Handwriting and Presentation Policy
September 2015

The ability to write in a legible style is paramount in order that written communication is effective and meaningful. A reader’s perception of the content of writing may be influenced by clear, legible handwriting. Handwriting needs to become an automatic process which frees children to focus on the content of the writing.

Aims
To enable all our children to:
• Become confident and independent in their approach to handwriting.
• Develop a comfortable handwriting style that is joined, clear and fluent.
• Adapt their handwriting to a range of tasks.
• Understand the importance of legible and neat presentation in communicating effectively, and in creating the right ‘first’ impression of their work.

Handwriting

Organisation

Early Years and Key Stage 1
Children are taught in whole class sessions, explicitly for handwriting and also in conjunction with spelling in letters and Sounds.

Children are taught
• How to hold a pencil in a comfortable grip.
• How to sit in a comfortable position.
• How to form individual letters - many letters can be drawn inside a circle and are therefore rounded in nature.
• How to exercise control over size of letters
• How to exercise control over spacing of letters within and between words.

*Children should be made aware that hearts and ‘footballs’ are not suitable when writing lower case ‘i’!

Foundation Stage
In EYFS the emphasis is on children recognising the shape of the letters and forming them correctly.

Year 1
Children are taught the basic leading lines and encouraged to start writing in a joined cursive script on a line as soon as they are able.

**Year 2**
All children are expected to develop a legible cursive style.

**Years 3 and 4**
On entry to Year 3 children should ideally have short weekly sessions. The children consolidate their use of the basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through practice. By Year 4, cursive handwriting is used at all times unless other specific forms are required, e.g. printing on a map, a fast script for notes. The quickest improvement in handwriting skills can be achieved by allowing the children to copy from a piece of writing on paper, in front of them. When copying from the board, precision is lost as the child keeps looking up at the board and down at their book. It is also harder to translate sizing accurately from the board.

Frequent, weekly handwriting sessions will continue in Year 4. The aim should be for the majority of children to be using a pen for some pieces of work in the Spring Term of Year 4. Handwriting is included in the homework cycle.

**Years 5 and 6**

Years 5 and 6 are used to consolidate learning for those children who have not yet achieved a fluent and legible joined script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Experimentation with writing implements is encouraged with the aim of increasing speed whilst maintaining legibility. Years 5 and 6 should have at least one weekly handwriting session, though some children may need extra practice, at the discretion of the class teacher.

**Adult Handwriting**
The teachers and support staff will model handwriting for the pupils. All should produce quality writing at all times including when marking or commenting on pupils’ work and on displays.

**Inclusion**
The vast majority of pupils learn quickly how to write legibly and fluently. Every child is encouraged to adopt the school’s style of handwriting. If however a child has an established joined handwriting style that is acceptable but different from that taught at school, no attempts to modify the style will be taken.

**Provision for Special Educational Needs and Disabilities**
Some pupils need more support to develop legible and fluent handwriting and a specific individual or group programme is drawn up in consultation with the SEND co-ordinator.

Extra time may be given to complete work set. In some situations there may be a requirement for the children to use a word processor to complete tasks.

**Provision for left handed pupils**
All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Extra practice with left-to-right exercises may well be necessary before pupils write left to-right automatically.

**Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher and vice versa. Where possible, a left-handed model would be beneficial.**

**ICT**

Pupils are encouraged to use and evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

**Presentation**

In keeping with Appleton Roebuck Gold Standard - aiming for excellence in all we do - quality presentation of all work is central. Work is to be completed in pencil until children have been awarded a Pen Licence by the Head Teacher. Teachers will send work samples through to the Head Teacher to check when they feel that handwriting is of a "gold standard". In cases where children have difficulties with fine motor control in class 4, discretion will be used. All children are to use a pencil with all pieces of Maths work.

**The layout of work in Years 1 and 2 should be set up as described below when it is within the capability of the child**

- For Writing, Big Write and Topic work the long date should be used and for Maths, the short date. They should be placed on the left hand side of the page
- Pencil errors are to be rubbed out; errors in pen are to be crossed out with a single line using a ruler and pencil.
- Paragraphs are indicated by missing a line.

**The layout of work in KS2 (Y3-6) should be set out as described below:**

- For all work, DUMTUM should be used -
  - **Date, Underline, Miss a line, Title, Underline, Miss a Line**
- For English and Topic work long date and for Maths short date should be used and placed on the left hand side of the page, right of the margin and underlined with a pencil.
- **Title and ‘I can’ statement** are to be on the third line and begin on the right of the margin - **underlined** to introduce the learning intention.
- For Maths a margin should be drawn on all new pages. Margin should be 2 squares wide. A middle margin may be needed in some pieces of work.
- **Within lists, numbers are to be placed on the left of the margin and bullet points to the right of the margin.**
Paragraphs are indicated by a new line. Years 3 and 4 are to leave a line to indicate the start of a new paragraph. This will progress onto starting a new line with indentation, rather than missing a line in Class 4.

At the beginning of the next lesson, a line is to be drawn beneath the work and teacher comment - rule off.

**Handwriting Pen Licences**

Our aim is to encourage children to become proficient with a pen, so that by the middle of Year 5 most children are writing with a pen for most of English and topic work. Speed work in rough / jotters can be in pen or pencil at the teacher's discretion.

If a child has developed the skills required in joining, correct sizing and shaping and is also producing very neat work consistently across the curriculum, then initially, the teacher will allow them to practise using a pen in handwriting sessions only in preparation for receiving their pen Licence from the Head Teacher.

This will:
1. Give them a boost.
2. Allow them to 'iron out' the inevitable dip in quality when starting to use pen.
3. Allow them to become proficient in handwriting sessions where there is not so much pressure and emphasis on trying to finish a longer piece of English / Topic work.

**Criteria for awarding Pen Licences**

These criteria should be displayed in all classrooms (simplified for KS1) and children are asked to demonstrate the criteria within their work consistently.

1. The first letter of every word should start on the line so that the writer leads from the line and into the start of the letter - see script below.
2. All letters are to be rounded and the same size - children are to be able to control the size of s.
3. There must be a distinct difference between the height of "ordinary letters" and those with ascenders and descenders. Ascenders and descenders must be straight, not slanted / dragging.
4. Descenders on loops must be straight before looping. Loops must not be too long so as to interfere with writing on the line below.
5. Letters o, v, w join at the top and v and w are pointed, not rounded.
6. Handwriting is fluent, anchored to the line. Capitals are to be used appropriately and the same height as letters with ascenders.

A Pen Licence should be withdrawn if a child's quality of handwriting deteriorates over a significant period of time.

**Assessment and monitoring**

- A termly 6 week challenge covering the criteria will be set by the Head Teacher.

**Date of Governor Agreement:** October 2015

**Date of Review:** October 2017
Appleton Roebuck Primary School Chair of Governors: H Gibbs

Appleton Roebuck Primary School: A L Commins
Handwriting Script - Y1-Y6

strokes

i t l u

two o'clock letters
c a o g q d s f o r s

bridge letters
r n m h b k p

top joins
o r w w

tail letters (descenders)
g y j f o r s p q

oddities
e x z

joining one letter to another should flow naturally from the final flick of one letter to the approach stroke of the next:

cape becomes cape

gates becomes gates

Numbers

1 2 3 4 5 or 5

6 7 8 9 0