



HANDWRITING AND PRESENTATION POLICY
ST. LUKE & ST. PHILIP'S PRIMARY, A CHURCH OF ENGLAND ACADEMY



VISION STATEMENT

'The family of St Luke and St Philip's will ensure excellence is encouraged, minds are opened, diversity is embraced, respect is expected and talents are nurtured under the umbrella of God's love.'

ETHOS

Our school provides grounding in the Christian Faith for all its children with emphasis on collective worship as part of its daily life. Our Christian values of trust, truth, love, peace and thankfulness are built into the ethos and teaching of our school with the support of all Governors and staff for its Christian foundation. We also seek to encourage an understanding and respect for other world faiths.

CHRISTIAN SCHOOL VALUES



This policy reflects the values, ethos and Mission Statement of St. Luke and St Philip's C.E. Primary Academy in relation to the curriculum. It is consistent with the school's agreed aims and objectives and sets out a framework within which teaching and support staff can operate.

AUDIENCE

This document is intended to give a clear outline of the school's approach to the curriculum to all staff, governors, Cidari and parents. It is also intended for the use of the School's Advisory Service when assisting the development of the school's curriculum and for any authorised inspector. Copies of this document are provided for all teaching staff and are available when necessary to support staff, members of the School's Governing Committee and Cidari members. A copy of this document is available for the use of parents.

AIMS AND OBJECTIVES

At St Luke and St Philips, we aim to foster a lifelong love of learning, through adopting a highly practical and cross curricular approach to learning. **Being a Church of England school, we aim to fulfil all the requirements of the National Curriculum and the Diocesan Syllabus for Religious Education.**

We are proud of being a Church academy at the heart of our local community – a place where everyone is valued, respected and encouraged to develop resilience and confidence. Our strong ethos strives to ensure that each pupil achieves their very best.

Academically – through a knowledge rich, focussed and sequenced curriculum.

Culturally – through an extensive programme of extra curricular activities and visits.

Spiritually – through an ethos of interdependence that flows through the life of both the academy and the wider community.

Our exciting and enquiry based curriculum is designed to both engage and challenge our pupils to develop creative and independent thinking through strong oracy skills. We endeavour to nurture a thirst for learning in all our pupils.

The broad content of the curriculum is enriched by covering a wide range of subjects, talents and future careers. We realise that in order for our pupils to lead in tomorrow's world they will need to demonstrate compassion, understanding, empathy and innovation.

Success, progress and celebration are very much at the heart of what we do.

PURPOSE

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow. This policy is to be used in line with the individual guidance for each class which outlines the expectations and progression throughout school.

Our aim is to raise standards in writing across the school and

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
- have pride in the presentation of their work

For staff to:

- have a consistent approach to handwriting and presentation in all phases of the school
- adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources

Special Educational Needs and Disabilities

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing).

Gross and fine motor skills necessary for handwriting. In Reception and KS1, children undertake additional fundamental PE skills and follow programmes in class such as Dough Disco and Write Dance to develop their gross motor skills. Specific intervention groups for Body Awareness and Gross Motor Skills are carried out for identified children, and Clever Fingers style activities are also carried out with children who need further development with fine motor skills.

Where needed, children are provided with adapted resources eg coloured pages in handwriting books, writing slopes, ergonomic pencils and pens or pen grips, foot rests and move 'n' sit cushions.

Making it a reality

All children throughout school will use exercise books with handwriting lines at the appropriate age and stage. The correct letter formation, as taught in handwriting lessons, is expected throughout.

Staff will ensure that presentation of work is actively taught as it will not 'just happen'. Handwriting will be taught in discrete lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting which is then applied through written work.

All staff should ensure that presentation is celebrated through:

- displaying work of a high standard of presentation on display boards around school
- celebrating work with a high standard of presentation in whole class situations
- ensure good presentation is rewarded in line with whole school behaviour policy (praise, House Points, Classdojo points)
- sharing of good work in whole school worship
- the 'Wow work' display board outside in the Library area, where the work is changed half-termly.

HANDWRITING

Handwriting will be taught in line with the handwriting policy using the Nelson Thorne Handwriting scheme and interactive resources on a weekly basis, starting with a taught session and followed with a series of short follow-up activities. The focus of these lessons will be correct letter formation and cursive handwriting. Children will need to be taught how to write in a cursive style. 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 only copy models from a published scheme or worksheet.

The role of the teacher:

To model the school handwriting style at all times.

To follow the school policy to help each child develop legible and fluent handwriting.

To provide direct, adapted teaching and accurate modelling.

To provide resources and an environment that promotes good handwriting.

To observe pupils, monitor progress and determine targets for development.

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 form letters as part of RWI sessions, using the rhymes to help children remember how to form letters, and are practised using a variety of media such as sand, shaving foam, glitter etc. There is a daily activity specifically aimed at fine motor skills.

To aid movement, close attention needs to be given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. (see appendices) Staff need to be 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 prewriting stage) and those with special educational needs are met.

Role of the adult

Staff will model correct letter formation and orientation at all times – in children's books, on whiteboards and when using interactive teaching tools, using handwriting lines where possible.

Observe children's pencil grip. Display posters with children's progress in pencil control for all adults to see and share at transition with Year 1.

The children will be encouraged to try and write in a straight line. Sometimes children will be given guidelines to aid writing. When appropriate children will use 15mm half lined books or handwriting lined exercise books. Handwriting practice is to be carried out in separate handwriting books.

Key Stage 1

Building on work done in the Foundation Stage, pupils at Key Stage 1 need to 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 and must be taught through adapted activities. 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. All books used will have the correct handwriting lines to ensure consistency.

