

**THIRSK COMMUNITY PRIMARY SCHOOL**  
**Handwriting and Presentation Policy**



**School Vision**

To develop confident young people who enjoy learning and strive to achieve the best.  
Together we will provide each pupil with a safe and caring school community that promotes fairness, tolerance and respect.

**SEE: Success - everyone, every day**

The ability to write in a legible style is important in ensuring that writing is effective and meaningful. A reader's perception of the content of writing can be influenced by clear, legible handwriting. Handwriting needs to become an automatic process which frees children to focus on the content of the writing. Children's self-esteem is increased when they can be proud of their presentation and handwriting.

**Aims**

To enable all our children to:

- become confident and independent in their approach to handwriting.
- develop a comfortable handwriting style that is joined, clear, fluent and consistent.
- understand the importance of legible and neat presentation in communicating effectively, and in creating the right 'first' impression of their work.

**Handwriting**

Intensive teaching is recommended at the beginning of the school year to clarify expectations and to teach / reinforce skills. Attention to posture and seating arrangements is important for all pupils, but is given additional consideration for left-handed pupils.

**Early Years and Key Stage 1**

Children are taught handwriting discretely and also in conjunction with learning to spell.

Children are taught

- How to hold a pencil in a correctly held comfortable grip.
- How to sit in a comfortable position which supports writing
- How to form individual letters correctly
- How to develop control over size of letters
- How to develop control over spacing of letters within and between words.

**Foundation Stage**

In EYFS the emphasis is on children developing the necessary gross and fine motor movements which enable them to develop controlled manipulation. Pupils are also taught to recognise the shape of letters and to form them correctly.

**Year 1 and 2**

Children are encouraged to start writing in a joined cursive script on a line as soon as they have mastered the basics:

- letters are shaped and formed correctly and consistently
- half-size letters (those which do not ascend or descend) are the correct height
- ascenders are the correct height: b, d, f, h, k, l, t (see appendix)
- descenders are positioned correctly: f, g, j, p, q, y (see appendix)

All children are expected to develop a legible cursive style.

**Lower KS2 - Years 3 and 4**

Children consolidate their use of the basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. Once fluency has developed, joined handwriting is expected at all times, unless otherwise specified. Pupils are taught to join the majority of lowercase letters (see Appendix). This helps avoid interrupting fluency.

Basic joins: see appendix

- diagonal join to half-size letters
- diagonal join to ascenders
- horizontal join to half-size letters
- horizontal join to ascenders
- joining to and from 'e'

### **Upper KS2 - Years 5 and 6**

Teaching of handwriting continues in years 5 and 6 to consolidate learning for those children who have not yet achieved a fluent and legible joined script. Those who have, will develop an individual style based on the principles of good handwriting taught in previous years.

### **Adults' Handwriting**

Teachers and support staff model neat, joined, cursive handwriting for the pupils. All adults should produce quality handwriting at all times, including when marking or commenting on pupils' work and on displays. Displayed work should include modelled handwriting rather than relying on word processing.

### **Inclusion**

The vast majority of pupils quickly learn how to write legibly and fluently. Every child is encouraged to adopt the school's style of handwriting. If, however, a child has an established joined handwriting style that is acceptable but different from that taught at school, no attempt to modify the style will be taken. Pencil grips and different styles of pencils and pens are available as support strategies for those finding the acquisition of handwriting difficult.

### **Provision for Special Educational Needs and Disabilities**

Some pupils need more support to develop legible and fluent handwriting and a specific individual or group programme may be drawn up by the class teacher. In some cases this may be in consultation with the SEND co-ordinator. Extra time may be given to complete work set. In some situations, there may be a requirement for children to use a word processor to complete tasks.

### **Provision for left handed pupils**

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.
- 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.

### **Presentation**

In keeping with our high expectations, high quality presentation of all work is expected at all times. Work is to be completed in pencil until children have been awarded a Pen Licence by their Teacher. All children are to use a pencil with all pieces of Maths work. Children are expected to take pride in their work and in looking after their books, so doodling is not tolerated and nothing other than a 'dot' on the letter 'i' is acceptable.

### **The layout of work in Years 1 and 2 should be set up as described below when it is within the capability of the child**

- For Writing and Topic work the long date should be used and for Maths, the short date. They should be placed on the left hand side of the page .
- Pencil errors are to be rubbed out; errors in pen are to be crossed out with a single straight line.
- Paragraph changes are indicated by line a space.

### **The layout of work in KS2 (Y3-6) should be set out as described below:**

- For all work, DUMTUM should be used –  
**D**ate, **U**nderline, **M**iss a line, **T**itle, **U**nderline, **M**iss a Line
- For English and Topic work long date and for Maths short date should be used and placed on the left hand side of the page, right of the margin and underlined.

- Title and/or 'I can' statement are to be on the third line and begin on the right of the margin - underlined to introduce the learning objective.
- Within lists, numbers are to be placed on the left of the margin and bullet points to the right of the margin.
- New paragraphs are indicated by missing a line.
- At the beginning of the next lesson, a line is to be drawn beneath the work and teacher comment – rule off.

### **Handwriting Pen Licences**

Our aim is to encourage children to become proficient with a pen. During KS2, most children should be writing with a pen for most of English and topic work. The timing of this will be dependent upon individual development and progress.

### **Criteria for Awarding Pen Licences**

1. Writing is correctly positioned on the line.
2. All letters are the correct size and shape.
3. Handwriting is neat and joined.
4. Half-size letters, ascenders and descenders are distinguished correctly.
5. Capital letters are the correct height, including capitals which have identically / similarly shaped lowercase letters: C O P S U V W X Z
6. Writing implements and books are well cared for.
7. Correct sitting posture is used consistently.

### **Seating, Posture and Workspace**

- chair and table are at a comfortable height
- table supports the forearms so that they rest lightly and are parallel to the floor
- sit with a straight back
- sit back in the chair, with chair tucked in
- feet flat on the floor
- table should be free of clutter, with workspace well organised