



# **Handwriting and Presentation Policy**

**Date – March 2017**

**Review Date – March 2020**

**Signed by the Headteacher**

---

**J Siddall**

**Signed on behalf of Governors**

---

**Mark Selby**

## **Burley and Woodhead School vision and aims**

As a Church of England school, we are committed to preparing our children for their journey into the 21<sup>st</sup> century. The world in which they will live as adults will be diverse, uncertain, dynamic and full of opportunities. We recognise this and are committed to giving them a primary education, in partnership with parents, local Churches and the wider community, which prepares them for the rest of their lives.

Our aim is to develop a school that everyone can be proud of which promotes a strong social, moral, spiritual and academic ethos. When children leave our school, they will be respectful, resilient, confident, caring individuals with a love of learning, who are ambitious future leaders of their local and global community.

We will do this by:

- Ensuring the members of our school community can work together in a caring, safe and supportive learning environment.
- Communicating our identity through our six Burley Woodhead me areas: learning me, global me, healthy me, creative me, safe me and collaborative me.
- Underpinning all our work with our twelve Christian values: compassion, courage, forgiveness, friendship, generosity, justice, perseverance, respect, service, thankfulness, trust and truthfulness.
- Promoting a Growth Mindset ethos to ensure that children and adults have the capacity to learn when it is challenging, resilient when approaching unfamiliar tasks and reflective when given feedback.

**All of our policies are underpinned by our school vision and aims.**

## **Aims of the policy**

1. To teach children handwriting that culminates in a joined script that is both legible and fluent.
2. To make the children aware of the importance of clear and neat presentation in order to communicate their meaning effectively.
3. To achieve this through regular, purposeful, guided practice.

## **Objectives**

In order to develop a legible style all pupils will be taught:-

1. How to hold a pencil or pen.
2. To write from left to right and top to bottom of a page.
3. To start and finish letters correctly.
4. To form letters of regular size and shape.
5. To put regular spaces between letters and words.
6. How to form lower and upper-case letters and numerals.
7. How to join letters (using lead in strokes from the line each time and join each letter to the next one)
8. To write legibly in joined and printed styles with increasing fluency and speed.
9. To use different forms of handwriting for different purposes e.g. print for labelling maps or diagrams, a clear neat hand for finished presented work and a faster script for notes.
10. To give attention to the presentation and layout of their work.

## **Writing Tools**

Reception:	Use thick soft pencil with pencil grip if necessary.
Year 1:	HB pencil. A few children may still need a thick pencil. A Joined Handwriting licence will be awarded when a child demonstrates ability to the teacher.
Year 2:	HB pencil for majority of written work. Occasional use of a black Berol handwriting pen for special presentation /display. A Pen Licence will be awarded when a child demonstrates well presented handwriting in two separate curriculum areas, to two different teachers throughout the school.
Year 3:	HB pencil for majority of written work. Occasional use of black Berol Handwriting pen for special presentation for display. It is to be expected that most children will be using a handwriting pen this year.
Years 4-6:	Black Berol Handwriting Pen supplied by the school or an ink pen brought from home that must be a black handwriting or roller-ball pen with medium, 6mm or 7mm point

## **Books**

Reception:	Appropriately spaced wide lines. During handwriting practice, guidelines are provided to indicate correct size, proportion and placing of the letters.
Year One:	15mm wide lines in exercise books. During handwriting practice, using handwriting books, guidelines are provided to indicate correct size, proportion and placing of the letters.
Year Two:	12mm lines in exercise books.

- During handwriting practice guidelines are provided to indicate correct size proportion and placing of the letters.
- Year Three: Narrow lined exercise books with margins.  
For handwriting practice guidelines are provided on copy masters to indicate correct size, proportion and placing of the letters.
- Years 4-6: Narrow lined exercise books.  
Copy masters have single ruled lines.

### **HfW cursive**

The school has adopted the HfW cursive script which is being introduced through school from reception to year 3 (November 2015).

All displays in school are to be produced using the HfW cursive font which is available on all staff laptops (see Appendix 1)

