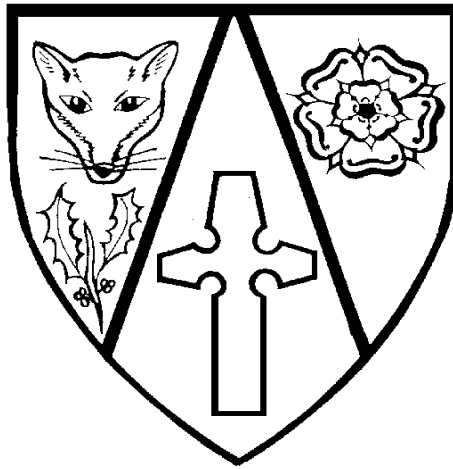


**Deanery C.E. Primary School**



**Handwriting and  
Presentation of Work  
Policy**

# Policy for Presentation of Work

## Rationale

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting. It is important for children to write in a clear, legible way and to present their work so that it is easily understood by the reader. It provides guidance for all staff, new and experienced and it will underpin the continued development of the academy as a learning community.

## Aims

- To raise standards in writing across the school.
  
- To have a consistent approach to handwriting and presentation across Early Years, Key Stage One and Key Stage Two. To follow a structured programme to enable handwriting to be clear and legible.
  
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources. (It is therefore an expectation for the writing of staff to be at the expected standard).

### **For pupils to:**

- Achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style.
- Develop flow and speed whilst writing, so that eventually the children are able to write fluently and with confidence.

## **Practice and Procedures for Presentation**

### **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.

### **Teaching and Learning**

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.

### **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 through the use of Nelson scheme which delivers the key aims from the National Curriculum, through its careful progression in handwriting skills.

### **Early Years Foundation Stage**

The emphasis at this stage is with movement and fine motor skill development. 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 (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

### **Key Stage 1**

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

At the end of Key Stage One, in order to meet the expected National standard, children are expected to:

- Use diagonal and horizontal strokes to join letters in some of their writing
- 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 letters.

### **Key Stage Two**

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

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. When children reach Year Four they will be able to earn a pen licence. They will then be given a handwriting pen to use.

Children will use a pen to complete the majority of class work, where appropriate using a fully cursive style.

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.

At the end of Key Stage Two, in order to meet the expected National standard, children are expected to:

- maintain legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.

### **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. Thicker triangular pencils, pencil grips

and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

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;
- pupils should be positioned so that they can place their paper to their left side;
- 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.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher.

Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **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.

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

### **Presentation Guidance**

#### ***Children's work book covers should indicate:***

- Child's full name
- Class
- Subject
- Children should not write on the covers of their books
- Details should be written neatly in pen

The following format should be encouraged throughout the school and children should be taught the format as soon as they are able to produce it independently. The aim would be for the majority of children to achieve this presentation format by Year 2.

#### *Exercise Books*

Work should be presented as laid out on the illustrated examples:

- Appendix 1 ~ lined pages in exercise books
- Appendix 2 ~ square pages in mathematics exercise books
- Plain pages ~ the date and headings should be the same as for lined paper.
- Margins (ruler width) should be drawn in exercise books from Year 2 (at teacher's discretion). 2 squares should be used as the margin on squared paper.
- A piece of work should be ruled off and the next piece of work continued underneath when there is a reasonable space remaining. The ruler line should be on the next line under the writing or figures.

### *Single sheets of Paper*

Presentation should be the same as for the pages in the exercise book.

The child's name should be written on the top right hand side of the page.

### *Art Work. Illustrations and Maps*

Titles should be centred and at the top of the page.

The child's name should be written on the top right hand side if appropriate. The

date should be written on the top left hand side of page (if at all!)

(It may be preferable with this type of work to have writing on the back.)

### *Labelling by Teachers*

Teachers labelling children's work will use an abbreviated format.

- Shortened date
- Short title that tells the reader what the child has been doing

### **Date of work in books:**

- Full written date in all books except mathematics when the number date format will be used.
- Date is written on the top line and right aligned.

### **Title of work in books:**

- Titles or learning objectives should be written in all books for each piece of work, underlined with a ruler and aligned to the centre of the page. Titles can be a generic for the whole class.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

### **Underlining:**

- When underlining a ruler should be used at all times.

### **Handwriting:**

- All staff to teach from the Nelson scheme but adapted to be cursive
- In EYFS a "preparation" for handwriting approach is taken with a range of activities related to art and P.E.
- The cursive font should be on display in the classroom. Teachers will model and teach letter formation as part of phonics lessons.
- From Reception onwards the scheme gives clear and specific guidance about letter formation, letter joining, and advice for left-handed writers.
- All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style in order to receive a pen licence certificate.
- Children will be given a handwriting pen for use in their own work in school, except for Mathematics where all work must be completed in pencil.
- Children are to write in blue ink only.

### **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.
- children should not be using erasers if they make an error but should put a ruled line through their mistake. This is also in line with the new SATs guidance.
- no** ink erasers may be used.

## **Teaching Boards (e.g. whiteboards and Interactive Whiteboards) and Resources**

### **Date:**

Full date (for English) and number date (for mathematics) underneath, both right aligned.

