

Handwriting and Presentation Policy 2022

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St Mary's Primary Church of England Primary School Handwriting and Presentation Policy



Handwriting Policy

At St Mary's of E Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers can set Home Learning Tasks which may include:

- Magic Patterns
- Magic Words
- SoundMatch
- PhonicsMatch
- LetterMatch
- LetterLotto
- Letter Families activity
- Word Search
- Word Bank
- Spelling lists
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

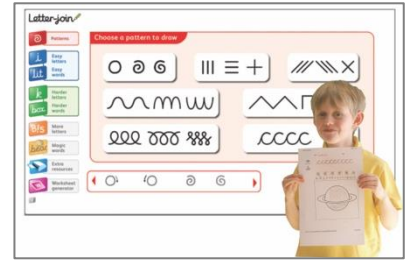


Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting



Lesson Planners

Module 1 Print: Early Years teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, at the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.



Key Stage 1: Years 1 and 2

Teaching progresses from five short, to three longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice
- KS1 SATs SPaG exercises

Module 2 Lesson Planners – Year 1

**Delete Print or Cursive section accordingly*

Module 2 Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.



It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

Module 3 Lesson Planners – Year 2

**Delete Print or Cursive section accordingly*

Module 3 – Starting Cursive introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

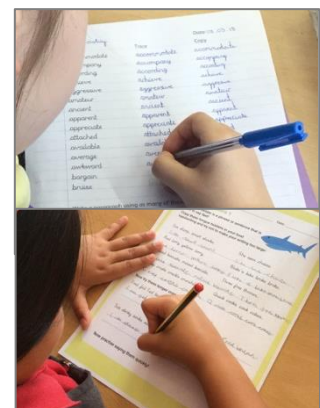


With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL



(French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Lesson Planner Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.



Lesson Planner Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

Personification
History: Boudicca

Lesson 463

Activities

- Explain to the children that personification is when you give an animal or object qualities or feelings that only a human can have.
- Choose Letter for a Personification worksheet on the HUB. Read and discuss with the class the personification examples sentences.
- Write their own sentences in their own examples of personification.
- Compare handwriting.

Lesson 464

Objectives

- Display of and speed
- Handwriting
- Proofread
- Spelling

Personification

Personification is when you give an animal or object human qualities or feelings that only a human can have.

The sun smiled down on the happy children.

The wind whistled by the empty street.

The car engine coughed and spluttered when it started.

Write your own personification sentences. Use the HUB to find more examples of personification. Copy the sentences into your notebook.

Name: _____ Date: _____

Spelling 1

Words ending in **...ious** and **...ious**

Look	Trace	Copy	Copy and write
delicious	delicious	delicious	delicious
precious	precious	precious	precious
conscious	conscious	conscious	conscious
spacious	spacious	spacious	spacious
ambitious	ambitious	ambitious	ambitious
suspicious	suspicious	suspicious	suspicious
infectious	infectious	infectious	infectious
cautious	cautious	cautious	cautious
ambitious	ambitious	ambitious	ambitious
scrupulous	scrupulous	scrupulous	scrupulous
superstitious	superstitious	superstitious	superstitious
rubious	rubious	rubious	rubious

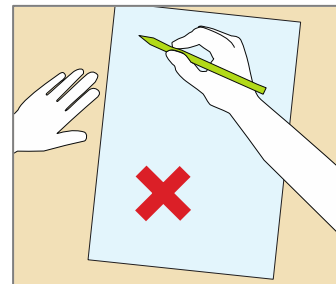
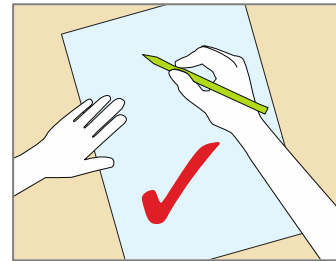
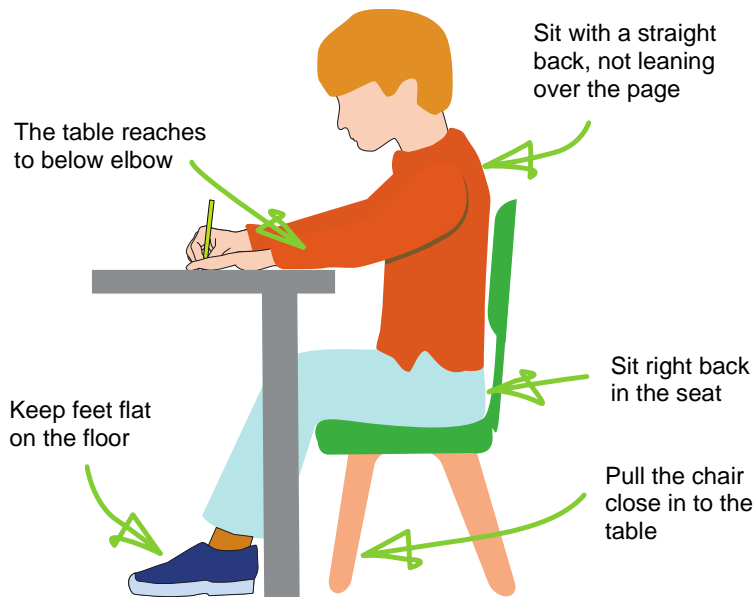
Challenge Write a paragraph using as many of these words as possible.

