

## **Fylingdales C of E VC Primary School**

### **Presentation & Handwriting Policy**

At Fylingdales C of E VC 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 adopt the cursive method of handwriting.

#### **Aims:**

- To raise standards in writing across the school.
- To have a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

#### **For pupils to:**

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

#### **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 Literacy 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 which promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

## **Continuity and Progression**

Formal handwriting is taught from Reception. Five stages are identified as key steps to teaching handwriting and these form the basic organisational structure of handwriting throughout the school.

1. Readiness for writing: gross and fine motor skills leading to letter formation
2. Beginning to join
3. Securing joins
4. Practicing speed and fluency
5. Presentation skills

### **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. Pupils are to be taught to use lead-in strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see **Appendix 1**). 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. 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 is used to help pupils feel the movement in the hand. Teachers are encouraged to have daily 'finger gym' sessions to encourage both gross and fine motor skill development. They have opportunities for practicing gross and fine motor skills in a variety of ways through the provision available- eg. Using paintbrushes with water on walls, tough tray with different sensory materials to form letters/ patterns in, hanging pegs on washing lines, popping bubbles with thumb and forefinger etc. Write dance is also used as a supportive scheme to support these pre-writing skills. Some form of handwriting is carried out daily.

## **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 phonics, 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.
- Formal handwriting practice is to be carried out in literacy books weekly, with a letter/ join for the week. This will also be practised daily in some form (on whiteboards/ in sand trays etc) with full name being practised too.

## **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 literacy books.
- Formal handwriting sessions will be taught weekly.
- 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 use a handwriting pen to use.
- Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.
- Pencils will be used in Numeracy or for drawing and completion of diagrams.
- All children in Key Stage Two will practise their letter formation when copying their weekly spellings.

## **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

**Date of work in books:**

- Full written date in all KS2 books except numeracy when the digital date will be appropriate.
- By the end of year one onwards, teachers are encouraged to work towards this standard as soon as children are able.
- Date is left aligned and underlined with a ruler.

**Title of work in books:**

- Titles or learning objectives should be written in their books for each piece of work, underlined with a ruler and aligned to the left.
- Numeracy learning objectives can be typed up, including assessment for learning.
- Teachers can also stick in learning intentions if they wish.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

**Underlining:**

- When highlighting against colour coded success criteria in books, children should underline using a ruler.

**Finishing work:**

- Children should **not** rule off on completion of a piece of work. Space should be left for teacher's comments and children's responses.

**Handwriting:**

- In EYFS a "preparation" for handwriting approach is taken with a range of activities related to art and P.E. Teachers will model and teach letter formation as part of phonics lessons.
- From EYFS 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.
- Children will be given a handwriting pen for use in their own work in school, except for numeracy where all work must be completed in pencil.
- Children are to use the Berol Handwriting pen or similar.
- 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 overall.
- Errors should be crossed out with a single pencil line.
- Children may use rubbers at the teachers' discretion. However, **no** ink erasers may be used.
- Once a child has started a piece of work it should be finished, unless there are exceptional circumstances. Teachers must insist on this, and not leave it to the children's discretion.
- Teachers are to mark work in books in green ink.

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

#### **Date:**

- Full date (for literacy) and digital date (for numeracy) underneath – both underlined with a ruler.

#### **Title of work:**

- Left aligned and underlined.

#### **Handwriting:**

- Teacher should **model the appropriate cursive handwriting style** whenever they are writing for the class.

### **Display**

#### **AIM:**

**To raise standards in display across the school.**

**To raise the profile and value of children's work.**

- RE and reflection areas should be in every class. It should be a prominent feature with a display.
- There should be an appropriate emphasis on current literacy and numeracy work on display in the classroom
- Displays should have clear titles and children's work should be named
- A range of borders, colours and styles is to be encouraged e.g. a balance of handwritten and computer fonts for titles
- Displays should celebrate and reflect recent work. Teachers should ensure that displays are changed regularly
- Classes will be responsible for some boards in communal areas of the school. Agreed themes and deadlines will be set.
- The hall area should display a range of work from different year groups.

- A range of subjects across the curriculum should be represented in displays in classrooms.
- Boards in corridors and halls can be used for celebrating completed work.
- All work should be mounted.
- The writer's learning wall is a working display and will be changed and adapted to the different genres being taught regularly.

Policy agreed September 2015.

To be reviewed September 2017.