



Handwriting and Presentation Policy

Manageable and effective ways of teaching handwriting and presentation to pupils

Rationale

The skill of handwriting needs to be taught. It is not a natural skill that will grow and develop, it is a motor activity. A movement stored in the body rather than in the conscious memory. It should be neat, legible and fast. Pupils should eventually develop the ability to produce letters without thinking.

Handwriting should be taught alongside phonic and spelling knowledge at all stages. Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly and children must practice by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

Handwriting Expectations

- Handwriting should be taught explicitly, in short, frequent sessions.
- It should be modelled by the teacher then supervised.
- Where possible, it should be linked to phonic and spelling patterns.
- High expectations of writing are needed.
- Children can gain a 'pen licence' in KS2 and a 'pen topper licence' in KS1 for correct formation of letters, consistent fluidity and correct joins. This is re-set at the beginning of each year
- Teachers and TAs need to model good handwriting at all times, e.g. when writing on the whiteboard and when marking books.
- Children in the Foundation Stage should learn handwriting through movement with the actual writing of letters as the ultimate aim.

Handwriting Aims

Handwriting in the FSU

- Learn pre handwriting patterns
- Begin lower case cursive formation
- Begin numbers 0-9
- Begin to sit correctly
- Develop hand dominance
- Develop pencil grip
- Develop paper tilt skills

FSU will follow the handwriting cursive letters families for all the letters except s, b and p. They will not include a flick at the end until Year 1. They will also practise joining the digraphs that they learn during phonics.

Handwriting in Year 1

- Develop lower case cursive formation
- Develop capital letter formation
- Develop numbers and symbols formation
- Sit correctly
- Tripod pencil grip
- Tilt paper
- Begin joining strokes formation
- Recognise how to join continuous cursive letters for example those with top exit letters and bottom exit letters (refer to Teach Handwriting Scheme)

Handwriting in Year 2

- Refine lower case cursive formation
- Refine capital letter formation
- Refine numbers and symbols formation
- Develop cursive joins
- Revisit sitting correctly
- Revisit tripod pencil grip
- Revise paper tilt

Handwriting in Year 3

- Refine lower case cursive formation
- Refine capital letter formation
- Refine numbers and symbols formation
- Refine cursive joins
- Revisit sitting correctly
- Revisit tripod pencil grip
- Revisit paper tilt
- Begin speed and fluidity

Handwriting Year 4

- Completed joins
- Develop and refine speed and fluidity skills

Handwriting in Year 5

- Refine speed and fluidity skills

Handwriting in Year 6

- Refine speed and fluidity skills

Letters left not joined

It is sensible to leave the following letters not joined: x and z

Joined up handwriting style

At King's Meadow School we introduce pre cursive handwriting from Foundation but only cursive handwriting from Year 2. Please see Teach Handwriting Scheme in the Appendix 1.

Each letter pattern links to a family of letters: See Teach Handwriting Scheme

Supporting individual children

- Children should be encouraged to use the correct pencil grip and sit with a good posture.
- Left handed children should sit to the left of right handed children to avoid their writing arms from bumping each other. The angle of the paper depends on the handedness of the pupil. Left-handers should sit with their body and paper at a slant to the right. This enables them to see their pencil tip, prevents them smudging their work with their writing hand and allows the pencil to move more freely. A left-hander may also benefit from holding the pencil higher up.
- Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time.
- It is important to use appropriate writing materials at each stage of writing development.
- A sharp pencil is essential for all early handwriting activities.

Rewards

FSU children will be rewarded with moving up the reward chart when they display neat, correctly formed letters.

Fluent and neat writers in Year 1 and 2 will receive pencil topper licences and should move on to obtaining a pen licence from Year 3 upwards. Years 3, 4, 5 and 6 will receive pen licences based on specific criteria. Each pencil and pen licences will be given out if the child achieves the set criteria over a 4 week period and will start again at the beginning of each year. See Appendix 2.

Children need to see good examples of handwriting on classroom displays. Key Stage 1 children should practice their handwriting skills two to three times per week. Key Stage 2 children should practice handwriting skills once a week and then in all of their writing books. Regular handwriting competitions and learning walks will be held to look at handwriting.

Presentation

- DUM TUMS (Date Underline, Miss a line, Title, Underline, Miss a line Start) should be used throughout the school and appear on the left hand side of the page. See Appendix 3.
- All children's work should be presented neatly with joined handwriting from Year 2 upwards.
- All worksheets should be stuck in straight and tidy, no edges should stick out.
- All books should be clearly marked with the child's name and subject either typed or in the teacher's handwriting.

Staff Development

We are committed to ensuring that all staff develop and maintain their skills, and are able to make professional decisions regarding handwriting and presentation. Staff are encouraged to identify areas in which they feel they may benefit from further training.

Training need may also be identified by SLT or subject Co-ordinators.

Training may be provided in a number of ways including staff provision and attendance on courses. The subject leader will ensure that staff are aware of training opportunities related to handwriting and presentation

The Role of The Headteacher/SLT/Governors

- To monitor the implementation of the handwriting and presentation policy
- To support staff with new ideas, resources and materials relevant to the policy
- To support standards and to lead work sampling sessions where staff look at handwriting and presentation across the school
- To make recommendations for further improvement

Adopted by the Governors' Curriculum Committee: March 2018

Confirmed by the Full Governors:.....

Review date: March 2021

Michala Ward (Literacy Co-ordinator).....Date:.....

Lindsay Daulton (Headteacher).....Date:.....

Sophie Hills (Chair of Governors).....Date:.....