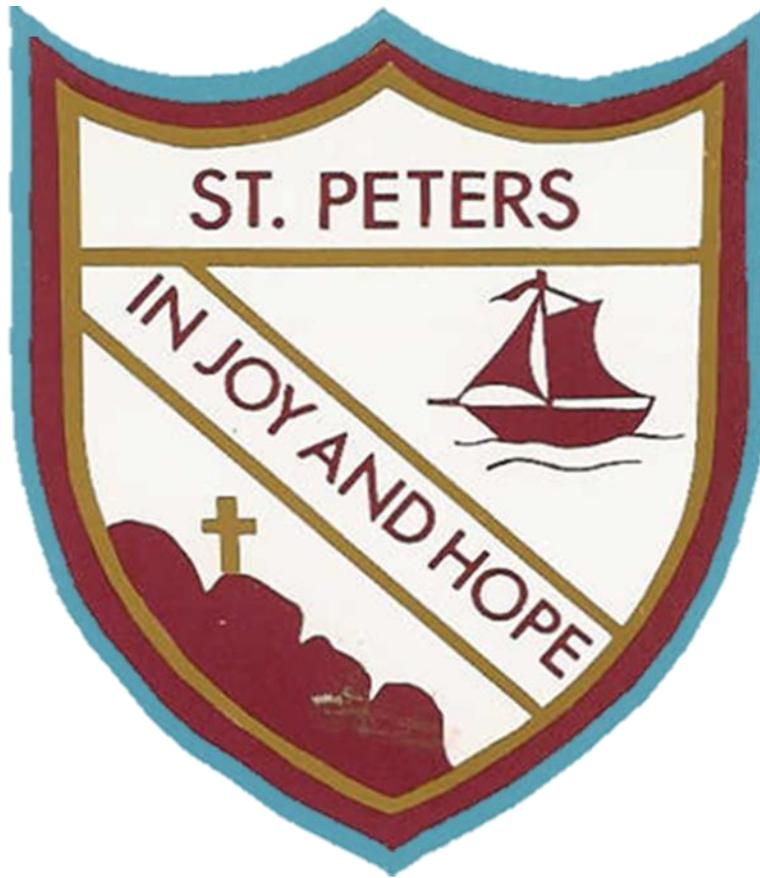


# St Peter's Catholic Primary School



## Handwriting and Presentation Policy

Reviewed \_\_\_\_\_

Chair of Governors \_\_\_\_\_

# **St. Peter's Catholic Primary School**

## **Handwriting and Presentation Policy**

At St Peter's Primary School, we believe that well-formed handwriting and neat 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 cursive method of handwriting. We believe that a cursive handwriting style:

- Reduces reversals and letter confusions
- Helps direction and sequencing
- Relates letter sizes and position within a word
- Develops kinaesthetic memory of word shape – assists correct spelling
- Can help space words correctly within a sentence.

### **Aims**

- To raise standards in writing across the school.
- To have a consistent approach across foundation stage, 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 agreed letter formation please see appendix 1; there are also exemplars in all classrooms.

### **Handwriting Guidance for Foundation Stage**

- In Foundation Stage, children will learn how to triangulate when holding writing implements and how to form basic letters with a lead out flick.
- By the end of Foundation Stage, children will be expected to write their name using the correct orientation and formation.
- In Foundation Stage, children have access to a range of appropriate materials including thick and thin pencils, felt pens, crayons, paint brushes, pencil grips, scissors and sand, to name a few.
- Activities that promote improved hand-eye co-ordination (gross and fine motor skills) are included within the planning such as Squiggle While You Wiggle and Funky Fingers.
- Emergent writers should use plain paper, although a guide may be drawn for those ready to write in straight lines.
- All staff model and encourage the agreed letter formations.
- Areas of continuous provision support the crucial developmental stages of getting children to write.

### **Handwriting Guidance for Key Stage One**

- In year 1 and 2, skills are consolidated and children begin to consistently join their letters and words.
- Left to right orientation will be developed and children will use wide-lined books to aid orientation and presentation of work.

