting and is not a biro. Guidelines should be used when writing on plain paper.

Pupils with special educational needs or disabilities

The SENCO will provide resources for those who have difficulty with fine motor skills – pencil grips, fine motor control programmes and referrals where necessary.

Presentation

Pupils will learn that different levels of presentation are appropriate for different pieces of work and different circumstances. However, pupils are expected to:

- Look after exercise books and not draw or scribble in or on them
- Increasingly plan their work to make it look attractive and well presented
- Not use writing or drawing media that is not approved or not fit for purpose
- Use rulers to draw straight lines
- Set out, number and annotate work appropriately
- At appropriate times, pupils may be encouraged to experiment with alternative means of presenting their work for specific reasons
- Cross through mistakes or editing alterations with a single line. Erasers should only be used



when using pencil

Teachers are expected to:

- Ensure that classrooms are well equipped with the essential tools that will assist pupils to create work with a high presentational standard
- Organise the classroom in such a way that materials and resources are easily accessible and systems for their return and maintenance are robust (self- service classroom)
- Ensure that children look after resources and materials so that they learn to respect equipment and good value for money is assured

Pen Licence

- **If a teacher believes a child is ready to begin writing in pen they will discuss this with the child. Together they will choose samples of the child’s handwriting for the English co-ordinator to review. The co-ordinator will award a pen licence (certificate and handwriting pen). Once a child has been awarded a pen licence they should continue to produce handwriting of an appropriate standard and the pen licence remains until they finish their primary education.**

Some of the skills that children may need to demonstrate to earn a pen licence include:

- **Using a correct pencil grip**
- **Writing on the line**
- **Joining letters correctly**
- **Starting each letter in the correct place**
- **Keeping letters the same size**
- **Forming letters with the correct shape**
- **Leaving appropriate gaps between words**
- **Ensuring that ascending and descending strokes are the right length**
- **Writing clearly enough for other people to read their work**

Although pen licences can be a great way to encourage children to work hard on their handwriting, they can be demotivating to those who struggle with their motor skills. It can be a huge stigma for a child to be the only one in the class who hasn’t got a pen licence, or whose work



The Bishop Anthony Educational Trust

is displayed on the wall in pencil when everyone else has used ink. Teachers should encourage all children to use both mediums for a while, and to give children some element of choice over what they use, depending, for example, on whether they're doing rough notes in a jotter or producing a piece of work for a display.'

Policy Success Criteria

The Handwriting and Presentation Policy is effective if:

- A scrutiny of work confirms the appropriate development in handwriting skills
- Specific difficulties are addressed in the marking of handwriting tasks
- A scrutiny of work confirms that the presentation protocol is adhered to

Equality Statement

The school provides a broad and balanced curriculum that meets the needs of all pupils, and promotes their spiritual, moral, social and cultural development. The school is committed to equality and reflects and values diversity.

Monitoring and Review

This policy is monitored by the Head teacher and the English Co-ordinator within the processes of school self-evaluation. The Governing Body will monitor the implementation of the policy.

The policy will be reviewed every 3 years or sooner should National Policy change.



The Bishop Anthony Educational Trust