

A Christ-centred family, illuminated by the light of faith, inspired to achieve

A Christ centred family, (We will achieve this by...)

- fostering positive and supportive relationships
- being sensitive to the needs of others
- following positive class rules and codes of conduct
- reaching out to the wider community
- valuing parents as educators
- involving ourselves in community events
- welcoming parents and friends of the school to celebrations, acts of collective worship and assemblies
- supporting the Parish by meaningful preparation for the Sacraments of Confirmation, Reconciliation and Eucharist
- supporting those less fortunate through fundraising, eg CAFOD, Good Shepherd

...illuminated by the light of faith, (We will achieve this by...)

- adults being role models
- with Jesus as our example, offering service to others
- creating an environment of respect where every individual is valued as a child of God
- celebrating and rejoicing in our faith and experiences
- celebrating difference through our understanding of other faiths and cultures
- using every opportunity to promote spiritual and moral development
- participating in high quality collective worship and enriching liturgies
- delivering enthusiastically a well resourced, well planned 'Come and See' Scheme of work.

... inspired to achieve. (We will achieve this by...)

- discovering and encouraging the talents of every individual
- giving children the opportunity and encouragement to try new things
- recognising that each individual learns in their own different way, making allowances for preferences
- creating a learning culture, classroom community, collaborative and personalised learning
- building self esteem
- delivering quality INSET to continue professional development enhanced by Performance Management for staff
- valuing effort
- using a range of teaching styles to cater for all abilities and learning styles
- embracing all opportunities to experience the joy of discovery, solving problems and being creative
- offering a wide range of extra-curricular activities
- issuing written reports and results
- embracing new technologies to improve home/school partnership
- meeting challenge with openness and bravery valuing an open dialogue between school and home by inviting parents to information evenings and pupil progress meetings
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"In the light of God's love, together we will grow."

Handwriting and Presentation Policy

Aim

The Aim of this school is to help each child to develop a handwriting style which is clear, fluent, joined, legible and individual.

We believe that a flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs careful progression and dutiful teaching.

Presentation Introduction

Presentation of work is an important aspect of children's learning. The quality of the presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

Handwriting Guidelines

We encourage children to take pride in the presentation of their written work, but also to make them aware that different degrees of neatness may be appropriate for different tasks. They are helped to understand that there is a balance between speed and legibility which is dependent upon the purpose of the writing: the product, or final draft of a piece of writing, needing the greatest attention to handwriting skills.

Although we have many opportunities to practise handwriting skills across the curriculum, we also provide regular lessons for teaching and revising these skills. The frequency and length of these lessons varies according to the age and competence of the children, but takes place at least once a week.

Formal handwriting is taught through the use of the 'Penpals' for Handwriting scheme, which acknowledges that handwriting is a developmental process with its own distinctive stages of sequential growth. Five stages are identified and these form the basic organisational structure of the scheme:

1. Readiness for handwriting: gross and fine motor skills leading to letter formation (foundation/3-5 years)
2. Beginning to join (Key Stage 1/ 5 – 7 years)
3. Securing the joins (Key Stage 1 and lower Key Stage 2/ 5 – 9 years)
4. Practising speed and fluency (upper Key Stage 2)

Opportunities for linking handwriting with early phonics and spelling work are fully exploited by the 'Penpals' Scheme.

Letter formation sheet is distributed to Year R parents in the annual information pack.

Handwriting Foundation Stage/Key Stage 1

The 2012 non-statutory guidance 'Development Matters in the Early Years Foundation Stage' identifies the developing knowledge, skills, understanding and attitudes children need to acquire in order to achieve the Early Learning Goal for handwriting within the Physical Development: Moving and Handling, aspect of learning. This progression is as follows:

22 – 36 months:

- beginning to use three fingers (tripod grip) to hold writing tools

- imitates drawing simple shapes such as circles and lines

30 – 50 months:

- holds pencil between thumb and two fingers, no longer using whole-hand grasp
- holds pencil near point between first two fingers and thumb and uses it with good control
- can copy some letters, eg letters from their name

40 – 60+ months

- shows a preference for a dominant hand
- begins to use anticlockwise movement and retract vertical lines
- begins to form recognisable letters
- uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Early Learning Goal

They handle equipment and tools effectively, including pencils for writing.

The National Curriculum Programme of Study for Key Stage 1 handwriting and presentation states that, in order to develop a legible style, pupils should be taught:

- how to hold a pencil/pen
- to write from left to right and top to bottom of a page
- to start and finish letters correctly
- to form letters of regular size and shape
- to put regular spaces between letters and words
- how to form lower and upper-case letters
- how to join letters
- the importance of clear and neat presentation in order to communicate their meaning effectively

Implementation - in the teaching of a physical skill such as handwriting, the teacher must be able to observe each child's posture, grip of the implement and movement. Demonstration by the teacher, either to a group or an individual, is as important as observation.