- At Key Stage One, all children will have access to triangular pencils, as appropriate. The use of HB pencils is encouraged from September, with use of pencil grips, as necessary.
- The use of patterns is encouraged to improve accuracy and technique. The Teodorescu programme contains many exercises for children and can be used at any stage of their school career. This is included on a child's IEP to improve fine motor skills.
- Formal handwriting practice is to be undertaken at least twice a week in Key Stage One and handwriting books with wider lines should be used to practise letter formation – commercially produced. In year 1, the focus will be on the lead in of individual letters and encouraging the joining of sequences of letters to create words. At year 2, the focus is on the types of join. Children also practise on whiteboards with lines. All handwriting is modelled correctly by staff. See appendix.
- Handwriting practice can be included as homework in Year One and Two, in conjunction with spelling.

### **Handwriting Guidance for Key Stage Two**

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

- Children should NOT be printing in year three and above.
- Neat handwriting and presentation of work should be encouraged and regularly practised.
  - Triangular pencils/ pens and pencil/pen grips will be available to children that need them.
- Children will have handwriting sessions at least once a week using specialist handwriting books or worksheets. Wider-lined books should be available, as necessary.
  - Children in year 3 and 4 onwards will write with a pencil until the class teacher assesses that they are joining competently and consistently. They will then be issued with a BLUE school pen.
  - Children will be encouraged to use a pen to complete the majority of class work, where appropriate. Pencils will be used in mathematics and for drawing and completion of diagrams or when specifically asked by a teacher.
- All children in Key Stage Two will practise their letter formation when copying their weekly spellings and will practise during a weekly formal writing session.

### **Presentation guidance**

- All work must begin with the date. In most subjects this must be written in the following way: Monday 5th September 2018. In maths the short date can be written in the following format: 2 / 9 / 14. In F2 work will be dated by staff, as appropriate. In year 1 the title and dates are stuck in by the teacher or TA and when appropriate children begin to write it themselves (short date initially for all, moving towards full date in English books and title as they move through year 2 into year 3. It is expected that by the end of year 2 the majority of children can write the date and simple titles.
  - The date should be written on a new line (top line if appropriate) and underlined (not in the margin). • The next line should be missed and the title (if needed) should be written on the following line and underlined. Underlining should be completed with a ruler and a pencil.
- Children should write from the margin to the edge of the page (where a margin is present).
- Mistakes should be crossed out using a ruled line.
- Felt pens should never be used in exercise books.
- A purple colour biro/ball-point pen/pencil should be used by the children to peer and self-assess their writing. The feedback must not be written in felt tipped pen.

## **Monitoring and Evaluation**

This will be undertaken by the class teacher and will also be assessed as part of each term's literacy writing assessments.

## **Materials**

Pencils are provided by the school. In Key Stage Two BLUE ink handwriting pens will be available or may be provided from home. We do not allow the use of gel pens. Roller-balls, fine-liners, fibre-tipped with thin/medium nibs and note-writers are acceptable writing materials in the colour of blue. Children do not write in multi-coloured or felt-tipped pens.

## **Special Educational Needs:**

Pupils with a specific need are supported in their handwriting and presentation through individual education plans, monitored by the class teacher and/or Special Educational Needs coordinator. Thicker triangular pencils, pencil grips and wider lines may be used by children experiencing problems writing, alongside other activities to develop their fine motor skills. Sloping desks will also be made available for pupils identified through the SEN process. In terms of presentation, teachers will use discretion on what to expect from an SEN Child. In some cases it may be acceptable for the short date to be used at ALL times due to the length of time it may take him/her to write.

## **Left-Handed Writers**

Children who are left-handed should sit on the left of other children or on the outside of the table. They need to sit with their left elbow close to the body with the paper tilted to the right. Writing should be visible as the pencil/pen is moved. Research suggests that a slightly higher chair could be an advantage to the left-handed writer.

This policy will be reviewed at least every two years.

**Signed: L.Gorry**

**Date: Nov 2018**