



The Woodland Federation of Peak District Schools



Handwriting and Presentation Policy

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting that has been agreed by the whole staff and Governing Body following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of the school as a learning community.

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. Handwriting must, therefore, be actively taught and the skills applied to everyday life. It is a developmental process with its own distinctive stages of sequential growth from readiness for handwriting through to letter joins, practising speed and fluency and higher presentation skills.

Aims:

- To raise standards in handwriting across the school.
- To have a consistent approach to handwriting and presentation across the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.
- For pupils to achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style.
- For children to hold a pencil comfortably whilst developing a legible style including writing from left to right, from top to bottom of the page, starting and finishing letters correctly.
- For pupils to develop flow and speed whilst writing, so that eventually the children are able to write fluently and with confidence.
- For children to develop an appreciation that work is often presented for others to read and therefore, attention needs to be given to layout and presentation.

Strategy for Implementation Entitlement and curriculum provision:

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Handwriting is a skill which 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.

Considerations when teaching handwriting:

- Organisation of the classroom - it is suggested that all children are facing the whiteboard.
- Correct posture
- The paper should be positioned at a comfortable angle and moved up as the page is filled
- Adequate space is needed so that the children are able to write without elbows touching.
- Pencil grip - firm but relaxed. Children need to be aware that they should not grip so hard that their hand aches but need to be able to apply some pressure.
- Left handed children should not sit to the right of right handed children. Left handed children should be encouraged to tilt their work clockwise so that they can see what they have written. As writing from left to right is more difficult for left handed children, they should be supported to ensure they do not learn bad habits of position, posture and pen hold which will deter them from developing a fast, fluent and legible handwriting style.

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 that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Continuity and Progression:

Formal handwriting is taught following the agreed cursive style which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. Resources used in teaching handwriting include: Interactive whiteboard exercises and activities. We all use the same language to express letter formation.

Five stages of learning are identified with in our handwriting delivery.

1. Let's get ready to write

2 & 3. Forming Letter Families & Positioning and Pre-Cursive

4 & 5. Joining Letters and Fluency, Style and Speed

Stage 1

This stage aims to help children to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting: to show good control and coordination in large and small movements, to move confidently in a range of ways while safely negotiating space, to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.

Stages 2 & 3

This stage aims to teach children the statutory objectives from the year 1 and year 2 curriculum: to sit correctly at a table, to hold a pencil comfortably and correctly, to begin to form lower case letters in the correct direction and of the correct size relative to one another, to start and finish letters in the right place, to form capital letters and the digits 0-9 of the correct size, orientation and relationship to one another and to lower case letters, to understand which letters belong to which handwriting 'families', to start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

Stages 3 & 4

This stage aims teach the statutory skills from the year 3 - year 6 curriculum:

- to use the diagonal and horizontal strokes that are needed to join letters;
- to increase the legibility, fluency, consistency and quality of their handwriting;

- to ensure that their lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch;
- to write with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and to choose the writing implement that is best suited for a task.

Presentation Guidance:

Children's work Book covers should indicate:

- Child's name
- Class
- Subject
- Children should not write on the covers of their books

Date of work in books:

- Full written date in all books except Mathematics; spelling tests and when continuing written work in the next lesson, when the number date format will be used.
- Date is written on the top line, left aligned and underlined with a ruler.

Title of work in books:

- Learning objectives, for all year groups, should be pre-typed and inserted into books for each piece of work in all books for each piece of work.
- When underlining, a ruler should be used at all times.

General presentation:

- Children should use colour pencils when illustrating work in books.
- Teachers should encourage a good and high standard of presentation in all work across all subjects.
- Errors should be crossed out with a single pencil line and a ruler.
- Children may use rubbers at the teachers' discretion. However, no ink erasers may be used.

- Teachers are to mark work in books following the school's Marking and Feedback Policy. Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style.
 - Handwriting practice is to be carried out in handwriting books but handwriting following the agreed handwriting scheme is expected to be used by pupils in all books and across all lessons.
 - Children will write with pencils until the class teacher assesses that they are joining competently and consistently. Children in Years 5 and 6 will work in pen, providing presentation remains consistent.
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- Pencils will be used in all Mathematics work and for drawing and completion of diagrams in Science.
 - All children in Key Stage Two will use the agreed cursive handwriting style in all lessons, unless there are specific, identified reasons why this should not be undertaken.
 - Work completed in pen will use a fully cursive style.

Teaching Boards and Resources Date:

- Full date (for English) and number date (for Mathematics) underneath, both left aligned and both underlined with a ruler.
- Teacher should model the agreed cursive handwriting style whenever they are writing for the class.

Date of policy: February 2020