



# Silverdale St John's CE Primary School

*Inspiring Success through Learning, Community and Faith*

## **Presentation and Handwriting Policy and Guidance**

The guidance outlined in this document focuses on the handwriting and presentation of written work in all subjects. However, at Silverdale, we believe that presentation goes beyond the written page. It is an approach to learning which includes the tidiness of classrooms, trays and even ourselves; demonstrating a care and taking pride in all we do.

### **Aims:**

To raise standards of writing and presentation in all other subjects by:

- Promoting consistency of handwriting and presentation throughout the whole school
- Promoting children's sense of pride in their own work
- Encouraging children to develop a clear, legible and fully cursive handwriting style
- Fostering appropriate position and pen hold, bearing in mind the needs of left handed children
- Encouraging children to independently choose an appropriate script for the task in hand
- Providing further support for those children who find handwriting difficult.

### **Expectations:**

We encourage children to take pride in the presentation of their work, but also to make them aware that different degrees of neatness may be appropriate depending on the task. They are helped to see that there is a balance between speed and legibility which is dependent on the purpose of the writing, the product or final draft needing the greatest attention to handwriting skills.

We timetable regular lessons for practising handwriting skills across the school; the frequency and length of these lessons varies according to the age and competence of the children.

Formal handwriting is taught through the use of a fully cursive scheme from Year 1 with lead-in and exit strokes being taught from Foundation Stage. We acknowledge that handwriting is a developmental process with its own distinctive stages of sequential growth.

Six stages are identified and these form the organisational structure:

1. Readiness for writing: gross and fine motor skills and strengthening of hands and fingers. (Foundation Stage)
2. Letter formation including lead-in and exit strokes (Foundation Stage/Key Stage One)
3. Beginning to join (Foundation Stage/Key Stage One)
4. Securing joins and practising speed and fluency. (Upper Key Stage One/Lower Key Stage Two)
5. Increasing speed and fluency (Lower Key Stage Two)
6. Presentation Skills (Upper Key Stage Two)

Opportunities for linking handwriting to spelling and phonics are fully exploited. In the Early Years, graphemes, digraphs and trigraphs are introduced to the children in cursive form; in class, flashcards and word banks are also presented in cursive script.

### **Handwriting in Foundation Stage**

Curriculum guidance for the Foundation Stage outlines the stages children go through in preparation for achieving the Early Learning Goal. Children working at the developmental stage of 40 – 60 months in Physical Development should:

- Show a preference for a dominant hand
- Begin to use anticlockwise movements and re-trace vertical lines
- use a pencil and hold it effectively to form recognisable letters, most being correctly formed

In the Early Years, children have access to a wide range of play based activities and resources to strengthen their hands and fingers and manipulate their fine motor control.

The Early Learning Goal states children should:

- Show good control and co-ordination in large and small movements
- Handle equipment and tools effectively, including pencils for writing
- Use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence

Children may be at this level at any point during the Foundation Stage. At Nursery age, letters are presented to the children with lead-in and exit strokes, to get the children used to recognising it in this form. In Reception, children are taught to form letters with lead-in and exit strokes, in preparation for joining later, when they are ready for the next step.

## **Handwriting in Key Stage One**

National Curriculum expectations for KS1 handwriting states that in order to develop a legible style, pupils should be taught to:

- form lower case letters in the correct direction, form capital letters, form digits and understand which letters belong to which handwriting 'family'
- use diagonal and horizontal strokes to join letters adjacent to one another and decide which are better left un-joined
- write letters, capital letters and digits of the correct size, orientation and relationship to one another

In the teaching of handwriting, the class teacher must be able to observe each child's posture, grip and movement. It is important that the teacher models the correct grip and posture to their class and makes the children aware of checking their own writing positions.

## **Handwriting in Key Stage Two**

National Curriculum programmes of study for KS2 handwriting states the following.

In Lower KS2, pupils should be taught to:

- increase the legibility, consistency and quality of their handwriting by ensuring that down strokes are parallel and that lines are spaced sufficiently so that ascenders and descenders do not touch

In Upper KS2, pupils should build upon previous skills, being encouraged to:

- write legibly and fluently with increasing speed
- choose which letter shape to use for a specific task
- choose the writing implement which is best suited to the task

By the end of KS2 the mechanical process of handwriting should be automatic and effortless to achieve. Where a child is admitted from a different school, whose handwriting is legible and fluid but may vary from our style, we will respect and encourage the development of their own style.

