

Frittenden Church of England Primary School

Presentation and Handwriting Policy



Shepherding our school community to enrich God’s world and flourish.

Policy control	
Responsible Person:	Literacy Lead
Responsible Governor Team:	FGB
Approved by Governors:	
Date due for review:	February 2025

Our school policies are written with the objective of continuously improving the school in our aim of realising the school’s vision:

Our Vision

At our school each child is known and nurtured in our inclusive family; we value each member of our community equally. Our enriching curriculum develops the whole child to find joy in the every day. We are responsible and respectful, outward looking environmentalists who shepherd God’s world and each other.

Our School Values

Frittenden Church of England Primary School Values

Compassion • Respect • Joy

All our stakeholders are encouraged to reflect upon their learning and actions.

At Frittenden C.E. Primary School we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school, we are adopting the Letter-Join style of joined handwriting.

Rationale

- Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Through effective teaching, joined handwriting can be mastered by most pupils by the end of Year 2, enabling them, with practise, to go on to develop a faster and more mature hand.
- Handwriting is a fine motor movement skill and children need to practise handwriting movements correctly and often.
- The first handwriting lessons in Foundation Stage are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning and secure the correct pencil grip. We do not introduce cursive letters in YrR. We follow the sequence set out in Monster Phonics for teaching formation in YrR.

Aims

- To raise standards in writing across the school by ensuring a clearly structured, taught progression in handwriting and presentation skills.
- To raise expectations of children's and adult's handwriting and presentation skills.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- To instill a positive attitude towards handwriting.

For pupils to:

- Achieve a neat, legible style with correctly formed letters which are joined for the vast majority of children by the time they leave Yr2.
- Develop an efficient joined, confident handwriting style that is clear, legible and fluent, freeing the writer to concentrate on the content of writing rather than letter formation.
- To present work in a neat and orderly fashion, appropriate to the task.

Strategy for Implementation - Handwriting

Handwriting is taught regularly in every class through short, focused sessions and may be linked with spelling, grammar or phonic objectives. The teaching of handwriting may be undertaken as a discrete session, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting. However, handwriting is a cross curricular task and will be taken into consideration during all lessons.

Teaching and Learning

- Handwriting is a skill that needs to be taught explicitly. Since handwriting is essentially a fine motor movement skill, correct modelling of the agreed style by the teacher and learning assistant is very important.
- Children will use a variety of mark making tools but when formal handwriting lessons take place handwriting pencils / pens will be used.
- It is not sufficient to require pupils to just 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.

The role of the Teacher and Learning Assistant:

- 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.
- To correct letter / number formation as early as possible to prevent poor handwriting habits becoming embedded.

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

Foundation Stage

- The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.
- To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.
- In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning.
- Pupils are given the opportunity to experiment with a range of writing materials and implements. A multi-sensory approach, pattern making activities and Clever Fingers, are used to help pupils develop writing-readiness.
- Tracing over /under patterns and shapes are an important stage of development.
- Children should also spend time making large marks and the sizes should decrease as they become more accurate with their mark making.
- Letters are taught in families with rhymes as appropriate and are linked to the order in which graphemes are learnt in Monster Phonics.
- A focus will be on writing their own name.

- Letters should be formed correctly, and children should leave spaces between words, form capital letters and begin to use where appropriate. Children should also be taught to form numerals that are consistent in size and orientation.
- The focus throughout Term 1-4 is lowercase letter formation. We teach capital letters as and when they come up e.g. in names and titles of books. We teach the formation of all capital letters in the summer terms.

Early Learning Goal – Writing

Children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences that can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

Key Stage 1

- Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to join their letters in Year 1. This is dependent on the physical ability not age of the child. This is normally achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. If the child would benefit from making large marks, tracing over, copying under and pattern making then provision must be made for this.
- Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2 when children with legible, joined handwriting can earn a handwriting pencil from the head teacher followed by a 'pen licence.' Pen licences can be revoked if children do not sustain their joined handwriting but can be earned back.
- Children will write legibly using upper and lower-case letters with correct orientation.
- Letters should sit on the baseline and be consistent in size with ascenders and descenders that are the correct length and formation.
- Children should continue to leave spaces between words, form capital letters and use them where appropriate. They should also be able to form numerals that are consistent in size and sit on the base line.
- Children will improve the speed of writing and begin to write automatically thus promoting creativity in their independent writing.
- Children will: write the long date on the left side, underline, leave a line, write the LT, underline, leave a line and start their work.

