



## **St Joseph's Catholic Primary School, Bingley**



### **Handwriting and Presentaton Policy**

#### **Our Vision**

*'Learning with Jesus, to be the best we can be'*

Date written: February 2016

Reviewed: September 2017

Review: September 2018

#### **Rationale:**

**Handwriting is a skill, which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. This policy sets out the aims of St. Joseph's Catholic Primary School in teaching handwriting.**

#### **Aims for teaching handwriting:**

At St Joseph's Catholic Primary School the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with St Joseph's Catholic Primary School's chosen font.
- Develop flow and speed.
- Eventually, produce the letters automatically and in their independent writing.

#### ***In order to achieve these aims, the following principles are followed:***

- Children should experience coherence and continuity in learning and teaching across the Foundation Stage, KS1 and KS2.
- Children should develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Children will be taught to understand the importance of neat presentation in order to communicate meaning clearly.
- Children will be encouraged to take pride in the presentation of their work and therefore engaging in handwriting with a sense of enjoyment and achievement.

#### **Entitlement and curriculum provision**

It is important for children to be taught the cursive style of each individual letter (with a 'flick' at the end of each letter) so that when they are introduced to continuous cursive handwriting



('joined up') this will be easier. Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Discrete handwriting sessions will be taught alongside ongoing practise. Shared and guided writing and other curriculum areas also provide additional opportunities for the modelling and monitoring of handwriting.

Handwriting needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned where appropriate.

## **Curriculum Requirements**

### **What should be taught in handwriting in the Early Years Foundation Stage (EYFS)?**

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including:

- good gross and fine motor control
- a recognition of pattern
- the language to talk about shapes and movements
- the main handwriting movements involved in the three basic letter shapes as exemplified by: l, c, r.

*(Gateway to writing – Developing handwriting, National Strategies, Early Years)*

### **EYFS**

Children will initially be given gross motor opportunities to promote writing, e.g.

- rolling hoops and running with a hoop
- ribbon movement
- chalking, painting on a large scale, Interactive White Board

They will also be provided with activities to develop fine motor control, e.g.

- tracing, colouring within guide lines and pictures
- pattern work
- using glue spreaders in small pots
- painting with the tips of the fingers, cotton buds
- plasticine
- threading

All these develop spatial awareness or "P.E. on paper." Children develop the basic handwriting patterns found in letters as a preparation for writing. Children are introduced to actual letter formation in conjunction with the introduction of phonic skills. Letter formations are taught along side the Floppy Phonics programme. When ready, the children in EYFS will work towards correct letter formation.

## **Key stage 1**

### **Year 1**

Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly



- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

## **Year 2**

In writing, pupils at the beginning of year 2 should be able to form all individual letters correctly, so establishing good handwriting habits from the beginning.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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.

## **Lower key stage 2**

### **Years 3-4**

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

## **Upper key stage 2**

### **Years 5-6**

Pupils should be taught to:

- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

## **The handwriting model used**

St Joseph's Catholic Primary School uses the Penpals Handwriting Scheme.

All displays and printed work will use the Comic Sans font, 'Twinkl' or Primary Sassoon.