Role of the adult

Staff will model correct letter formation at all times – in children's books, on whiteboards and when using interactive teaching tools, using handwriting lines where possible. Handwriting will be taught through weekly lessons with additional top-up practice sessions and correct letter formation will be reinforced through other work (English, maths, curriculum books). Appropriate handwriting books will be used to practise letter formation.

Key Stage 2

The target for children in Key Stage 2 is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

Children will have weekly handwriting sessions with additional top-up practice sessions using the Nelson Thorne interactive resources and adapted handwriting scheme. Practice is to be carried out in handwriting books, but handwriting following the agreed 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 the required standard they will be able to use a blue pen.

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 books used will have the correct handwriting lines to ensure consistency.

Role of the adult

Staff will model correct letter formation at all times – in children's books, on whiteboards and when using interactive teaching tools, using handwriting lines where possible. Handwriting will be taught in conjunction with spelling lessons, with additional top-up practice sessions and correct letter formation reinforced through other work (English, maths, curriculum books). Appropriate handwriting books will be used to practise letter formation.

Presentation

Non-negotiables

Adults –

- To model the correct handwriting style at all times – in books, on whiteboards, flipcharts and interactive teaching tools, using handwriting lines where possible.
- To model the correct date and objective including DUMTUMs in all writing areas.
- To have high expectations of all children’s presentation.
- Where pictures and diagrams are part of the children’s work, they should be completed on plain paper and stuck neatly into the exercise book, not drawn over lined paper.
- Any worksheets to be stuck in books must be trimmed to fit the page neatly.
- Tippex and correction pens are not used.

Children -

- All drawings and diagrams should be in pencil, with a ruler used for straight lines.
- Felt pens are not to be used in exercise books.
- Gel pens should not be used in exercise books.
- Coloured pens will only be used for specific reasons by children, e.g. purple polishing pen for editing and proofreading.
- Pencil crayons can be used in exercise books.
- One single line is used to cross out mistakes in pencil. Erasers not to be used (at the teacher’s discretion in maths).
- Absolutely no writing on covers or on the inside covers of books.
- No doodling on pages in books or on covers.
- Tippex and correction pens are not used.
- Any worksheets or paper to be stuck in books needs to be stuck in books neatly.
- Children use school pens and not own pens from home.

Starting new work

Children should be taught where to begin a new piece of work. As a general rule children will start a new page when there are only a few lines left, otherwise they rule off and use the same page.

Foundation Stage

Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to year 1.

Equipment

Children will always write in pencil in books.

Pencil crayons will be used in exercise books. Felt pens will only be used on sheets of paper.

Children will begin to use exercise books with handwriting lines in the summer term.

Dating work

Work will be dated by an adult.

Learning objective

Adults will add the learning objective until children are capable of adding this independently.

Worksheets in books

Adults to trim and stick labels and sheets in books as appropriate.

Year One

Equipment

All work will be written in pencil.

Only pencil crayons will be used in exercise books. Felt pens will only be used on sheets of paper.

Children will be taught how and expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.

Children will use exercise books with handwriting lines in.

Indicating errors

Children will indicate an error with one neat line through work. Children will need to be taught how to do this.

Dating work

In maths the short date is used, e.g. 16.03.23

On all other work, children will write the full date by the summer term of year 1 or earlier if possible, e.g. Monday 8th September 2023

Writing the Lesson objective

Children will work towards writing the learning objective ideally by the summer term, earlier if possible.

If printed by the teacher, the objective may be stuck into the book along with Steps to Success/visual steps to success but must be stuck in neatly.

Maths Books

Only pencil to be used.

Children to be taught to use 1 digit per square.

Challenges, using and applying questions and reasoning activities need to be stuck in books neatly.

Worksheets in books

Adults to stick work in neatly, ensuring it has been trimmed.

Year Two

Equipment

All work will be written in pencil. Children will ensure pencils are sharp.

Only pencil crayons will be used in exercise books. Felt pens will only be used on sheets of paper. Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.

Children will be taught how to use guidelines if writing on plain paper.

Children will use exercise books with handwriting lines in.

Worksheets in books

Adults to stick work in neatly, ensuring it has been trimmed. During the Summer term children are encouraged to stick sheets in independently.

Key Stage 2

Equipment

Years 3/4 will be the transition time from pencil to pen. Children need to earn the right to use a pen for their work. Only when teachers are sure that children can write consistently well in pen should a 'pen licence' be given.

Only pencil crayons will be used in exercise books. Felt pens will only be used on sheets of paper. All maths work will be completed in pencil.

Children will be expected and taught how to use a ruler and pencil to draw lines, including underlining, diagrams, labelling and crossing out.

Books will have 8mm lines with a margin.

Indicating errors

Children will indicate an error with one ruled, pencil neat line through work. Children will need to be reminded how to do this.

Tippex or correction fluids are not to be used.

Dating work DUMTUM

Date written on left (not in the margin) and underlined with a ruler.

In maths the short date is used and underlined with a ruler, e.g. 16.03.23

All other work has the long date which is underlined with a ruler, e.g. Monday 8th September 2023

Writing the Lesson objective

Title to indicate work content – the learning objective with key skill being taught.

Title underlined with a ruler and pencil.

Self and peer evaluation frames and Steps to Success checklists to be stuck in books neatly.

Maths Books

Only pencil to be used.

Children to use 1 digit per square

Challenges, using and applying questions and reasoning activities need to be stuck neatly in books.

Worksheets in books

Children need to stick work in neatly, once it has been trimmed.

Monitoring

Handwriting and presentation will be monitored by Subject Leads and the Senior Leadership Team on a regular basis through:

Book scrutinies

Lesson observations

Drop-ins

Pupil conferences

Policy written by: Ann Webster
Deputy Head and Inclusion Manager

Policy reviewed: November 2023

Agreed by Governors: _____

Next review date: November 2025