Year 1

Statutory Requirements – Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- 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 practice these.

- begin to form lower case letters in the correct direction, starting and finishing in the right place.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Year 2

Statutory Requirements – Handwriting

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 un-joined.
- 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.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Formal teaching of handwriting is to be carried out regularly and systematically and a developmental approach is used to move children through the phases, being mindful of end of Key Stage expectations if additional support via interventions is needed.

English – KS2 (7-11 years old)

- Children will write in pencil when producing notes, rough work or draft copies.
- Handwriting pens should be provided by the school, although children are allowed to use their own pen from home (blue ink). We favour Fine fibre tipped pens, gel pens and nib pens
- All work should have the full date and a title, underlined using a ruler to show where the work was started.
- In maths, science, phonics and spelling a short date should be written.
- It should be noted that written work may span a number of days.
- Children should write from the left hand margin.
- In all Key Stages, a line should be left between the date and title and then another line left between the title and the first line of work.

Lower KS2 (Year 3 & 4)

Statutory Requirements – Handwriting

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 [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 (Year 5 & 6)

Statutory Requirements – Handwriting and Presentation

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 whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use a printed style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Strategy for Implementation - Presentation

- It is essential that all children should have pride in their work and that it is set out well.
- At Key Stage 1 children will generally begin new work on a new page each lesson as appropriate for ability.
- At Key Stage 2 children will rule off under the last piece of work.
- Teacher's comments or symbols will indicate whether a correction needs to be addressed.
- Erasers will not be used to correct pencil work – children should either draw a line through the mistake with a ruler OR put a cross next to the incorrect work.
- Criteria for presentation of work will be discussed with the children prior to commencement of work.
- Any pictures should be coloured in pencil crayons. Felt pens should not be used in exercise books.
- Rulers will always be used where children need to draw lines.
- Where possible all books will have a plastic cover, maths and English books are non-negotiable.
- Children will be reminded to take care of their book and present their work neatly
- Teachers will use visualisers to show good examples of presentation and anonymous 'how could this be improved?' examples.
- Teachers will praise good examples and display / celebrate them.
- Teachers will present certificates to best/ more improve 6 times a year.
- Special pens will be presented in the final celebration / leavers service at the end of the academic year

Resources

To aid pupils' handwriting we have purchased a site licence for Letter Join and for the handwriting font. This is loaded on to all computers in the school. These resources can also be used on interactive whiteboards to model letter formation.

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 programme is drawn up in consultation with the Inclusion Manager e.g. Write from the Start. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems with writing alongside other activities to develop their fine motor skills e.g. Clever Fingers.

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

The Learning Environment

- A dedicated writing area is established in all Foundation stage classrooms so that writing resources are centrally displayed.
- Writing areas/boxes are equipped with a range of writing implements and materials.
- Throughout both key stages teachers display both handwritten and word-processed work to give a high profile to developing a neat, legible cursive style.

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, 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.

Monitoring and Evaluation

- This will be undertaken by the class teacher and will also be assessed as part of each term's literacy independent writing assessments.
- When undertaking work scrutiny subject leaders will monitor all subjects for neat presentation and legible, accurately formed handwriting.
- The English Leader will monitor that handwriting is taught, practised and modelled throughout the school.
- This policy will be reviewed annually.