Lower case letters

abcdefghijklmnopqrstuvwxyz



Capitals

**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**

Numbers

1 2 3 4 5 6 7 8 9 0

**The Four Joins**

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

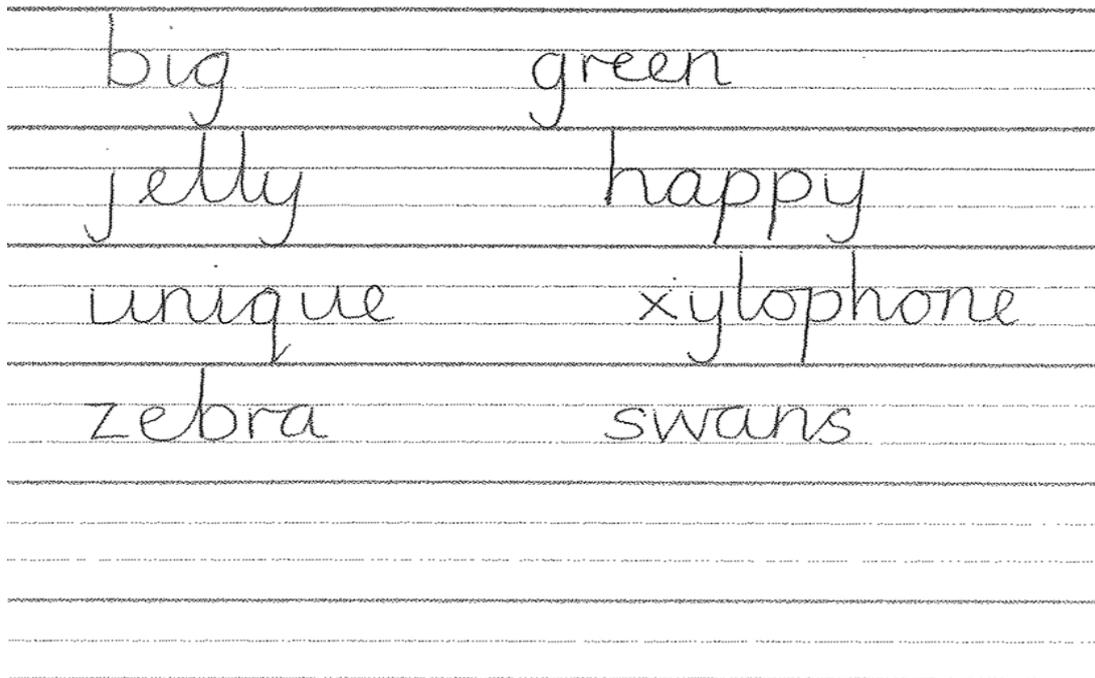
abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

g j q x y z

**NB**

Children must be taught individual letters first so that they see them as individual units BEFORE learning to join.



**Capital letters**

Capital letters stand alone and are not joined to the next letter. Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during English and Phonics sessions.



### **Assessment**

Children should be observed as they write during at least one handwriting lesson per week – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark every piece of handwriting. The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?

### **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group intervention is drawn up in consultation with the SEN/D leader. Thicker triangular pencils, pencil grips and wider lines etc may be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case; pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **The learning environment**

A dedicated writing area is established in EYFS/ Y1.

Writing areas/boxes are equipped with a range of writing implements and materials.

In KS2 suitable materials are available for pupils to work at their own tables.

Throughout all Key stages teachers display both handwritten and word processed work to give a high profile to developing a neat, legible cursive style

### **Pen Licence**

From year two, a 'pen licence' may be awarded to children whose writing is consistently neat, legible and joined up. This is monitored and may be reviewed if presentation deteriorates.

### **Roles and responsibilities**

#### **The role of the teacher:**

To follow the school policy to help each child develop legible and fluent handwriting.

To provide direct teaching and accurate modelling.

To provide resources and an environment which promotes good handwriting.

To observe pupils, monitor progress and determine targets for development.



All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are **expected to promote the agreed handwriting style by their own example.**

### **The role of parents and carers**

The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names or sentences, practising drawing patterns together, playing joining up games which encourage left to right directionality. The Foundation Stage teachers, in partnership with the English subject leader, are expected to communicate with pre-school agencies to encourage good practice.

All equipment necessary for the children's work will be provided by the school. The children do not need their own pencil cases/ equipment and these should not be brought in from home.

### **Presentation guidance**

All work must begin with the date. In all subjects except maths, art/DT and handwriting, this must be the 'long date', written in the following way: Tuesday 10<sup>th</sup> September.

The date should be written on the top line and underlined (not in the margin). The next line should be missed and an appropriate title should be written.

**[DUMTUMS – Date, Underline, Miss a line, Title, Underline, Miss a line, Start work]**

Both the date and title should be underlined with a pencil and ruler

Children should write from the margin to the edge of the page.

In key stage 2, children will rule off after the last piece of work ready to begin new work.

Rubbers will be used within reason to correct pencil work, except in maths books.

Pictures should be coloured in pencil crayons. Felt pens should not be used in exercise books.

When squared paper is used for Maths, one digit is written in each box.

Children use guidelines if they are writing on plain paper (from Y2 onwards).

**All** drawings and diagrams are done in pencil.

One single line is used to cross out mistakes or edit writing.

Books are well kept with no writing or doodling on the outside or inside of covers.

Poor presentation is challenged through verbal feedback and marking.

Signed: ..... Date: .....

