

## Chilmark and Fonthill Bishop Primary School Handwriting and Presentation Policy

At Chilmark and Fonthill Bishop Primary School, joined up handwriting is taught with a sequential and progressive approach. Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining neat handwriting. We believe that children's self-esteem and pride in their work can be raised by high quality presentation.

### Overall Aim

To enable each child to develop a personal style of handwriting that is:

- ◆ neat, with correctly formed letters
- ◆ legible
- ◆ fluent

### Objectives - Foundation

It is important that children begin to develop the correct handwriting habits very early on.

Our children are taught to:

- ◆ hold their pencil correctly
- ◆ develop left to right and top to bottom orientation
- ◆ form letters correctly as soon as their fine motor skills are sufficiently developed
- ◆ leave finger spaces

### Objectives - Key Stage 1

- ◆ To hold a pencil comfortably and correctly.
- ◆ To develop a legible style of handwriting.
- ◆ To write from left to right and top to bottom.
- ◆ To start and finish letters correctly.
- ◆ To develop control over the regularity of size and shape of letters.
- ◆ To leave regular spaces between words.
- ◆ To write upper- and lower-case letters correctly.
- ◆ To develop knowledge of letter formation to join letters in words, e.g. writing patterns and letter strings.
- ◆ To understand that clear and neat presentation is important to communicate meaning.

## Objectives - Key Stage 2

- ◆ To continue to develop a legible style of handwriting in both joined-up and printed styles.
- ◆ To develop greater fluency and control.
- ◆ To use different forms of handwriting for different purposes, e.g. a neat hand for finished work, print for labelling maps and a swift script for notes.

These correct habits are encouraged, reinforced and built upon throughout the school, not only when lessons concentrate on specific handwriting skills but through written work across the Curriculum.

## Provision and Practice

It is important that children take the necessary time and care with their handwriting in the early stages, so that correct habits are formed.

The agreed outline of current provision and practice within the school is that the Twinkl Cursive is adopted throughout the whole school.

**An adapted version of the Twinkl Cursive Alphabet** (without lead-in/lead-outs) is introduced at Reception level and Year 1. The Twinkl Cursive Alphabet is adopted in Year 1 by those children whose fine motor skills are suitably advanced. This is continued in Year 2. These children begin to form joined-up writing patterns and letter strings. The Cursive style will be introduced gradually in Key Stage 1. This joined-up handwriting style will continue to be developed throughout Key Stage 2.

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

There is a minimum concentrated period of handwriting practice/focus on writing expectations per week -

Foundation/1 - Daily Handwriting

Year 2/3 - 3 sessions per week

Year 4/5/6 - 1 session per week

All of the work undertaken by the children from Reception to Year 3 will be written in pencil. However:

- ◆ Children should have the opportunity to write with a variety of pencils and felt-tipped pens, though the latter are used at the teacher's discretion
- ◆ At the start of Year 4, handwriting pens are introduced to children who demonstrate a neat, cursive style. These continue to be used in Year 6.
- ◆ Children must only use the specified handwriting pens and not use their own without consulting the teacher.
- ◆ The use of ballpoint green pens by pupils are allowed in school for editing work, but not other colours

Cursive handwriting by teachers, on display to the children, should take on the style of the Twinkl Cursive. In the early stages, letters should be taught by grouping them in the way they are formed, e.g. a, o, c, g, d, etc. Printed capital letters are taught. Children should be encouraged to leave the correct spacing between words.

When demonstrating patterns or letters, which are made in the air, it is important for the teacher to face the children and reverse the letter so that the children are 'seeing' the correct letter formation. Any visual demonstration should be accompanied by oral instructions, e.g. over the top, round, up, down and flick.

The teacher should ensure:

- ◆ the child is sitting comfortably and at a table of a suitable height
- ◆ the child is not 'shadowing' the work
- ◆ the free arm is resting on the tabletop holding the paper/book steady
- ◆ the child is holding the pencil/pen correctly
- ◆ left-handed children are seated with other left-handed children or at the left-hand side of the writing table
- ◆ a note is kept of all left-handed children so that the above is facilitated
- ◆ extra support and/or allowances are made for children whose physical disabilities affect their handwriting

Children should be encouraged to develop an awareness of space and layout from the earliest stages, thinking about the placing of headings, margins and the look of the text on the page. Later, during Key Stage 2, pupils should consider the effect of different computer-generated font styles and layout formats to create special effects for different purposes.

### **Whiteboard Use**

- ◆ Children should be able to see the whiteboard from a comfortable position; they should not have to do more than a 90° turn.
- ◆ Children with visual impairment should be seated facing, and near to, the whiteboard.
- ◆ The whiteboard should be clean before work is placed on it.

### **General**

When marking children's work and writing comments in books, teachers adopt the style, in which the children are taught to write. All handwriting must be marked and targets set for the children to improve.

It is expected that children use the same handwriting in all their writing across the curriculum - not just as an isolated subject during the handwriting lesson.

Display writing throughout the school will include print, the taught handwriting style and computer-generated writing.

- ◆ Handwriting is taught using the Twinkl handwriting Schemes. Resources are available to all staff via school membership.
- ◆ CLL coordinators will monitor handwriting regularly by looking at all writing books

### **Assessment of Handwriting**

Assessment will be continual and based on the class teacher observing, in the early stages, how the children are forming their letters and, later, by monitoring handwriting style and presentation and taking appropriate action on an individual basis as necessary. Progress and continuity is provided by following the Cursive style, supplemented with the child's own activities when appropriate.

Only high standards of handwriting and presentation will be accepted at Chilmark and Fonthill Bishop CE Primary School.

## **Presentation.**

- All work should be dated. Number date for Numeracy. Written date for other subjects. (KS1/KS2)
- Date should be underlined using a ruler. (ELM)
- Learning Objective/WHAT should be written under the date.
- All books should have a margin - not maths books. Only a question number or teacher comment should be written in the margin.
- A line should be drawn under completed work. (ELM)
- In Numeracy books there should be one digit per square. The size of the square should be appropriate to the age of the pupils.
- All work is completed in pencil. In Years 4/5/6 children use handwriting pens for all written work - except Maths - once they have developed a cursive, fluent handwriting style.
- Mistakes are crossed out using a pencil and ruler. A rubber can be used in books, unless the teacher has directed otherwise.
- There should be NO marks on the cover of books.
- High standards of presentation are expected and are relevant to the age/ability of the pupil. Presentation skills can be taught discretely.