I was suspicious about the delicious meal being healthy because it was really scrupulous. I was cautious because it was so delicious! The chef was very precious about the recipe and got quite infectious when I asked for the ingredients. The kitchen was really spacious & and I was conscious of the ambitious staff who were so superstitious about their names. They should have been infectious laughter all the time.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

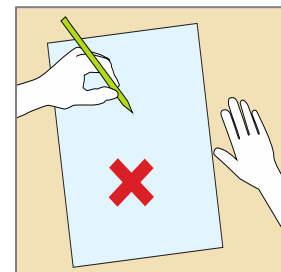
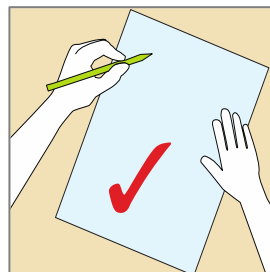
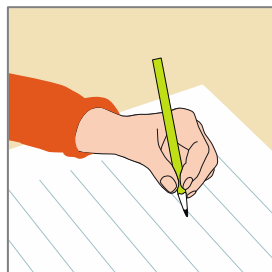
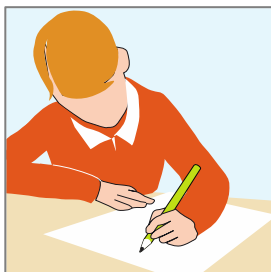


Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

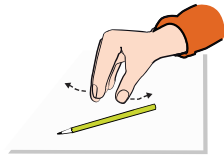


Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

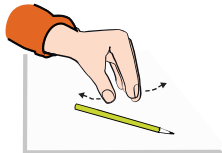


Spin it round...



and grip.

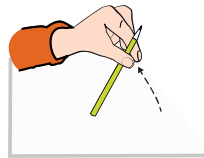
Left-handed pencil grip



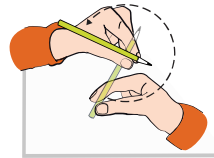
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Presentation

At..... we value all work by ensuring there is a pride in everything we record, present, display and publish. To support this we have the following expectations of our children when they are doing the same.

General

- All children's work should be presented neatly with joined handwriting from Year 2 upwards.
- All worksheets should be stuck in straight and tidy, no edges should stick out.
- All books should have a printed label on the front with the pupil's full name, the subject of the book and the class name.
- Pupils are expected to keep their books well presented.
- Pupils should not 'doodle' on the front cover, or on the pages inside.
- Books which are not kept well-presented may be remedied through the use of an eraser or pupils should be asked to re-write work on paper to be stuck over messy work – unacceptable presentation must be rectified and doodles removed.
- Inadequacies of presentation will be addressed through marking and feedback.
- At no point, should pages be torn out of books by either pupils or teachers.
- Felt tip pens should not be used in pupil books.

Maths books

03/09/20 ← date and underline on top line, one number per square
← leave a line space

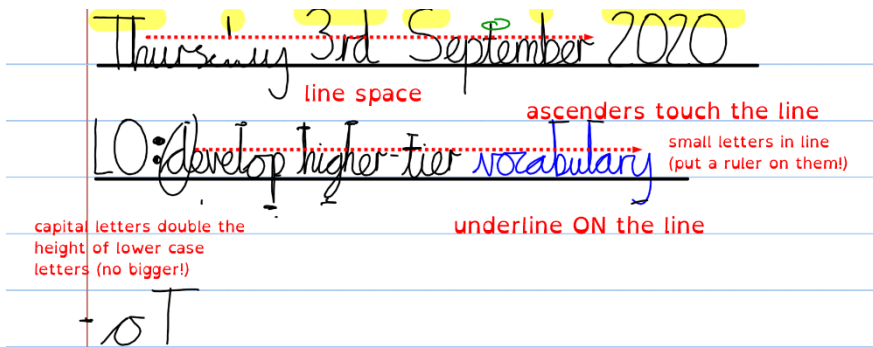
Y5 LO: recognise the value of digits in 7-digit numbers
Y6 LO: recognise the value of digits in numbers up to one million

← lower case
← make sure you have copied the LO EXACTLY, no spelling errors

Y5 write th Y5 LO and underline
Y6 write the Y6 LO and underline
if there is only one LO, everybody writes the same

- When recording using digits ensure 1 digit per box

English/subject books-



- Extended pieces of writing should have a blank line between each line for editing according to the schools policy

Pen Licence

To be awarded a pen licence you must always:

- Sit letters on the line with appropriate ascenders and descenders
 - Form letters in a consistent size
 - Represent and use upper and lower case letters accurately
 - Present letters in the correct orientation
 - Form letters accurately
 - Have a tripod grip
 - Include appropriate finger spaces
 - Write in a legible style
 - Demonstrate a fluent, joined script using letter joins that have been taught
- Class teachers should identify pupils who they feel have reached the required standard for a Pen Licence.

Pen Licences will then be awarded to pupils by the class teacher. Pupils will need to maintain a high standard of presentation to retain their licence. Pen Licences will be renewed each academic year. When a Pen Licence is awarded, a certificate will be presented to the pupil.

Pupils should only use the school agreed type of pen however please note that it may be appropriate for a specific child to use a supportive pen although they do not hold a pen licence. This will be agreed by the inclusion team.