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Dean Trust

Handwriting and Presentation Policy

Written by: Teaching and Learning Trust Improvement Team (TIP)
When: Summer 2020



Handwriting and Presentation Policy

“Teaching and Learning is the core business of the academy”

Rationale and Aims

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 academy as a learning community.

Our vision statement says “Our purpose is to develop our children’s individual talents and abilities to their full potential by providing a happy, safe school environment which promotes high achievement.”

Section A – Aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous

cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Summarised aims:

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

For pupils to:

- Achieve their neatest, most 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.



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Section B – 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 provides additional opportunities for the modelling and monitoring of handwriting.



Teaching and Learning

Handwriting is a skill that 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.

Handwriting Frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met.

Foundation:

For our youngest pupils we aim for two to three weekly discrete sessions;

- ☐ Movements to enhance gross motor skills such as air-writing, pattern making, dancing.
- ☐ Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, iPads and tablets.
- ☐ Letter learning to familiarise letter shapes, formation and vocabulary.

Years 1-3

We will provide sessions covering:

- ☐ Gross and fine motor skills exercises.
- ☐ Cursive handwriting reinforcement, learning and practice.
- ☐ Numerals, capitals and printed letters: where and when to use, learning and practice.

Years 4-6

More advanced handwriting techniques will be taught during weekly in:

- ☐ Cursive handwriting re-enforcement.
- ☐ Form-filling/labelling using printed and capital letters.
- ☐ Dictation exercises to teach the need for quick notes and speedy handwriting writing.



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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 school in a structured and progressive fashion.



Handwriting is a developmental process with its own distinctive stages of sequential growth. This will be adapted by the teacher to include the adopted cursive style of joining, as and when each individual child is ready.

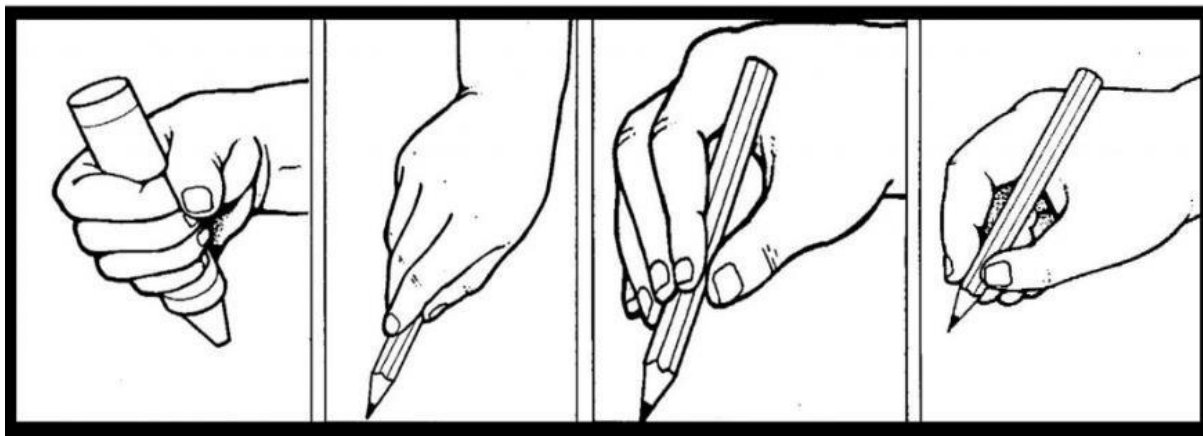
Five stages are identified and these form the basic organisational structure.

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.

To aid movement, close attention is given to pencil grip (see diagram for developmental stages), 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.





Summarised aims:

- ☐ Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- ☐ Understand that letters are written on a base line and that all letters 'start on the line.
- ☐ Begin to form some recognisable printed, capital letters and numerals.
- ☐ Have an understanding of writing their own name.
- ☐ Understanding different shaped letter families.
- ☐ Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- ☐ Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- ☐ Pupil will be taught pre-cursive at EYFS and KS1.



Key Stage 1

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and only begin to use fully cursive handwriting when they are ready. They do this 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.

Summarised Aims:

- ☐ Write legibly using upper and lower case letters with correct joins.
- ☐ Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- ☐ Leave the correct space between words.
- ☐ Form capital letters and use where appropriate.
- ☐ Form numerals that are consistent in size and sit on the base line.
- ☐ Begin to form printed letters and understand when they are to be used.
- ☐ Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

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; they are then eligible for a pen licence. 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



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handwriting style in all lessons.

Improve quality, speed and stamina of handwriting.

- ☐ *Quality*: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- ☐ *Speed*: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- ☐ *Stamina*: Have the strength and mobility to be able to write for longer periods of time without fatigue.



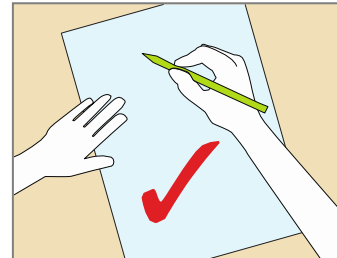
Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

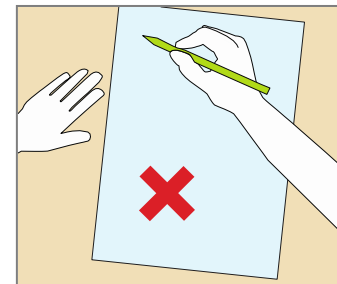
SITTING POSITION

Sit with a straight back, not leaning over the table
The table reaches to below elbow
Keep feet flat on the floor

