

# St. Godric's R.C. V.A. Primary School



## Presentation and Handwriting Policy

*We love, value and respect each other.*



'The best interests of the child must be a top priority in all things that affect them'.

*Article 3 of the United Nations Convention on the Rights of the Child.*

### Rationale

Handwriting is a tool of communication in the written form. All teachers should aim for the best that individual pupils can achieve. Handwriting is often linked to decoration and illustration, leading to a finished product which is pleasing to look at and which can be attractively displayed. Children can achieve a great deal of satisfaction from the craftsmanship associated with handwriting.

### Aims

- A whole school approach to the learning and teaching of handwriting and a consistency in the presentation of work
- Children are taught to write clearly and legibly in both joined up and printed styles
- Children understand and value the need for high quality presentation and handwriting

### Principles for Teaching and Learning:

- Handwriting is a skill that needs to be taught and learnt
- Children need to understand the purpose and audience for their handwriting
- Joined up handwriting also aids spelling

### Progression in Handwriting

There are four main phases to the development of handwriting. They are:

1. Role play phase
2. Letter formation
3. Linked script

#### 4. Fluency, style, confidence and neatness

Spacing and the correct letter formation, with joining tails, will be taught in Key Stage 1. This will be linked to the Handwriting for Windows programme. Parents will be given a copy of the sheet showing the letter and number formations at the welcome meeting for parents held in the Summer Term previous to them starting in Reception Class.

Much revision and practice will take place with an emphasis on the size of the letters and writing on lines.

Children will then advance on to linked script in Key Stage 2 (or Year 2 if ready) following the Handwriting for Windows programme. We acknowledge current research findings which, suggest that most children who are introduced to joined-up writing quickly develop confidence and are able to write with speed and enthusiasm. Parents will be given a support sheet to assist their child with their writing.

As the children progress they will concentrate on fluency and a legible style of handwriting. Pupils will also give attention to presentation and layout. Once the children have learned to form letters and to link them, their skills need to be further developed through the Handwriting for Windows programme. The focus of the work switches to flow, speed and presentation.

#### **Key Skills:**

- All children should follow the style of Berol cursive script.
- Letters are usually clearly shaped, correctly formed and orientated
- Capital letters are recognised, correctly formed and orientated
- Numerals are correctly formed and orientated
- Upper and lower case letters are accurately produced in one style and used consistently
- Handwriting is joined, fluent, legible and evident in independent writing
- Children start to use a blue pen in Key Stage 2 (or in Year 2 if ready).
- Handwriting is adapted to a range of tasks

#### **Teaching Points**

- Teach the correct grip.
- Ensure correct formation at all times, close monitoring of individuals is important while engaged in this formal writing process.

- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor.
- Ensure there is good lighting
- Ensure each child has a suitable implement before they begin, pencils are adequately sharpened and pens are Berol handwriting pens in exercise books and ball points in 'jotter style' books and suitable for fluent writing.
- The teacher will act as a model using the agreed handwriting font of the school at all times when writing for the children.
- All classrooms should display the correct handwriting script agreed by the school.

### **Suggestions for teaching left-handed children:**

**Seating** - Consideration should always be given to the amount of space a left handed child needs to write, without interfering with others. This may mean sitting the child on the left side of a table.

**Grip** – The child should grip the pencil at least an inch from the point so that he / she is able to see what they are writing. The grip should not be too tight. A 'pencil grip aid' may be used to help position the fingers correctly. The pencil should be held with the handle pointing back up the arm towards the shoulder.

**Position the paper** – Position the paper to the left of the body, at an angle, with the right hand top corner of the paper nearer the body than the left. This develops a freer movement and makes possible the development of vertical writing or even a forward slant.

**Writing Implements** – It is easiest to use a pencil at first as the push and pull movements are equal. Pupils in Key Stage 1 should use a pencil, starting with a 'thicker pencil' in Reception class. Children should be encouraged to use a ball point and handwriting pen in Key Stage 2 (or Year 2 if ready).

### **Support for Learning**

Children who are experiencing difficulty with their handwriting will be brought to the attention of the SENCo and Headteacher. A programme will be agreed to support the child's progress.

### **Resources**

Children will mainly practice in their literacy, handwriting or homework books, however, worksheets or booklets may be made up to support teaching and learning.

## **Review**

The Headteacher and Literacy Subject Leader will monitor classroom practice for evidence of implementation. With all staff in agreement of this policy it should be possible to support pupils with their handwriting skills and, taking account of individual styles, set high standards of presentation.

## **Presentation**

Children should be encouraged to take pride in all work they do. The following points should be considered for Key Stage 2 pupils and for Key Stage 1 pupils as soon as they are able:

- All pupils should work in pencil in their mathematics books, mistakes should be carefully rubbed out.
- In mathematics, children should rule a line underneath the last piece of work completed with a ruler, the date should be written in number form eg 14.10.07. The page number and learning objective are written and underlined with a ruler. Children should be encouraged where possible to fold their pages in half down the centre and work down one side and then the other.
- In literacy, science and all foundation subjects' exercise books, children should write in blue handwriting pens. The title and date must be underlined. Children will need to write in ballpoint pens in 'jotter books'. Mistakes should be crossed out using a pencil and a ruler.
- In all these exercise books children should underline the last piece of work completed and start immediately underneath as far as possible.
- Diagrams and tables should be drawn in pencil, using a plain page where necessary. These also need a clear title indicating their purpose.

## **Monitoring and evaluation**

All subject leaders, supported by the Senior Management Team will monitor the presentation of work in all exercise books relating to their subject during class monitoring sessions.