



Handwriting and Presentation Policy

Agreed: September 2014

Last Review: July 2014

This Review: January 2015

Signed:

Position:

Date:



Handwriting and Presentation Policy

"Teaching and Learning is the core business of the academy"

Rationale and Aims

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 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 the academy as a learning community.

Our vision statement says **"St Stephens Community Academy is a caring place where everyone feels valued, motivated and supported so all can move together towards a bright, positive and successful future."**

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 the 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 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

Formal handwriting is taught through the use of PENPALS scheme (Cambridge University Press), which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. This will be adapted by the teacher to include the adopted cursive styles of joining until a cursive scheme is found.

Five stages are identified and these form the basic organisational structure of the scheme.

1. Readiness for writing: gross and fine motor skills leading to letter formation
2. Beginning to join
3. Securing joins
4. Practicing speed and fluency
5. Presentation skills

Foundation Stage

The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in and lead-out strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see **Appendix 1**).

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. 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.

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. 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 handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

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 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 they will be able to earn a pen licence. They will then be given a handwriting pen to use.

- Children will use a pen to complete the majority of class work, where appropriate using a fully cursive style.
- Pencils will be used in all Mathematics work and for drawing and completion of diagrams in Science.
- All children in Key Stage Two will use the agreed cursive handwriting style in all lessons.

Section C - Presentation Guidance

Children's work

Book covers should indicate:

- Child's name
- Class
- Subject
- Children should not write 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, right aligned 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 and aligned to the centre of the page. Titles can be a generic for the whole class.
- Teachers must also stick in a sticker, which features a clearly differentiated learning objective/question, underneath the title.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

Underlining:

- When underlining a ruler should be used at all times.

Handwriting:

- All staff to teach from the Penpals scheme but adapted to be cursive (see example from Twinkl in appendix 1)
- In EYFS a "preparation" for handwriting approach is taken with a range of activities related to art and P.E.
- The cursive font should be on display in the classroom and available on the table for pupils to access (resources saved in staff shared handwriting). Teachers will model and teach letter formation as part of phonics lessons.
- From Reception onwards the scheme gives 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 receive a pen licence certificate.
- Children will be given a handwriting pen for use in their own work in school, except for Mathematics where all work must be completed in pencil.
- Children are to write in blue ink only.

General presentation:

- Children should use colour pencils when illustrating work in books.

- Teachers should encourage a good and high standard of presentation in all work across all subjects.
- Errors should be crossed out with a single pencil line and a ruler.
- Children may use rubbers at the teachers' discretion. However, **no** ink erasers may be used.
- Teachers are to mark work in books following the schools marking policy using 'Tickled Pink' and 'Green for Growth.' Comments related to the objective should also be written in Pink or Green depending on if they are positive or improvement comments.
- Common age appropriate significant spellings should be underlined in green and then written in margin (in green pen) for pupils to write out 3 times when they review their work.

Marking/Assessment

- The teacher needs to highlight on the sticker whether the differentiated learning question/objective has been achieved (pink – if they have or green – if they haven't).
- A next step then needs to be written in green pen underneath the work for future learning.
- On occasions, it is beneficial for children to self-assess or peer assess. In these cases, it is acceptable for the children to highlight the learning question/objective. When they have peer/self-assessed this needs to be stated underneath the piece of work.
- The teacher needs to indicate whether the work was done with support using the following key:

T: Teacher

TA: Teaching Assistant

I: Independent

- As before, use pink and green pens for marking.

Pink: Tickled pink (correct answers/good examples)

Green: Green for growth (areas that need to be reviewed)

Significant spellings should be underlined in green and then written in margin (in green pen) for pupils to write out 3 times when they review their work.

Teaching Boards (e.g. whiteboards and Interactive Whiteboards) and Resources

Date:

- Full date (for English) and number date (for Mathematics) underneath, both right aligned and both underlined with a ruler.

Title of work:

- Centre aligned and underlined.

Handwriting:

- Teacher should **model the agreed cursive handwriting style** whenever they are writing for the class.
- We have bought a cursive font from Join-It which should be used for script on boards and for resources e.g. word banks.

Displays:

- Should follow the approved colour scheme English – cream with a blue border and Mathematics pale blue with a red border.
- Display titles should be typed in a cursive font (Join-It)

Section C – Monitoring and Review

This policy will be monitored by Amy Martin, the Head of School, English Leader and Local Governing Body on a three year basis. A. Elson will monitor provision and improvement through the Academy Improvement Plan as part of her leadership responsibilities.

Policy agreed: Oct 2014

Last Review: July 2014

This Review: Juli 2014

Signed Head of School.....

Signed Chair of Local Governing Body.....

Appendix 1

Agreed letter formation for cursive writing

How to write 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

Appendix 2

Font name from Join-It

CCW cursive writing or XCCW joined 1a available through all Microsoft programmes in school.