



# Handwriting and Presentation Policy

*Act justly, Love mercy, Walk humbly*

## Queniborough C E Primary School

	Date	Signed
<b>This Policy was adopted on</b>		
<b>To be reviewed</b>		

# **Handwriting and Presentation Policy**

Our aims in teaching handwriting are that:

- All children should develop a fluent joined and legible handwriting style.
- All staff use a clearly structured framework for the development of handwriting throughout the school.

## **Handwriting Style**

A style of handwriting has been adopted that will allow a child to gradually develop clearly formed and correctly orientated letters. This will finally lead to a handwriting style that is joined, and fluent. Queniborough uses the 'Penpals' scheme to help teach the sequence of handwriting in the appropriate order. 'Penpals' uses the Sassoon Infant Std font which is used on Smart Boards unless other styles are required. (See appendix 3) If a pupil arrives from another school with a joined, fluent handwriting style of their own, they should continue with this style.

## **Guidelines**

Children will be taught:

- Correct seating position (see appendix 1)
- Correct paper position
- Correct tripod grip
- Handwriting focussed lessons at least weekly in Key Stage 1 and at least fortnightly in KS2.

## **Progression of handwriting throughout the school**

In all year groups, teachers differentiate their use of Penpals Programme to meet the needs of the pupils, with the aim of at least teaching handwriting skills to the relevant level of Penpals for the year group. (For joins, see appendix 2)

### **Foundation Stage**

- To use a variety of media (sand, paint brushes, crayons etc.) to develop the gross and fine motor controls necessary for pre writing skills
- Sit correctly at a table and hold a pencil comfortably and correctly
- To become comfortable with efficient pencil grip
- Correct formation of lower case letters.

### **Year 1**

- Reinforce work from Foundation Stage
- Hold a pencil comfortably and correctly
- Form lower case letters in the correct direction, starting and finishing in the right place
- Form digits 0-9 correctly
- Use spacing between words that reflects the size of the letters
- Understand which letters belong to which handwriting families.
- . Some children will start using basic horizontal and diagonal joins.

### **Year 2**

- Reinforce work from Year 1
- Form lowercase letters of the correct size relative to one another
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters

- Many pupils will begin using and practising basic handwriting joins (Diagonal joins to letters with and without ascenders and horizontal joins to letters with and without ascenders)
- Children working within the GDS range for writing should be able to join their handwriting by the end of Year 2
- Children from Year 2 onwards will be able to work towards their pen licence.

### **Years 3 & 4**

- Reinforce work from Year 2
- To ensure consistency in size and proportions of letters
- To ensure consistency in spacing between letters and words.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best not joined
- Increase the legibility, consistency and quality of their handwriting
- To build up handwriting speed, fluency and legibility through practise and application
- Some pupils may be using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best not joined (breakers)
- Children who have demonstrated the above will qualify for a pen licence.

### **Years 5 and 6**

- To reinforce work from Year 3 and 4
- Some pupils may be using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best not joined (breakers).
- Write legibly, fluently and with increasing speed

- To develop own handwriting style, ensuring speed, fluency and legibility
- Some pupils may be able to use different forms of handwriting for different purposes
- Choose the writing tool that is best suited for a task.
- Children who have demonstrated the above will qualify for a pen licence.

### **Maths Books**

Pencils will be used in Maths books and errors will be rubbed out or crossed out and corrected in pencil. Unless stated, rulers are to be used for lines.

Worksheets are to be trimmed whenever possible (or folded neatly) and stuck in.

### **Recognition of handwriting**

Teachers will have the same high expectations of pupils' handwriting/presentation in all areas of the curriculum. Pupils will work towards a simple, clear 'menu' of expectations, leading to successfully achieving a pen licence from Year 3 onwards. At the beginning of each academic year, pupils will start with a pencil and work through their menu to achieve a pen. This system enables the school to keep standards and expectations high of presentation and handwriting across school. The Literacy coordinator will award the certificates to children and will support them in understanding their next steps.

### **Staff Handwriting**

Any adult's writing shared with children should be a model. All staff should aim to produce quality writing at all times.

### **Other expectations**

All pieces of work in books are expected to be presented in the same way. This should be reinforced by teachers. (See Appendix 5)

. All worksheets should be trimmed before sticking into books wherever possible. Otherwise, worksheets should be folded neatly before sticking in.

- All books should have a margin 2 squares wide in Maths books
- Pupils should use the long date in writing books. This should be positioned on the left hand side, next to the margin
- Pupils should use the short date in Maths books. This should be positioned on the left hand side, next to the margin
- All work should have a learning objective stuck in or written at the top of the work
- Question numbers should be in the margin
- Any improvements in writing books should be actioned in blue pen (KS2)
- Any improvements in writing books should be actioned in blue pencil (KS1 and Foundation Stage where appropriate)
- Any improvements in Maths books should be actioned in blue pencil crayon or pencil.

### **Monitoring and Evaluation**

The teaching of Handwriting will be monitored through the lesson observations and book scrutinies for all subjects.

### **Appendix 1**

Pencil hold and Posture

It is important that children hold their pencil correctly and ensure their posture is correct.

