

Walter Halls Primary School. Handwriting & Presentation Policy

Last reviewed: September 2020

Next Review: September 2023





Walter Halls Primary Handwriting Policy

As a school we recognise the importance of enabling children to write fluently from the earliest opportunity. It is a skill that is fundamental to good progress and learning. Children must be able to write with ease, speed and legibility. Therefore we place a high importance on the explicit teaching of handwriting skills on a daily basis.

Our aims are 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
- To automatically use clearly formed and joined handwriting in all of their writing
- Use their skills with confidence and pride in real life situations

We teach continuous cursive handwriting which teaches pupils to join letters and words in a series of flowing movements and patterns. 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



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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-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 on a daily basis, 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 IWB, whiteboards, flip charts etc.
- Displays around the school and classroom should model clear joined handwriting as well as other fonts.
- The cursive font should be displayed in classrooms to ensure familiarity with the style.
- Older children, especially those joining the school, will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.



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Basic structure of a handwriting session:

- Gross and fine movement warm up
- Posture check: feet flat on the floor, back straight and touching the chair
- Teacher modelling, demonstrating formations, talking through the process, encouraging children to verbalise the process
- Children practising independently with a teacher model, then applying to various tasks

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.

Resources

Teachers are expected to:

- Work in handwriting sessions is completed in a handwriting book.
- Different styles of lines should be available to support children depending on their ability
- 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
 - Children in Phase 1 and 2 will use pencil
 - From year 3 onwards, children who have achieved a consistent, joined cursive style are allowed to write with pens provided by the class teacher (no biro)



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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.

Progress across school

Foundation stage:

- Children are to take part in activities that develop fine and gross motor skills, e.g dough disco.
- The children are introduced to the cursive script as the letter groups are introduced and practise correct formation at the end of a phonics session,

Year 1 children 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 (see appendix 3).

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

Year 2 children 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

N.B. If they have not already done so, children should begin to join their handwriting and understand which letters, when adjacent to one another, are best left unjoined.



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Year 3 and Year 4 Children 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 encouraged to try out and use a range of pens when writing in a range of their books at school.

Year 5 and Year 6 children 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 suited for a task



Walter Halls Primary Presentation Policy

The children at the Walter Halls need to know that all of their work is valued and special. It must be made clear to children, governors, parents and staff that there is a consistent approach to the expectations for presentation of work. The aim of this policy is to ensure consistency and to raise standards across all phases.

Whole School Principles for Presentation

- From the very start of the academic year, children should be led towards an understanding that the way they present their work is important; it has impact and makes impressions on others in different ways and is therefore an important aspect of learning.
- Skills for presentation should be taught explicitly throughout the school year and be constantly reinforced by all staff.
- Children should be taught how to make informed choices in how best to present learning and that this is different to just being 'neat'.
- All books used for evidencing work should have the child's name written clearly and legibly on a Walter Halls sticker. Names should be written by members of staff and not children. They should be written with a handwriting pen, not felt tip, and written neatly to model our handwriting policy.
- Children should be told explicitly not to doodle or draw in any way on the front or insides of their books and where best they can experiment with formulating ideas less formally.
- Any sheets should be trimmed to fit the book before being stuck in and in general, children should be taught how to stick their own work in and where best to put it (age appropriate).
- Skills for handwriting and presentation should be modelled through the teacher's own presentation and marking and when working on the Interactive Whiteboards.
- Use of all Handwriting modelling resources should ensure children can develop a legible and cursive style of handwriting, as they move through the school. This should be reinforced by phase expectations for handwriting, detailed later in this policy and in our separate handwriting policy.

This policy sits alongside the Handwriting policy and should be used in conjunction with it.

Early Years & Year 1

DAILY BOOKS

- The short date and learning objective/title/success criteria may be pre-printed and stuck in by staff
- In year 1, Busy books are child-initiated meaning this may not be the case
- At this stage children will be experimenting with presenting their learning and there will be a higher level of modelling by the teacher.

PENCILS/PENS/RUBBERS

- A range of writing materials should be available for children to experiment with and get used to using.
- Mistakes made with pencil during more formal writing sessions should be crossed out neatly with ONE line and the use of rubbers should be discouraged. Where rubbers are used they should be clean and available without disruption in the lesson.

