

Central Primary School



Handwriting and Presentation Policy

Our motto: Children are Central

Introduction

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses *Penpals for Handwriting* to ensure that:

- We raise standards in writing across the school.
- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- We adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources. N.B. However, words in print do not necessarily have to be in a cursive font, because we believe that children need to be exposed to a range of print.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of skills

Penpals enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS F1 and F2).

- Correct letter formation is taught, practised, applied and consolidated (EYFS F1/Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

In using *Penpals*, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children’s handwriting should be ‘sufficiently fluent and effortless for them to manage the general demands of the curriculum’ and that ‘problems with forming letters do not get in the way of their writing down what they want to say’.

Handwriting tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard or tablets.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing until a pen licence is awarded.
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is always introduced using *Penpals* Practice Books and materials and practiced on lined paper in handwriting books so that children quickly learn about letter orientation including ascenders and descenders. As children’s fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

Pencils will be provided by the school. In Key Stage Two handwriting pens will be available or may be provided from home.

Presentation Guidance

All work should begin with the date. In all subjects except Maths and Languages this should be written in the following way: Tuesday 10th September 2017. In Maths the short date can be written in the following format: 10.09.17. (Some discretion may be used for children who find writing physically challenging).

- The date should be written on the top line of the page next to the title of the work.
- Short dates can be used in the margin to represent subsequent days the work is developed.
- The title should be purposeful and clearly outline the learning.
- The title should be put into contents page at the front of the book at the same time the work is produced
- A page number should be added to the bottom of each page linked to the contents page at the front of the book.
- Learning Support Assistants may support here for the small minority of children who find writing challenging or pre-prepared stickers could be used.
- Underlining should be completed with a ruler and a pencil.
- Children should write from the margin to the edge of the page.
- Mistakes should be crossed out using a ruler line. In Maths an eraser can be used at the teacher's discretion

Monitoring and Evaluation

This will be undertaken regularly by the class teacher and will also be assessed as part of each half term's writing assessments.

Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

Special Educational Needs

Pupils are supported in their handwriting and presentation through an EHC plan, monitored by the class teacher and Inclusion Team. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

It may be more appropriate for pupils with physical difficulties to spend their handwriting time in learning keyboard skills as the physical task of writing may be too onerous.

In addition, some pupils have input from specialist agencies to support their motor skills.

For some pupils a programme designed to support their fine motor skills will be beneficial.

Equality

In accordance with the Equality Act 2010 we seek to;

- a) **eliminate discrimination**, harassment, victimisation and any other conduct that is prohibited by or under the act
- b) **advance equality of opportunity** between persons who share a relevant protected characteristic and persons who do not share it
- c) **foster good relations** between persons who share a relevant protected characteristic and persons who do not share it

Our Handwriting and Presentation Policy seeks the promotion of equality and seeks to tackle any discrimination rigorously through ensuring that all pupils are supported in the development of their handwriting and presentation.

Review

This policy will be reviewed every two years.