

# **Barnby Dun Primary Academy**

## **Handwriting, Presentation and Spelling Policy**

**2017 - 2019**

## **Introduction**

The purpose of this policy is to produce a consistent approach towards the handwriting and presentation of work at Barnby Dun Primary Academy.

Quality presentation encourages children to work towards a high standard and take pride in every piece of work they produce. A consistent approach by all staff should enable pupils to leave primary school with a legible, fluent and cursive handwriting style.

## **Aims**

In order to achieve this, our aims are:

- ◆ To develop the correct pencil grip to ensure a comfortable hand.
- ◆ For all children to develop a handwriting style that is consistent in size, orientation and formation, leading into a joined style.
- ◆ For all children to develop a legible and comfortable handwriting style with increasing confidence, fluency and speed.
- ◆ For children to be aware that different forms of handwriting are to be used for different purposes (drafting, note taking, final presentation).
- ◆ To make provision for left handed children to develop free flowing writing.
- ◆ To make appropriate provision for any children with gross or fine motor skill difficulties.
- ◆ To teach children to write from left to right and top to bottom of a page.
- ◆ To become competent when using a range of writing implements.
- ◆ To acknowledge effort, celebrate achievement and value the written work of all pupils.
- ◆ To ensure that there is consistency and high standards in the presentation of work.
- ◆ To set consistent standards and raise expectations of all children.
- ◆ To support high quality teaching and learning.

We recognise that handwriting is a whole-school issue and that it is inextricably linked to the teaching of phonics and spelling. Handwriting is a skill that must be explicitly taught and practised regularly.

We are aware that children will encounter a range of handwriting styles and formats throughout their primary years, however, the principles of the Martin Harvey Programme will be used to teach handwriting at Barnby Dun Primary Academy, with the JoinIt PC1 font to be used to teach consistent formation and joins across the school.

Patterning and the development of gross and fine motor skills, in which children develop strength in fingers and pressure with a writing tool, underpins handwriting in the foundation stage. Staff provide daily opportunities to develop skills needed for writing. A love of mark making is fostered by valuing every child's individual needs and abilities. Confidence and motivation to mark make are central to the development of handwriting in the EYFS.

When children are at a stage where they are ready to begin joining, they will be taught to do so, whether this be individually, in small groups or as part of the whole class. By the end of year 2, all children will have had experience of using joined handwriting and the majority will be doing so consistently.

During Key Stage Two, children continue to practice and develop this cursive script. Pupils should be given the opportunity to practise their handwriting skills as well as being directly taught.

- ◆ In Foundation, formal handwriting is taught three times a week, both indoors and out, evolving over the year in response to individual needs. Alongside this, formation of graphemes is taught several times each week through phonics. Flicks are taught as a natural progression to letter formation.
- ◆ In Key Stage 1, formal handwriting will be taught four times a week plus intervention for those children who require additional support.
- ◆ In Key Stage 2 classes will be taught handwriting at least twice a week plus intervention for children who require additional support. In years 5 & 6 those who are not meeting the required standard will be given additional targeted support.

Handwriting should be linked to the teaching of phonics and spelling or letter orientation when focusing on a specific movement e.g. c,o,a,d,g,q: the letter families as outlined in the Martin Harvey scheme will be taught across the school. Handwriting will be presented in the back of English books and children will move to black pen once they show a clear and consistent joined style.

Teacher's own handwriting when modelling on whiteboards should reflect the school's chosen style. Marking should also be carried out using a clear, joined, legible style, within the line guides in the children's books.

### **Opportunities to develop handwriting**

- ◆ Phonic and word level work
- ◆ Guided Writing
- ◆ Combining handwriting and spelling practice
- ◆ Independent group work during English lessons (especially final pieces at the end of units of work)
- ◆ Writing across other areas of the curriculum

- ◆ Display work such as:
  - ✓ Headings
  - ✓ Labels
  - ✓ Explanatory texts
  - ✓ For school handwriting/presentation display board
  - ✓ Captions

**Spelling** is explicitly taught during English lessons following the Key Stage One Letters and Sounds and 'Progression in Phonics' documents and the Key Stage Two document 'No Nonsense Spelling', but also by:

- A multi-sensory approach, recognising the link between spelling and handwriting
- Learning spellings at school as a class, in differentiated groups or individually
- Learning spellings at home
- Using an investigative approach to spelling rules and patterns
- The use of dictionaries and thesauruses
- The use of personal 'try books'
- The use of spell checking devices, such as on a computer package

Spelling corrections are to be the responsibility of the child, to enable them to be independent, however, this is at the discretion of the teacher, depending on the ability of the child; use of ambitious vocabulary is not to be discouraged at the expense of accurate spelling. Teachers will underline spellings according to the school's marking scheme and children will be asked to correct these in blue pen.