Pencil hold

- Pencil held between finger and thumb
- Middle finger provides extra support

Posture

- Feet flat on the floor
- Head up, not resting on the desk or hand
- Paper at the correct angle
- Spare hand steadies the paper

## **Appendix 2**

Joining Progression from year FS – Year 6 in conjunction with the Penpals scheme

Foundation Stage

We begin at school with letters being written separately (not joined up yet). When the child's letter formation is accurate we then introduce joins.

Year 1

During this school year children will begin to join some pairs of letters within a word. They will be introduced to two types of joins:

- Diagonal joins
- Horizontal joins

Year 2

The main aim this year is for the children to become fluent and develop an automatic style.

New joining letters this year are:

- Joins from 'q'
- Joins to and from 'r'
- Joins to and from 's'
- Joins from 'f'

Year 3

Children will refine their handwriting and make sure that the size and proportions of all letters and the spaces between letters and words are consistent. New joins introduced are:

- Joins from 'p' and 'b' to a short letter, an ascender and an anti-clockwise letter

Year 4

In Year 4 children will begin to slope their handwriting and will keep ascenders and descenders parallel. Children will begin to practise writing at increased speed and will be introduced to the print alphabet for captions, headings, labels and posters.

Year 5/6

By this stage children should be secure at joining and able to use joined up writing for most of their work. Children will be experimenting with slopes and will have a more mature and comfortable style and be able to select the type of pen appropriate to the task.

### **Appendix 3**

#### **Upper and lowercase letter formation**

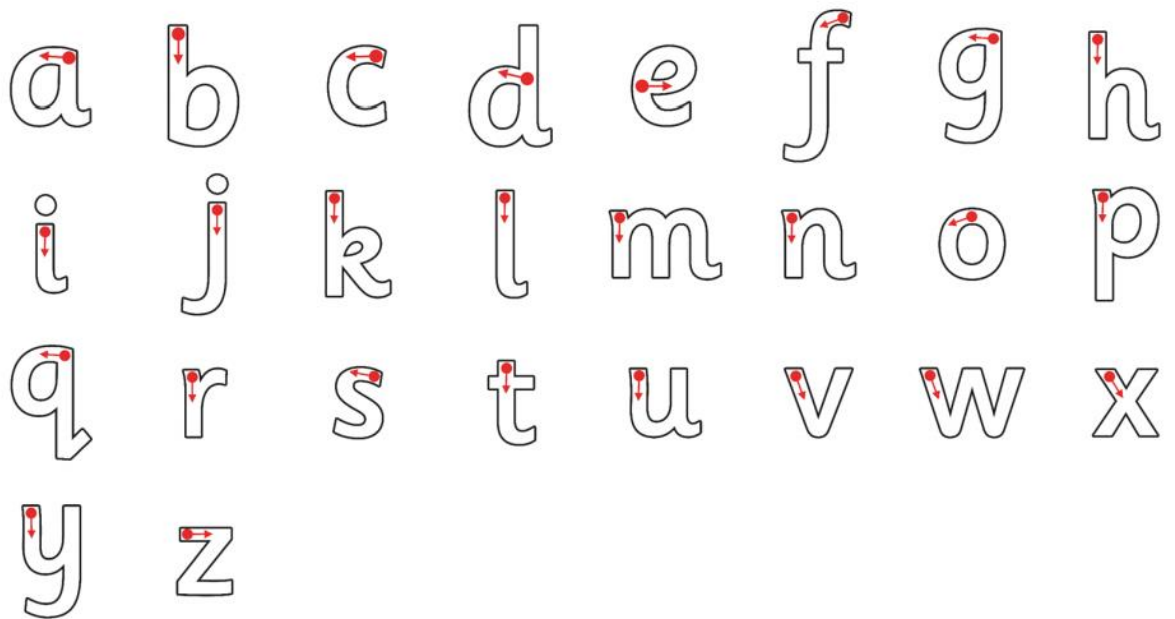


Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq Rr Ss Tt Uu Vv

Ww Xx Yy Zz

**Lower case letters:**



### Upper case letters:



### Appendix 4

You have shown that:

- Your letters are consistent in size and proportion
- Ascenders and descenders are parallel to each other
- Horizontal and diagonal joins are consistent
- You have a secure handwriting style you can maintain at pace



# Pen Licence

*Presented to:*

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You have shown that:

- Your letters are consistent in size and proportion
- Ascenders and descenders are parallel to each other
- Horizontal and diagonal joins are consistent
- You have a secure handwriting style you can maintain at pace

## Appendix 5

Writing presentation menu

Monday 2nd November

LO: to learn how to present work neatly

1. Sit in the correct position and hold pencil or pen correctly.
2. Write the long date on the left next to the margin.
3. Keep all lines next to the margin.
4. Remember to keep spaces even between words.
5. Miss **one** line out after each new paragraph.
6. Respond to marking or edit with blue pen or pencil crayon.

# Maths Presentation Menu



2. 11. 2020

LO: to present work neatly in maths

1.

$$\begin{array}{r} 4217 \\ + 259 \\ \hline 4476 \\ \hline 1 \end{array}$$

2

$$1999 + 299 = 2298$$

3

$$\begin{array}{r} 538 \\ \times 4 \\ \hline 2152 \\ \hline 13 \end{array}$$

Respond to marking or do corrections using sharp, blue pencil crayon or pencil