

Handwriting and Presentation Policy



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Callowell Handwriting and Presentation Policy

Rationale

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 following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of the school. Pupil books form a record of the learning and teaching that has taken place during an academic year and as such needs to reflect a progression of personalised learning opportunities, as well as evidence of pupils making effort and taking pride in their work.

Aims

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

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.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and will be linked with spelling, grammar or phonics objectives using the Letter-Join scheme. 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 just 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.
- To model the continuous cursive style of handwriting when marking and writing comments in books.

Continuity and Progression

Formal handwriting is taught through the use of the Letter-Join scheme which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. This will be adapted by the teacher to include a continuous cursive style of handwriting and this will develop throughout the school over time.

In Pre-school and Reception, handwriting will form part of the continuous provision and may also be taught discreetly. Children will be taught:

- 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, and sand trays.
- Letter learning to familiarise letter shapes, formation and vocabulary.

In Years 1 to 3 lessons will continue to be taught discreetly 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.

In years 4 to 6, more advanced handwriting techniques will be taught during weekly lessons. These will include:

- 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.

Children will usually be taught the year group appropriate objectives. However, there may be occasions where children are given additional support and may be taught the objectives that are best suited to their individual needs.

Presentation Guidance

The purpose of this guidance is to ensure that children at Callowell Primary School receive consistent messages about what is expected from them in relation to acceptable presentation of work. Standards are to be consistent no matter what the subject.

Children's work

Book covers should use the standard label and this should be covered in sticky backed plastic. It should indicate:

Child's first name

Class

Subject

Children should not write on the covers of their books

Date of work in books:

In Key Stage 1 book headings are printed by the teacher and will demonstrate the cursive font from Letter-join

In Key Stage 2 the full date should be written in literacy books and in Mathematics the number date format will be used. The date is written on the top line.

Title of work in books:

In Key Stage 1 the learning objective is printed by the teacher and will demonstrate the cursive font from Letter-join

In Key Stage 2 titles or learning objectives should be written in all books for each piece of work and aligned to the left of the page underneath the date.

Underlining:

When underlining a ruler should be used at all times.

Handwriting:

All staff to teach from the letter-join scheme but adapted to be cursive until continuous cursive has been adopted across the whole school.

The cursive font should be on display in the classroom and available for pupils to access. Teachers will model and teach letter formation as part of phonics lessons.

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 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 coloured pencils or crayons 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.

Teachers are to mark work in books following the schools marking policy.