### **Teaching procedure**

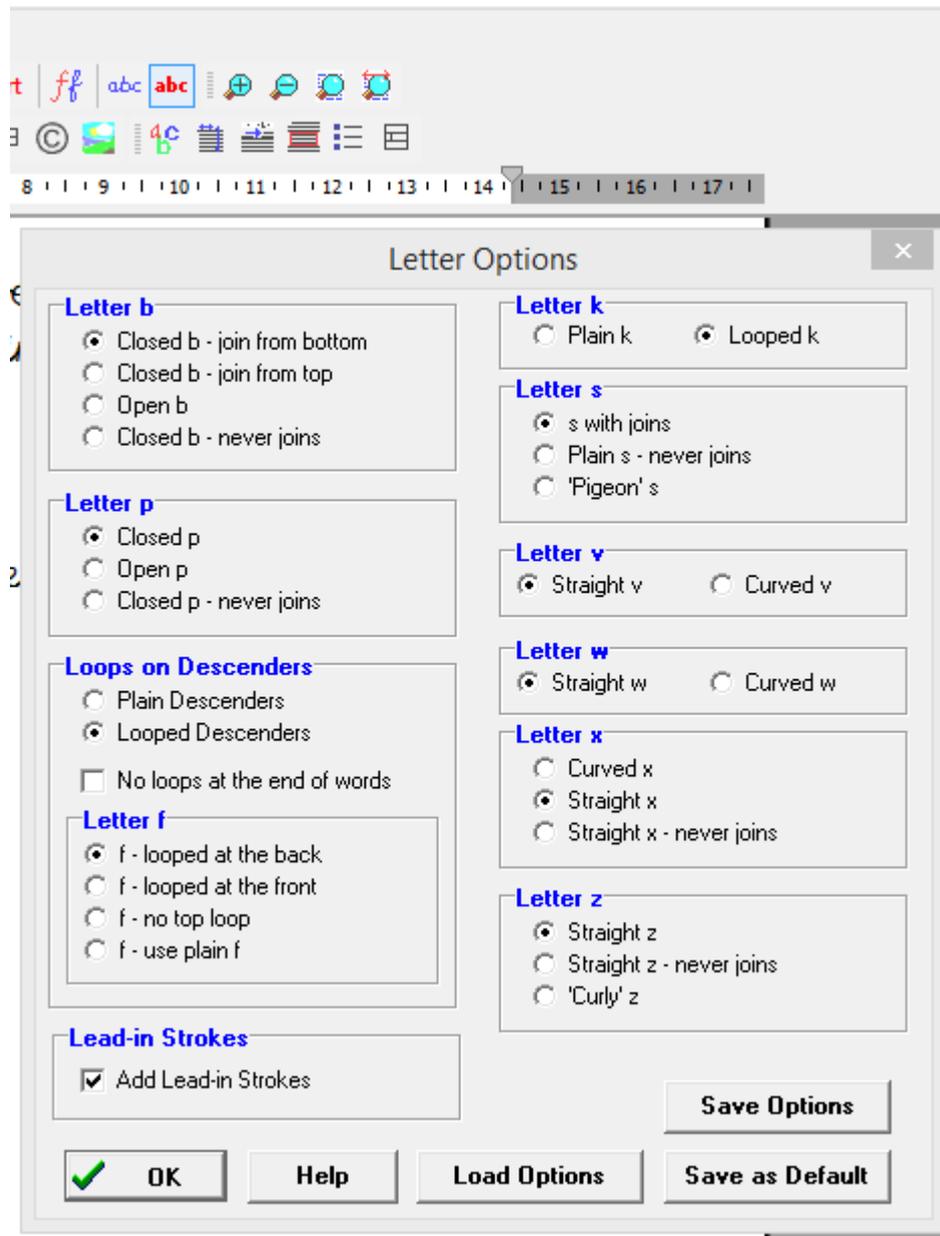
- Writing lessons need to be regular sessions allowing 30 minutes per week. This will often be broken down into shorter time slots, especially for the younger children.
- Each lesson should have a clear focus.
- It is essential for the teacher to demonstrate the writing skills for all the children to see.
- It is essential for the teacher to observe the children as they write and to intervene to give support and encouragement.
- The children need to be reminded of a correct pencil grip; the appropriate pressure and suitable posture (refer to teacher's book).
- Some children, especially left-handers, may need help with paper positioning. (advice in teachers book)
- Try to create a relaxed atmosphere. Handwriting patterns help to loosen up muscles ready for writing.
- The children need to accumulate a vocabulary appropriate for describing the movements of handwriting. This could include ascender, descender, clockwise, anticlockwise, vertical, horizontal, diagonal, parallel, consonant, vowel, sloped, and joined.

### **SEN provision**

Some children with poor coordination may need to use specially adapted writing tools e.g. pencil grips, triangular shaped pencils and felt pens. They may need enlarged format work sheets or wider lines. Writing patterns to develop coordination can be fun when different media are used e.g. chalk, crayons, wet sand, felt pens, white boards, writing in the air etc.

## Appendix 1

How we form different letters at Burley and Woodhead.  
These options need to be selected on the HfW program:



This results in letters which are formed in the following way:

*a b c d e f g h i j k l m n o p q r s t u v w  
x y z*