### **Children with Additional Needs**

In the case of specific difficulty, it may be necessary for the class teacher, in conjunction with the English co-ordinator or the SENCO, to use professional judgement to devise an individual programme of work to accommodate the child's need and facilitate progress towards the agreed objectives. Targets relating to handwriting will form part of provision maps and PLPs if appropriate.

### **Presentation Guidelines**

All pupils should be taught to write the date for every piece of work including work on sheets. By the end of year 1 all children should be able to write the long date for English work and the number (short) date for all other recorded work. This should be underlined with a pencil and a ruler.

All pieces of work should have either a learning objective, a key question or a title in Key Stage Two. This again should be underlined with a pencil and a ruler.

All written work should start at the left hand side of the page. Every new line of writing should begin next to the left hand margin.

Children will encounter a range of writing implements that encourage the development of fine motor skills. In Foundation Stage a variety of mark making equipment will be available for children to use and the correct pencil grip will be taught and reinforced across Foundation Stage and Year One.

In Key Stage 1, children will use pencils to begin with and the correct pencil grip will be reinforced as necessary. Once children are ready, they will move onto black pen: this could be in Year 1 or Year 2 dependent on the individual child. One pen will be issued to all children, to be used in general work, when the teacher feels the child is ready. The aspiration is that by the end of year 2, all children will be using pen, which will be given when the child is using a neat legible style, not necessarily joined.

All children in KS2 will use a combination of pencil and black Berol pen to complete work. The teacher will decide which is the most appropriate depending on the task i.e. note taking, drafting, final copies. It is the responsibility of the teacher to ensure that adequate opportunities are given to support a fluent and consistent style of handwriting.

Pens must be fibre tip or free-flowing ink. No biros or felt pens should be used.

Any mistakes should be crossed out neatly, using one line across the word/number or erased if the work has been done in pencil. Rubbers will not be used, apart from at the discretion of the teacher. The use of Tippex is not permitted.

Children should avoid wasting space in their books by starting new work underneath the previous piece of work if a sensible amount of space is available. Otherwise a clean page should be used.

All books should be valued and treated with respect. Doodling and drawing on the front cover is not acceptable and is a form of vandalism.

### **Letters will be formed as follows:**

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

The quick, brown fox jumped over the lazy dog.

### **Numbers will be formed as follows:**

1 2 3 4 5 6 7 8 9 0

### **Response to teacher feedback**

As and when teachers feel children are ready, children will begin responding to feedback in blue pen. Until this point it will be made clear with use of the 'TT' and response will be done in pencil.

### **Expectations for Teaching Staff**

Remember – you are the most important role model for presentation and high expectations! Use the resources available to you eg. on the IWB – lines, grids, handwriting font, to model good practice.

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat (use new cursive script font).

- All children's work must be marked using the agreed marking policy.
- If and when sticking work/labels/headings in books ensure they are straight and cut to size.
- Make sure that children leave work surfaces tidy and clear the floor before leaving the room to reduce waste of resources and encourage them to take pride in their environment.

### **Monitoring of Presentation Policy**

- The Headteacher will monitor via the awarding of Headteacher's stickers for exemplary work.
- Regular work scrutiny by staff, including subject co-ordinators will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

### **Review arrangements**

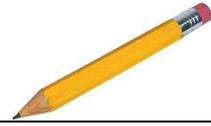
This policy will be reviewed every two years and be the responsibility of the English Co-ordinator and the Teaching and Learning Committee.



## Presentation Guide Foundation Stage



I will use a writing tool for my written work.



I will take pride in my work.



I will hold my writing tool correctly.



I will use the phonics display and sound mats to check how to form my letters if I am unsure.





### Presentation Guide

#### Key Stage One



I will use a writing tool for my written work.



I will hold my pencil or pen correctly.



I will use joined up writing as and when my teacher thinks I am ready.

I will write the date at the top of each piece of work.

I will underline the date and title using a ruler when my teacher says I am ready to do so.



I will not leave blank pages in my books.

If I make a mistake, I will put a neat line through it.

I will write on the lines in my book and will always start to write from the margin.



I will take pride in the work I do.



### Presentation Guide

#### Key Stage Two



I will hold my pencil or pen correctly so that my writing is always my neatest.



I will always use joined up handwriting that is neat and fluent.



I will not use felt pens, gel pens or biros.

I will write the date at the top of each piece of work.

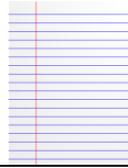
If I underline the date and title, I will use a ruler.



I will not leave blank pages in my books.

If I make a mistake, I will put a neat line through it.

I will write on the lines in my book or follow the lines of my line guide if using paper.



I will start my writing next to the margin.

I will not draw on the covers of my books or in my books.

