

St Laurence's C.E. Primary School

Handwriting and Presentation Policy

St Laurence's primary school seeks to promote the human characteristic of endeavour by:

- adults modelling hard work and commitment;
- having high expectations;
- praising and celebrating effort;
- providing a rich and broad curriculum;
- providing an extensive extra-curricular programme;
- attempting to ensure that every child has the opportunity to succeed in some aspect of school life.

As a school we recognise that children cannot progress without endeavour. The governors and staff aim to create a culture and environment in which hard work and self-improvement is seen as the norm.

The school also wishes to promote the child's self-esteem so that our children have the confidence to take on new challenges and make informed choices throughout their lives.

We want our children to be polite, caring, and tolerant; to take responsibility for their own actions and be aware that their actions affect the lives of others. We want our children to look after their own property and have respect for other people's property.

Handwriting and Presentation at St Laurence's Primary School

Rationale

A consistently high standard of presentation and hand writing is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers, this aims to foster a sense of pride and respect in all areas of work. Self-esteem is raised when children are able to communicate meaning accurately.

Children must be able to write with ease speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that their writing becomes a skill that requires little effort and thought, so that creative and physical energy can be focused on the content of the writing.

We adhere to the British Dyslexia Association's recommendation that children learn the continuous cursive style. The key advantages are as follows:

- 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 b's and d's.
- There is a clearer distinction between capital letters and lower case.
- The continuous flow of writing ultimately improves speed and spelling.

Aims

We aim for children 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;
- Automatically use clearly formed and joined handwriting in all of their writing;
- Use their skills with confidence, in real life situations.

Handwriting

Teaching and Learning

In order to achieve these aims the following principles are to be adhered to in handwriting across the school:

- Patterns relating letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movement and muscle strength. Letters are also introduced in varied, multi- sensory sessions: writing letters in the air, on backs, on hands, in sand; orally describing letter shapes and joins with children using 'letter speak'.
- A variety of writing materials is used including whiteboards/pens, chalk, paint, ribbons, pens, pencils etc.
- Children are taught to use a continuous cursive handwriting style. This is taught as a specific skill when children are 'ready' in the foundation stage and Y1. By Y2 handwriting will be taught at least twice a week and at least once a week in KS2.
- Correct letter formation is taught from the beginning, and handwriting is frequently linked to spelling and phonics. At other times handwriting practise will focus on groups of letters formed in a similar way.

- Capital letters must be formed correctly and they must be of the correct size.
- Children are encouraged to maintain a correct posture - feet flat on the floor, back straight, chair pulled in towards the table and non-writing hand resting on the paper, and also correct pencil grip.
- Handwriting books are used from Y1 onwards.
- Additional handwriting sessions or interventions are used to help those children who require help with their letter joins or speed of writing.
- Children write in pencil until Y4. From Y5 children are allowed to use a cartridge pen (blue ink) at the discretion of the teacher.
- Cartridge pens and blue cartridges are supplied by the school but children can also bring their own pen in from home.
- When marking, teachers use cursive script as appropriate.
- Teachers model cursive script on the board and on flipcharts.
- The cursive script is to be displayed in classrooms to ensure familiarity with the style.

Handwriting Progression

Foundation Stage	<ul style="list-style-type: none"> • The children are introduced to letter formation and the cursive script using a variety of activities to improve gross motor skills and fine motor skills. • Children practise their fine motor skills on a daily basis and this includes correct letter formation using the 'flicks and kicks'. • Correct sitting and pencil grip are taught. • Children are encouraged to write from left to right. • Some children are taught how to write 'on the line'. • Teachers model the use of a ruler for labelling and underlining and rulers are made available for child initiated learning.
Year 1	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • Sit correctly and grip the pencil correctly. • Use the correct letter formation, paying attention to direction, starting and finishing in the correct place and appropriate 'kicks and flicks'. • Form ascenders and descenders correctly. • Form capital letters. • Form digits 0-9. • Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways). • Write on the line. • Underline and label neatly with a ruler. <p>Children are to begin to join their letters when they are ready.</p>
Year 2	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • Form lower case letters of the correct size relative to one another. • Form ascenders and descenders correctly. • 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. <p>N.B. If they have not already done so, children should be taught to join their handwriting using the school cursive script with 'kicks and flicks'.</p>
Year 3 and Year 4	<p>Children should be taught to :</p> <ul style="list-style-type: none"> • Increase the legibility, consistency and quality of their handwriting e. g. ensuring that the down strokes 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. • Secure joins, improve fluency and continue to use spelling links and families of words when practising their handwriting. • Use a ruler to draw lines, including margins, underlining, labelling diagrams and crossing out. • Adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc. <p>Y3/4 is the transition time from pencil to pen. Children continue to use pencil in their books, but are taught to use pens in their handwriting lessons.</p>