HANDWRITING

- Physical development is a prime area and children should have opportunities every day in continuous provision to develop their gross and fine motor skills both indoor and outdoors. Children who need more support in this area, in particular fine motor skills, will access targeted support in group or continuous provision intervention.
- Pre-cursive script is modelled during RWInc in Early Years and then taught explicitly to those who are ready in summer term of F2.
- Year 1 explicitly teach cursive to all children who are ready at the start of the year. PD & development of fine motors skills continue for all children.
- Children should have an awareness of expectations for their handwriting in-line with age-related standards, shown on the handwriting resources displayed.
- Handwriting should be exemplified and modelled at every opportunity by the teacher.

Year 2 & Year 3 Expectations

BOOKS

- Long date for all books apart from Maths where the short date should be used. A short lesson (SPaG for example) should have a short date.
- Children should be taught how to underline headings, titles and dates using correct ruler skills. Rulers should be available for all children.
- Most children should be starting to record their own headings/ titles/ learning objectives and underlining them at the top of the page.
- Children should be shown how to present different types of learning in different ways and should be expected to present this with pride. Worksheets should be kept to a minimum to encourage this thinking and skill.
- Maths books: Children should be taught how to use squares for placing numbers in the correct places. Only pencil should be used in maths books. Children should be taught how best to present their thinking and ideas and to show their working out using the pages and squares in their books. Presentation of maths learning could include written calculations, use of maths jotters, diagrams and pictograms, photographs of practical work and use of manipulatives. Worksheets should be used to a minimum although if needed activities and reasoning problems stuck in neatly on the left hand side of the page and all working out completed in the squares on the right hand side of the page.

PENCILS/PENS/RUBBERS

- Children should not be using pen until Year 3 except in exceptional circumstances for display work etc.
- A choice of handwriting pens should be on offer for children from Year 3 upwards who show consistent use of cursive script.
- Pencils should always be used for Maths, diagram drawing etc.
- Mistakes made with pencil should be crossed out neatly with ONE line and the use of rubbers should be discouraged. Where rubbers are used they should be clean and available without disruption in the lesson.
- Diagrams and pictures should be done in pencil and pencil crayons. Felt tips should not be used in books (with the exception of work done on sheets, stuck in neatly).

HANDWRITING

- Staff should make themselves familiar with the separate handwriting policy expectations
- Children should be taught to hold their pencil correctly and use devices to correct these if extra support is needed, e.g. grips
- Cursive script should be explicitly taught and used and writing should be exemplified and modelled at every opportunity by the teacher on working walls, displays, IWB and marking feedback.
- Children should have daily taught sessions of handwriting of about 10-15 minutes, following our separate Handwriting policy guidance.
- Examples of expectations and lettering should be available to all children, on a book marker, on display and modelled by the teachers at every opportunity.

Phase 3 Expectations

BOOKS

- Long date for all books apart from Maths where the short date should be used. A short lesson (SPaG for example) should have a short date.
- Children should be taught how to underline headings, titles and dates using correct ruler skills. Rulers should be available for all children.
- All children should be starting to record their own headings/ titles/ learning objectives and underlining them at the top of the page.
- Steps to success should be stuck neatly underneath these with the agreed upon symbol used.
- Children should be shown how to present different types of learning in different ways and should be expected to present this with pride. Worksheets should be kept to a minimum to encourage this thinking and skill.
- Maths books: Children should be taught how to use squares for placing numbers in the correct places. Only pencil should be used in maths books. Children should be taught how best to present their thinking and ideas and to show their working out using the pages and squares in their books. Presentation of maths learning could include written calculations, use of maths jotters, diagrams and pictograms, photographs of practical work and use of manipulatives. Worksheets should be used to a minimum although if needed activities and reasoning problems stuck in neatly on the left hand side of the page and all working out completed in the squares on the right hand side of the page

PENCILS/PENS/RUBBERS

- All children should be working towards using a pen in all books apart from Maths. Those children whose pencil control and handwriting is not yet secure should continue to use pencil until they show a consistent cursive skill. Every opportunity should be taken to move these children forward with handwriting skills.
- Mistakes made with pencil AND pen should be crossed out neatly with ONE line and the use of rubbers should be discouraged. Where rubbers are used they should be clean and available without disruption in the lesson.
- Diagrams and pictures should be done in pencil and pencil crayons. Felt tips should not be used in books (with the exception of work done on sheets, stuck in neatly).

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- Staff should make themselves familiar with the separate handwriting policy expectations
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