Approved by
Date of Next Review

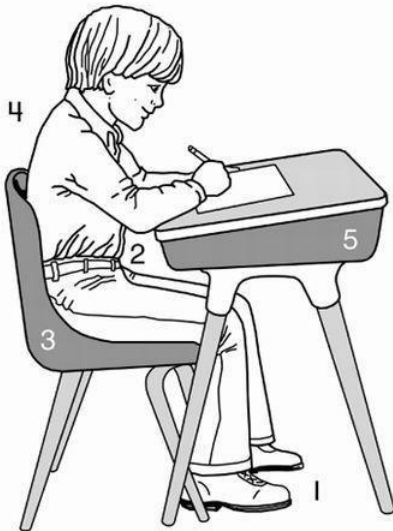
Appendix 1 – Progression and formation phrase

Reception Progression Map

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9	WEEK 10	WEEK 11	WEEK 12
TERM 1	s a t p	i n	m d g	o c k ck	e u r	h b	f ff l ll ss	j v w x	y z zz qu	ch sh th ^(v) th ng	Long oo	ar
	a, at, as	in, it, is I, an	and, am dad	to, into, go no, the	get, dog, can, got, on, not, cat	up, mum put, had oh, him his, big has	he, she me, we be, of	if, off, you my, they for	will, all went, was from help	too, her with, are yes	then, them that this said	
							ASSESSMENT 1					ASSESSMENT 2
TERM 2	oo (u)	ow	ee	ur	ai	or	oa	er	igh	air	oi	ear ure
	look now down	look now down	see going just have	see going just have	it's do so	it's do so	come some were one	come some were one	like, by when little what	like, by when little what	day away play children	day, away play children
							ASSESSMENT 3					ASSESSMENT 4
TERM 3	CVCC	CCVC	CVC+ <small>with previously taught graphemes</small>	CVC+ <small>with previously taught graphemes</small>	CCVCC	CCVCC	CVC+ <small>polysyllabic</small>	CVC+ <small>compound words</small>	CCC onset words CCVCC+ <small>with previously taught graphemes</small>	CCVCC+ <small>with previously taught graphemes</small>	CVC+ HFW	CVC+ HFW
			your here saw	your here saw	time out house about	time out house about	Blending Segmenting made make came	Blending Segmenting I'm very old	Blending Segmenting called asked looked	Blending Segmenting their our	Blending Segmenting Mr, Mrs don't	Blending Segmenting people could
												ASSESSMENT 5

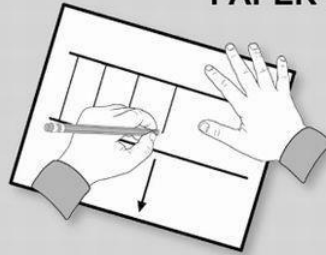
GOOD POSTURE

1. Both feet on the floor
2. Elbows off the edge of desk
3. Sit back in chair
4. Shoulders slightly forward
5. Proper desk height

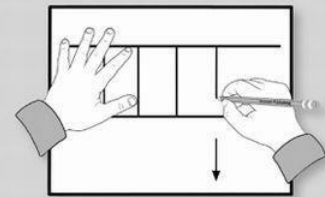


GOOD HANDWRITING

PAPER POSITION



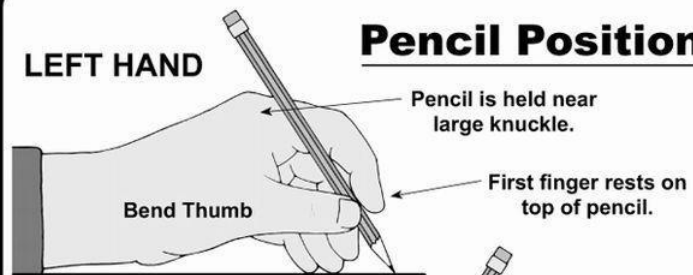
LEFT HAND



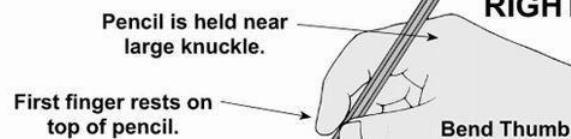
RIGHT HAND

Pencil Position

LEFT HAND



RIGHT HAND



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

Appendix 2

Additional Strategies for left handed children

- Check that a left-hander is not sitting too close to the right of a right-hander. This will avoid their arms colliding. Some, but not all, left handers will find writing easier if they can sit on a higher chair BUT that their feet are still firmly on the floor.
- When copying a word, numbers, letters, writing patterns etc a left-hander is helped if these are placed down the right hand side of page.
- Extra practices with left to right exercises may be necessary before pupils write like this automatically