Year 5 and Year 6	<p>Teaching of handwriting continues to develop an efficient writing speed using the school handwriting style and it aids spelling.</p> <ul style="list-style-type: none"> • Children use a cartridge pen and blue ink at the discretion of the class teacher. (Pencil is used in maths books) • Children learn to select the most appropriate presentation style for different writing genres. • They begin to understand the balance between speed and legibility, which is dependent on the purpose of the writing. (Note taking, final draft etc.) • Children are expected to use a ruler to draw lines, including margins, underlining, labelling diagrams and crossing out.
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Phonics and handwriting

The daily phonics session in foundation stage and KS1 provides opportunities to correct handwriting errors and staff should be aware that it is appropriate to correct pencil grip, letter formation and letter joins at this time.

Provision for left handed children

Left handed children should always sit on the left side of right handed children so that their elbows don't bump and knock each other. Special pens can be made available if required.

Pupils with SEND

The SENCO will provide resources for those who have difficulty with fine motor skills – pencil grips, fine motor control programmes and referrals where necessary.

PRESENTATION

Pupils will learn that different levels of presentation are appropriate for different pieces of work and different circumstances. However, pupils and teachers across the school are expected to adhere to the following points:

- All books are named and labelled using computer generated labels.
- In KS2 these labels will have the school name and logo, the child's name, the subject and the year group.
- Every piece of work should be dated (long date in all subjects except Maths)
- All work has a WALT. These may be stuck into books in YR and Y1. Children are encouraged to write the WALT in Y2.
- Children use guidelines if they are writing on plain paper (from Y2 onwards).
- All drawings and diagrams should be started in pencil.
- One single line is used to cross out mistakes/edit writing – more than one word use a ruler.
- Children look after their exercise books. Children do not doodle or scribble in their book or on the book cover.
- If using a text book the page number is used and the name of the book. (Particularly in Maths)
- Poor presentation is challenged through verbal feedback and marking.
- Children are taught when and how to start a new piece of work.
- Children start a new page for new work.
- Rubbers are used at the discretion of the class teacher.
- Correction fluid is not allowed.
- In maths, children should not write one number 'over' another number.
- Crayons rather than felt pens are used in exercise books.

KS2

- Purple pens are used to edit work, self-correcting, marking and peer assessment.
- Teachers write using green ink. TA's use black ink.
- Presentation should be of the same standard in homework books as it is in school books.

Teachers are expected to:

- 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 available and systems for their return and maintenance are robust. (The self-service classroom)
- Ensure that children look after resources and materials so that they learn to respect equipment and good value for money is assured.

Celebration and success

All staff will ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard, awarding special mentions and house points when appropriate.
- House Handwriting Competition (summer term) KS2
- Displaying written work with annotated comments recognising achievement.

Homework

- Parents are encouraged to support their children to produce quality work following the policy guidelines. Children are expected to take the same care with homework as they do in their class books.

Policy Success Criteria

We know that our Handwriting and Presentation Policy at St Laurence's Primary school is successful if:

- A scrutiny of work confirms the appropriate development in handwriting skills
- Specific difficulties are addressed in the marking of handwriting tasks
- A scrutiny of work, lesson observations and pupil interviews confirm that the presentation protocol is adhered to.

Feedback will be shared with the class teacher and at leadership meetings.

Inclusion

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties when writing. Difficulties are addressed through appropriate interventions or specific equipment.

Equality Statement

St Laurence's Primary School provides a broad and balanced curriculum that meets the needs of all pupils, and promotes their spiritual, moral, social and cultural development. The school is committed to equality and reflects and values diversity.

Monitoring and Review

This policy is monitored by the Senior Leadership Team and Head Teacher within the process of school self-evaluation. The Governing Body will monitor the implementation of the policy.

The policy will be reviewed every 3 years or sooner if national policy changes.

KG September 2017