



## ENGLEFIELD CE PRIMARY SCHOOL HANDWRITING & PRESENTATION POLICY

*Sowing the seeds for a flourishing future*

### **Introduction**

At our school we encourage pupils to take pride in the presentation of their written work and to be aware that different degrees of neatness may be appropriate for different tasks. Pupils flourish when they have pride in their work. Pupils are encouraged to see that there is a balance between speed and legibility which is dependent on the purpose of writing, i.e. the product or the final draft of a piece of writing, needs the greatest attention to handwriting skills.

We offer our pupils many opportunities to practise handwriting skills across the curriculum, we also identify focused groups for teaching and revising these skills. The frequency and length of these lessons varies according to the age and competence of the children. As we believe every child is special in God's eyes, we ensure all pupils regardless of ability are given the tools to succeed in later life and having legible handwriting will form part of that.

### **Intent**

We aim to support each child to develop a handwriting style which is clear, joined and legible. Formal handwriting is taught through a developmental process with its own distinctive stages of sequential growth.

The teaching of handwriting is structured in order that pupils achieve the following goals at the relevant key stage:

1. Readiness for writing: gross and fine motor skills leading to letter formation (Foundation)
2. Consolidating letter formation and beginning to join (KS1)
3. Securing joins, size and orientation (Upper KS1/Lower KS2)
4. Practising speed and fluency (Lower KS2)
5. Presentation skills (Upper KS2)

Opportunities for linking handwriting with early phonics and spelling work are fully exploited through our phonics teaching.

### **Management of Policy**

<b>School:</b>	This policy is implemented and managed by the Headteacher and all school teaching staff.
<b>Governing Body:</b>	The Governing Body (led by the Development Committee) will monitor, review and update this policy.
<b>Review:</b>	This policy will be reviewed in accordance with the agreed cycle of review or whenever there is a need to comply with new legislation or codes of practice, new initiatives, changes in the curriculum, developments in technology or changes to the physical environment of the school.

**Approved:**

**Next Review:**

**Associated policies/documents**

Statutory Framework for the Early Years Foundation Stage

Teaching & Learning Policy

Safeguarding/Child Protection Policy

Equalities Statement

SEN Statement

## **Implementation**

### **Handwriting Foundation Stage/Key Stage 1**

The curriculum guidance for the Early Years Foundation Stage shows the knowledge, skills, understanding and attitude children need to acquire in order for them to attain the ELG for Physical Development and Writing. This states that children should be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.

The NC programme of study for KS1 handwriting and presentation states that in order to develop a legible style pupils should be taught:

- how to hold a pencil/pen;
- to write from left to right, top to bottom;
- to start and finish letters correctly;
- to form letters that are consistently regular in size and shape;
- to put regular spaces between letters and words;
- how to form lower and upper case letters;
- how to join letters using both horizontal and diagonal joins;.
- the importance of clear and neat presentation in order to communicate meaning accurately;

Letter formation sheets are shared with parents on induction to school and, when needed, practise sheets are sent home.

In the teaching of a physical skill such as handwriting, the teacher must be able to observe each child's posture, grip of the implement and movement. Demonstration by the teacher, either to a group or an individual is as important as observation.

### **The Development of Cursive Script**

The NC programmes of study for KS2 for handwriting and presentation states pupils should be taught to:

- Write legibly in both joined and printed styles, with increasing fluency and speed.
- Use different forms of handwriting for different purposes (e.g. print for labels, neat hand for finished presented work, and a fast script for notes)

FS2: Children learn to write each letter correctly, including an exit stroke  
All capitals to be written from the top

KS1: Children are taught to add entry strokes so they are able to join their writing

KS2: Children to use a neat, joined style  
In Year 5/6, children will individualise their style, deciding on letter breaks

### **Use of implements for writing:**

In the early years, children have access to a range of writing media and experiences and need to practise with implements of different size, weight and type in order to develop the necessary skills. Activities might include painting to develop fine motor skills and imaginative role play areas with a range of writing implements.

As children make progress with handwriting skills and are engaged in formal handwriting sessions, pencils should be the only implement used for formal writing sessions.

Children can choose to write in a fountain pen or handwriting pen from Year 5. This choice enables pupils to feel they are flourishing into mature writers.

## **Impact**

### **Handwriting Assessment**

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:

- letters are clearly shaped and correctly orientated;
- letters are correctly formed and consistent size;
- handwriting is joined and legible;
- handwriting is fluent, joined and legible;
- handwriting is joined, clear and fluent, and where appropriate, is adapted to a range of tasks.

### **Presentation**

Presentation of work is an important aspect of children's learning. The quality of presentation reflects the children's skills and the pride they take in their work. Pupils will flourish when their work is presented to the best of their abilities across all subjects. How work is presented will depend on the learning purpose and the audience.

#### **Presentation Guidelines:**

We encourage children to take a pride in their work and we set clear guidelines for each piece of work so they know what is expected of them.

We ensure they have the appropriate materials necessary for producing the best quality of work (good pencils, rulers and appropriate paper for different tasks).

We provide them with a variety of audiences so they are encouraged to present good work at all times (e.g. other classes, parents, community, notice boards, display).

#### **Titles:**

All titles on children's work should be clearly linked to learning outcomes (WALT/success criteria) for the lesson, e.g. WALT: Retell a familiar story.

- In KS1, children will write the date at the top left of each piece of work and, when ready, will also write the WALT.
- In KS2, titles and dates are written on the left and are underlined

## Presentation of Work Guidelines

Year group	Written work	Maths work	Correction
<b>Foundation</b>	Plain paper Plain/wide lined paper Individual whiteboard	Individual whiteboard Plain paper	Whiteboard rubber Clean rubber by practitioner
<b>Year 1</b>	Individual whiteboard Plain/wide lined paper Dated by children (short date)	Individual whiteboard Large squared paper (10mm)/plain paper Dated by children (short date ) One digit per square	Use of clean rubber supervised by teacher Editing in coloured pen
<b>Year 2</b>	Individual whiteboard Lined paper with a margin Most work will have a WALT or title and the short date Line guides used with plain paper where appropriate.	Individual whiteboard Large squared paper (10mm)/plain paper Dated by children (short date) Titled One digit per square Empty square after question number Rulers used for all lines	Use of clean rubber supervised by teacher Editing in coloured pen
<b>KS2</b>	Most work will have a WALT or title and the long date Lined paper with a margin Line guides used with plain paper where appropriate.	All work will have a WALT or title and the short date Squared paper (one digit per square) Work to begin two squares after the question number Pencil only to be used in maths work Rulers used for all lines	Clean rubber with pencil Neat line through mistake when using pen