Sit right back in the seat
Pull the chair close in to the table



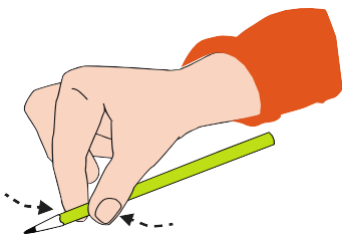
Paper position for right-handed children



THE TRIPOD PENCIL GRIP

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements

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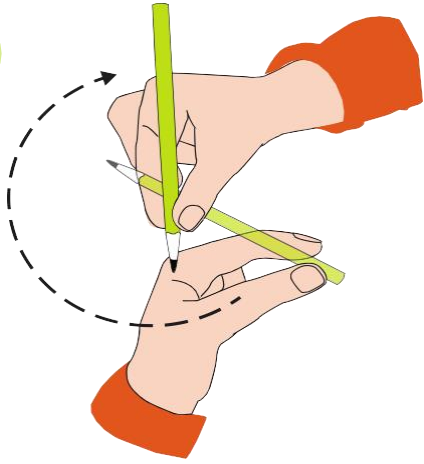


- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

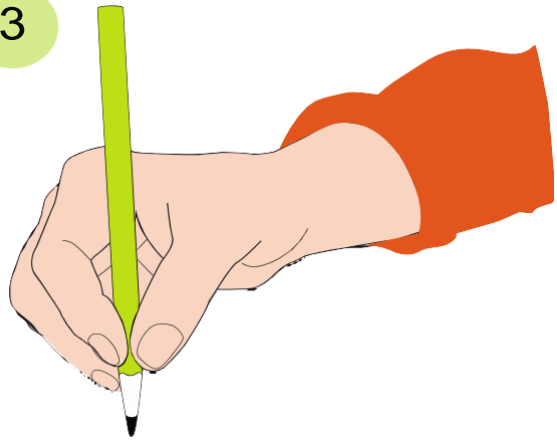


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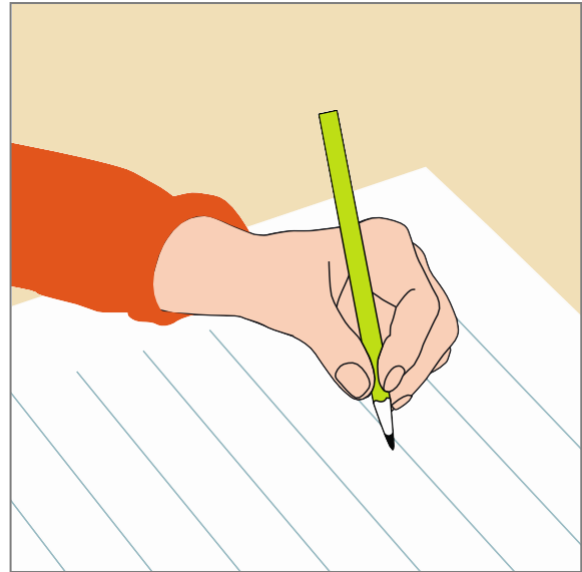
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LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- ❑ Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- ❑ Pupils should position the paper/book to their left side and slanted, as shown.
- ❑ Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- ❑ Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

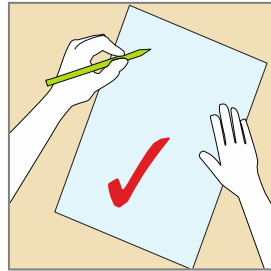
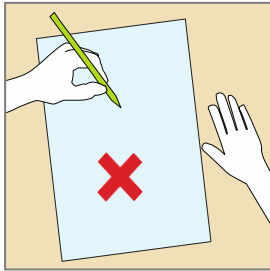
PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used.



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Paper position for left-handed children.





Section C - Presentation Guidance

Children's work

Book covers should indicate (using the given format):

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

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, left aligned and underlined with a ruler.

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 left of the page. Titles can be a generic for the whole class.
- Words of the Lesson should be evident under the title or learning objective.

Underlining:

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

Handwriting:

- All staff to teach handwriting in a structured manner.
- In EYFS a "preparation" for handwriting approach is taken with a range of activities related to gross and fine motor skills.
- The cursive font should be on display in the classroom and available on the table for pupils to access (resources saved in staff shared handwriting). Teachers will model and teach letter formation as part of phonics lessons.
- From Reception onwards guidance will be given on 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 black 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.
- 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 schools marking policy using red pen when appropriate.

Teaching Boards (e.g. whiteboards and Interactive Whiteboards) and Resources Date:

- Full date (for English) and number date (for Mathematics) underneath, both left aligned and both underlined with a ruler.

Title of work:

- Left aligned and underlined.

Handwriting:

- Teacher should model the agreed cursive handwriting style whenever they are writing for the class.
- We have bought a cursive font from Join-It, which should be used for script on boards and for resources e.g. word banks.

Displays:

- Should follow the approved colour scheme when appropriate.
- Display titles should be typed in a cursive font (Join-It)

Section C – Monitoring and Review

This policy will be monitored by the Headteacher, Senior Leadership, English Leader and the Governing Body on a three-year basis.

Teaching and Learning Lead will monitor implementation, provision and improvement through the school Improvement Plan as part of his leadership responsibilities.

Policy agreed:



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Last Review:

This Review:

Signed Headteacher

Signed Chair of Local Governing Body

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Appendix 1

Agreed letter formation for cursive writing

Appendix 2

Font name from Join-It

CCW cursive writing or XCCW joined 1a available through all Microsoft programmes in school.



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