



**Handwriting and Presentation Policy
St Luke and St Philip's Primary School
A Church of England Academy**

MISSION 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.

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

Application

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).

Making it a reality

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 with a high standard of presentation
- 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, Headteacher awards)
- sharing of good work in whole school assemblies.
- a display board in the hall to celebrate the children's presentation, and this is shared on Facebook. The work is changed weekly.

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, differentiated 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 practiced 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 pre-writing 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.

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. 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 differentiated 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.

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. Handwriting will be taught through weekly lessons with additional top-up practice sessions and correct letter formation will be reinforced through other work (English, topic, maths books). Appropriate handwriting books will be used to practice 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 differentiated 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.

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. Handwriting will be taught through weekly lessons with additional top-up practice sessions and correct letter formation will be reinforced through other work (English, topic, maths books). Appropriate handwriting books will be used to practice letter formation.

Presentation

Non-negotiables

Adults –

- To model the correct handwriting style at all times – in books, on whiteboards, flipcharts and interactive teaching tools.
- 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 corrections 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 proof reading.
- 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 corrections pens are not used.
- Any worksheets or paper to be stuck in books needs to be stuck in books neatly.
- Children to 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.

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 15mm lines with half plain and half lined in topic books and 15mm lines in English books.

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. *16.03.18*

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 2018*

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 fully lined 12mm lined books with margins for English and half plain, half lined for other subjects. They will move towards writing on fully lined paper at all times as appropriate.

Worksheets in books

Adults to stick work in neatly, ensuring it has been trimmed. During the Summer term children to be 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 pen in 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. *16.03.18*

All other work has the long date, e.g. *Monday 8th September 2018*

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

Monitoring

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

Book scrutinies

Lesson observations

Drop-ins

Pupil interviews

Policy reviewed: February 2018

Agreed by Governors: _____

Next review date: February 2020

Appendices

Developmental Stages of Pencil Grips

Every child is different, developing the skills needed to hold a pencil at a different time to their peers.

There are developmental stages that children need to go through before they can successfully use a mature tripod grip. They need to work through each stage and as their hand, shoulder and arm strength and mobility increases so does the ability to move to the next developmental stage of the grip.

There are principles of development called “big to small” and “proximal to distal” – basically this means that children develop the larger muscles of the trunk and arms before the smaller muscles of the hands and that the proximal muscles closer to the body centre (shoulder muscles, upper arm muscles) develop before the distal muscles which are further away (hand muscles).

If a toddler is taught how to hold a pencil using the tripod grip before they are physically ready, they are inclined to develop a poor pencil grip which is difficult to change once they are older. These grips can make handwriting difficult and less fluid as well as making writing a very tiring task. It can also turn some children off colouring, drawing and handwriting as they are not pleasurable experiences.

A child may not develop a three-finger tripod pencil grip until the age of 5/6. This is considered the most appropriate pencil grip, for right and left-handed writers, as it allows the fingers and wrist to work together to provide a more free flowing movement.

Stage 1 of Pencil Grip Development



When a child first picks up a crayon they will hold it in the same way as they pick up a knife and fork, other than the crayon tip will be facing downwards.

Through the initial mark making process it is normal for their arm and elbow to stay rigid, with the crayon movement coming from the shoulder.

Stage 2 of Pencil Grip Development



With improved arm and hand control a child will start to hold the crayon in the palm of their hand, with their thumb securing it in their hand. Note that the thumb is now close to the tip and not the end of the crayon. The grasp is similar to that of using a knife and fork to cut food. The increased arm strength allows the elbow to be slightly away from the body, providing greater flexibility.

Stage 3 of Pencil Grip Development



A child will hold the pencil with all five fingers resulting in the wrist being off the table. The grip is similar to a darts player holding the dart with all five fingers.

Movement of the crayon now comes from the wrist but as the hand strength improves there will start to be some finger movement.

Stage 4 of Pencil Grip Development



A child will usually start to use the three finger, or tripod grip, by the age of 6.

Initially the fingers will be held rigidly but, as the child improves their control of the finger muscles, the fingers will start to move the pencil.

<https://www.teachhandwriting.co.uk/developmental-pencil-grips.html>