Children will be introduced to formal handwriting pens in lower KS2 when appropriate. The class teacher will judge when they are ready to gain their pen license (once letters are of consistent size, joined neatly, easily and quickly with little mistakes) and then allow the child to write in pen in all their written work with the exception of Maths and first drafts of writing. From Year 5, all children should use pen for final presentation of written work,

whether having achieved their pen license or not. Children will be provided with a school fibre tip pen; ball points should not be used.

### **Assessment of Handwriting**

In the early stages of handwriting, teachers observe closely to ensure letters are correctly formed. Later, assessments are made against criteria which may include the following:

- ❖ Is the pencil grip appropriate and aiding presentation?
- ❖ Is the writing legible and generally presentable?
- ❖ Are the letters correctly shaped and proportioned, including clear ascenders and descenders?
- ❖ Are the joins correctly made?
- ❖ Are the spaces between letters, words and lines appropriate?
- ❖ Is the size of writing suitable?
- ❖ Is the writing properly aligned?

### **Level Descriptors state the following:**

Level 1: Most letters are correctly formed and orientated with spaces between words. Upper and lower case letters sometimes distinguished.

Level 2: Letters generally correctly shaped with some inconsistencies in orientation, size and use of upper/lower case. Clear letter formation with ascenders and descenders distinguished.

Level 3: Most writing shows a legible style with consistent letter formation, sometimes joined.

Level 4: A consistent, legible style mostly joined.

Level 5: A consistent, legible style, which is joined. Handwriting is adapted to suit purpose e.g. capitalisation, bold or print.

### **Marking work**

Teachers should be good role models for presenting written work and try to use a neat, cursive script where appropriate. Appropriate pens should be used in line with our policy, and writing should always be on the line where possible.

When marking handwriting practise in handwriting books, teachers will bear the above criteria in mind, making reference to it.

When marking children's written work, teacher's comments will refer to the quality of handwriting if it is a specific target for the child, or the child's usual standard of handwriting and presentation has slipped.

### **Presentation of Work**

Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills in this area.

We encourage children to take pride in their work. We set them clear guidelines for each piece of work so children know what is expected of them. We ensure they have the appropriate tools they need to achieve the best quality of work, providing pencils, pens and rulers. We expect children to look after their books, keeping them neat and tidy.

### **Titles and Dates**

All work should be titled with reference to the learning objective. When appropriate, the class teacher will expect the children to write their own titles on their work (usually from Year2) which should be underlined.

The date (both long and short version) will be written on teacher's boards every day. The children should write the short date in the margins or at the top of their books in the left hand corner. The children will be encouraged to write the long date in their Big Write books.

Worksheets will be completed and then stuck into the relevant exercise books neatly. A4 worksheets need to be trimmed down so that work sheets do not stick out of books, making them untidy.

### **Exercise Books**

The type of book to be used in each different lesson is clearly labelled in the resource cupboard where books are stored.

If accompanying illustrations are needed for a piece of written work, they are to be drawn on blank paper and stuck in neatly. Children are not to draw on lined pages of their books.

When the class teacher judges that a child is ready to write in books with narrower lines or smaller squares, they will facilitate the transition. We will not impress a limitation on children that narrower lines or smaller squares can only be used in Key Stage Two. Similarly, when children in the early stages of writing are ready to write on lines, we will provide them with such to encourage organisation of their written work.

### **Specific Presentation relating to Maths**

When working in exercise books children should:

- title at the top of the session's work
- work in pencil
- start every piece of work with the short date on the top left hand side
- rule off the previous day's work if necessary
- use one numeral or symbol to one square
- all worksheets should be dated
- all ruling should be on lines already printed

### **Specific Presentation relating to Literacy**

When working in exercise books, children should:

- date all work with the short or long date on the left hand side (see above)
- always underline headings with pencil or pen if they have been shown how to
- If children make a small mistake, a rubber can be used (although this is not encouraged). Mistakes in pen should be neatly crossed out with a single line
- always use guidelines when writing on plain paper

### **Presentation of Work in Other subjects**

Below are other specific presentation elements to consider in other areas of the curriculum:

- when drawing lines of a labelled diagram, a ruler should always be used and writing should be written neatly
- tables should be drawn in pencil
- colouring of illustrations in exercise books should be in pencil crayon unless told otherwise
- pencils must be used in all Science work
- presentation of homework should be of the same standard as that in school

Policy established: 23.6.14

Date of next review: Summer term 2016