



## HANDWRITING AND PRESENTATION POLICY

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Beccles Primary Academy

Agreed by Staff September 2020

Next review September 2022

Signed:

*This policy is monitored by all leaders within the process of school self-evaluation and will be reviewed every 2 years, or sooner if the National Curriculum Policy should change.*

## 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 Beccles Primary Academy as a learning community.

## Aims

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

## Strategy for Implementation

### Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. 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 to copy models from a published scheme or worksheet. Key Stage 1 staff to use the join-it scheme accessible through Twinkl and all teachers to model and teach formation as part of the phonics lesson.

### Continuity and Progression

Formal handwriting is taught by following the expectations set out in the National Curriculum, which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. This will be adapted by the teacher to include the adopted cursive styles of joining.

### Provision for left handed children

Left handed children should always sit on the left side of right handed children, so their elbows don't bump and knock each other. Children should be encouraged to find a comfortable orientation for their book, usually slightly to the left centre of their body. If needed, pens appropriate for left handed writers can be provided to avoid smudging.

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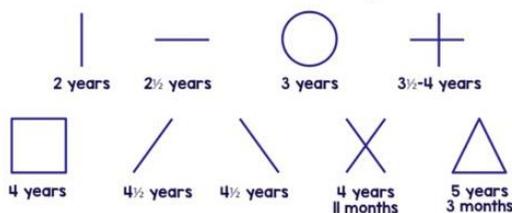
### Pupils with special educational needs or disabilities

Children who have difficulty with fine motor skills will be given resources to support their pencil/pen grip and will participate in fine motor control interventions.

### Foundation Stage

The emphasis at this stage is with movement and fine motor skill development. All children are taught to form the following shapes before they start with letter formation.

## PRE-WRITING SHAPES



To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

### **Key Stage 1**

Building on the Foundation Stage, pupils in Year 1 are taught to write letters in a regular size and shape and to write 'on the line'. In Year 2 the children start to join letters and begin to form a fully cursive style of handwriting. This is dependent on ability not the age of each child. This is achieved by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. It is expected that the vast majority of children will be joining by the end of Key Stage 1. Handwriting practice is to be carried out in the back of the English books but is to be modelled and expected in all writing, in all books.

#### ***In Year 1 Pupils should be taught to:***

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

#### ***In Year 2 Pupils should be taught to:***

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### **Key Stage Two**

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. Children in lower Key Stage Two will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in the back of the English books but handwriting following the agreed handwriting style is expected to be used by pupils in all books and across all lessons. Children will write with pencils until the class teacher assesses that they are joining competently and consistently.

#### ***In Year 3 and 4 Pupils should be taught to:***

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

#### ***In Year 5 and 6 Pupils should be taught to:***

- write legibly, fluently and with increasing speed by:  
choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters  
choosing the writing implement that is best suited for a task.

When children reach KS2 they will be able to earn a pen licence. They will then be given a handwriting pen to use.

#### **To achieve a pen licence, children should consistently and accurately:**

- Write lower-case letters of the correct size, next to one another.
- Use the diagonal and horizontal strokes that are needed to join letters

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- Use spacing between words that matches the size of the letters.
- Keep letters sat on the line.
- Cross out any mistakes or changes with one neat line

## Presentation Guidance

### Children's workbooks:

All children's books will be covered with a protective plastic cover and an individual book label.

Book labels should indicate:

- Child's name
- Class
- Subject
- Book Number

Children should not write on the covers of their books

### DUMTUMS

We follow DUMTUMS as a policy for reminding children how to present their work in books:



### Date of work in books:

Full written date in all books, except Maths where the short (number) date format will be used  
Date is written on the top line, on the left-hand side of the page and underlined with a ruler.

### Learning Intention:

In Key Stage 1 the learning intention will be premade ready for the children to stick in their books.  
In key Stage 2 it is expected that most children will handwrite the Learning Intention in their books.

### Underlining:

When underlining a ruler should be used at all times.

### Handwriting

All children will write in pencil in their books, until they have been awarded a pen licence.

When using a pen, children will write in blue ink only.

All mathematics work to be completed in pencil.

### General presentation

Children to use coloured pencils when illustrating work in books.

Errors should be crossed out with a single pencil line, using a ruler.

Response to feedback should be in purple pen, including maths books

Any additional sheets to be stuck in work books neatly, children should be shown how to trim and fold sheets to fit.

Appendix 1

Agreed letter formation for cursive writing