### **Title of work:**

Centre aligned and underlined.

### **Handwriting:**

Teachers should **model the agreed cursive handwriting style** whenever they are writing for the class.

As soon as the children become proficient in their handwriting and presentation skills they should be taught and encouraged to follow the school policy.

## **Handwriting Tools**

Pencils ~	HB lead (not less than 8 cm in length)
Fountain pen ~	Blue, washable ink with medium sized nib
Roller ball ink pen ~	Blue ink
'Handwriting' pen ~	Blue ink e.g. Berol
Pencil Crayons ~	Use when directed only
Felt Pens ~	Use when directed only

Ruler

**NO BIROS OR DIFFERENT COLOURED INK!**

## **Use of Handwriting Tools**

### *Exercise Books*

Nursery & Reception ~ 'Chubby' pencils moving to normal sized pencils

Year 1 – Year 3 ~ Pencil, some children may use chubby or triangular pencils to help with fine motor skills if it is thought necessary

Year 4 ~ Pencil (Children transfer to blue ink pen at teacher's discretion, when work is presented well and handwriting is joined)

Midway through Year 6, if a child has not yet received their pen licence, they will be given a pen to use as part of their transition to secondary school. We will continue to work on achieving a neat, fluent and joined style of handwriting.

Year 5 – Year 6 ~ Blue Ink Pen

Pencil crayons for colouring

Rulers should be used for drawing all lines

Children should not be using erasers if they make an error but should put a ruled line through their mistake. This is also in line with the new SATs guidance.

### *Mathematics*

All years should work in pencil

**FELT PENS SHOULD NOT BE USED** - art work or display only (as directed by the teacher)

**INK ERASERS, TIPPEX etc. SHOULD NOT BE USED**

Reviewed by A. Morris

September 2016  
September 2018

### Lower case letters

abcdefghijklmnopqrstuvwxyz

### The Capital letters

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

### The Numerals

1 2 3 4 5 6 7 8 9 0

The break letters (letters that aren't joined **from**) are: *b g j p q x y z*

### The Four Joins

1. to letters without ascenders e.g. in, am, on
2. to letters with ascenders e.g. ab, ch, il
3. horizontal joins e.g. o a, wo, og, wi
4. horizontal joins to letters with ascenders e.g. wh, ob, al

Children must be taught individual letters first so that they see them as individual units **before** learning to join.

Teachers should teach this style drawing from the Nelson scheme using Literacy objectives where possible and addressing issues from assessment and observation.

abcdefghijklmnopqrstuvwxyz

## **PARENTS' LEAFLET – HANDWRITING – KS1 AND KS2**

Many parents are keen to encourage their children to develop neat and legible handwriting. We have produced this short leaflet to explain the handwriting style that we teach.

What are we aiming for?

**We aim for each child to develop their own legible cursive style (joined handwriting).**

Inevitably some will be neater than others, but each child can acquire a consistent, and fluent, style.

On arriving at Deanery Primary School handwriting varies greatly from child to child. Some already have a clear cursive style, and we will not ask the child to change it. The handwriting of other children is erratic, whilst some still print, eg: *The quick brown fox jumps over the lazy dog.*

We aim to develop their style to be clear, uniform and legible.

What style do we teach?

**We teach Nelson handwriting, a plain, modern style.**

In an ornate style children can find it difficult to join b, p, s, x and z neatly, whilst loops for g, j, y and f can become extravagant. This can result in the child's handwriting being difficult to read, and the child being disheartened.

We believe the Nelson style promotes the development of clear, legible writing.



**E XTENSION**

Use your dictionary to decide which is the correct homophone for each sentence. Copy the sentences into your book.

- 1 The gecko had a long (tail/tale).
- 2 Hayley asked if the tortoise was for (sail/sale).
- 3 The man turned (pail/pale) as the snake slid towards him.



Copy the poem into your book.

Thirty days hath September,  
April, June and November.  
All the rest have thirty-one,  
Except February alone,  
Which has twenty-eight days clear,  
And twenty-nine in each leap year.



**Good handwriting practice is encouraged in all written work, but particularly in Literacy.**

At Deanery Primary we believe legible and fluent handwriting is an essential and beneficial skill, even in the age of keyboards and text messaging!

## **The joining sets**

### **Set 1**

a c d e h i k l m n t u

*Twelve letters with exit flicks.*

### **Set 2**

a c d e g i j m n o p q r s u v w x y

*Nineteen letters which start at the top of the x-height.*

### **Set 3**

b f h k l t

*Six letters which start at the top of an ascender.*

### **Set 4**

f o r v w

*Five letters which finish at the top of the x-height.*

## **The break letters**

b g j p q x y z

*Eight letters after which no join is made.  
Joins are not made to or from the letter z.*

## **The joins**

*The first join 1 to 2*      in am

*The second join 1 to 3*    ab ch

*The third join 4 to 2*     oa wo

*The fourth join 4 to 3*    wh ob

*The break letters*        bigger

## **The joined style**

The quick brown fox jumps over  
the lazy dog.