The only time that a whole class of children is practising handwriting is at the end of Key Stage 1, when the essential teaching of correct letter formation is superseded by the need for regular practice.

From Reception onwards, the children are taught to write letters with exit strokes, in preparation for joining letters when ready.

Use of Implements – In the early years, children have access to a range of writing media and experiences and need to practice with implements of different size, weight and type in order to develop the necessary skills. Activities might include painting to develop fine motor skills and imaginative play areas with a range of writing mark making implements.

The National Curriculum 2014

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’ (ie letters that are formed in similar ways) and to practise these

Composition

Pupils should be taught to:

- write sentences by:
 - saying out loud what they are going to write about
 - composing a sentence orally before writing it
 - sequencing sentences to form short narratives
 - re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher

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

Composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experience and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly)
- read aloud what they have written with appropriate intonation to make the meaning clear

Years 3/4

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, eg by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Composition

Pupils should be taught to:

- plan their writing by:
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing the recording ideas
- draft and write by:
 - composing and rehearsing sentences orally (incl dialogue) progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices for example, headings and subheadings
- evaluate and edit by:
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Years 5 & 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 as part of their personal style, whether or not to join specific letters
- choosing the writing implement that is best suited for a task (eg quick notes, letters)

Composition

Pupils should be taught to:

- plan their writing by:
 - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own
 - noting and developing initial ideas, drawing on reading and research where necessary

- in writing narratives, considering how authors have developed characters and settings in what they have read, listened to or seen performed
- draft and write by:
 - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning
 - in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
 - précising longer passages
 - using a wide range of devices to building cohesion within and across paragraphs
 - using further organisational and presentational devices to structure text and to guide the reader (for example, headings, bullet points, underlining)

Implementation - in the teaching of a physical skill such as handwriting, the teacher must be able to observe each child's posture, grip of the implement and movement. Demonstration by the teacher, either to a group or an individual, is as important as observation.

From Reception onwards, the children are taught to write letters with exit strokes, in preparation for joining letters when ready.

Use of Implements – In the early years, children have access to a range of writing media and experiences and need to practice with implements of different size, weight and type in order to develop the necessary skills. Activities might include painting to develop fine motor skills and imaginative play areas with a range of writing mark making implements.

As children make progress with handwriting skills and are engaged in formal handwriting sessions, pencils should be the only implement used for all formal written work at Key Stage 1.

Pencils should still be used in maths books

Handwriting Key Stage 2

The National Curriculum Programme of Study for Key Stage 2 handwriting and presentation states that pupils should be taught to:

- write legibly in both joined and printed styles, with increasing fluency and speed
- use different forms of handwriting for different purposes (eg print for labelling maps or diagrams: a clear, neat hand for finished, presented work: a faster script for notes)

Implementation – by the end of Key Stage 2, the mechanical process of handwriting should have become automatic and effortless to achieve. Where a child is admitted from another school and has a clear, fluent, legible joined handwriting in another style, we respect that.

Use of Implements – Children will be introduced formally to handwriting pens in lower KS2 where appropriate. By the time children are in Year 5, they should use pens for the final presentation of their work.

Handwriting Assessment

In the early stages of handwriting, teachers observe closely to ensure that letters are correctly formed. Later, assessments are made against criteria which might include the following:

- is the writing generally legible?
- are the letters correctly shaped and proportioned?
- are the joins correctly made?
- are the spaces between letters, words and lines appropriate?
- is the size of the writing appropriate?

- is the writing properly aligned?

Presentation Introduction

Presentation of work is an important aspect of children's learning. The quality of the presentation reflects the children's skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

Presentation Guidelines

We encourage children to take pride in their work. We set them clear guidelines for each piece of work so that they know what is expected of them.

We ensure that they have the appropriate materials necessary for producing the best quality of work (eg good pencils, rules, appropriate paper for the task).

We provide them with a variety of audiences so that they are encouraged to present good work (eg display work, other classes, parents, community).

We encourage children to look after their work, to label their books neatly and to keep them clean.

Every piece of work will be dated, have a title and be underlined with a ruler. (This can be pre-prepared – dependent on age, ability).

All worksheets will be trimmed to fit pages and struck in neatly.

All boxes and tables will be drawn in pencil.

Presentation guidelines will be displayed and referred to in all classrooms.

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