



Handwriting and Presentation Policy

Rationale of the Subject

We believe that a whole school approach to developing an effective cursive script will give pupils a tool that will quickly raise confidence and pride in their own writing skills.

"By writing much, one learns to write well." -Robert Southey

"Write quickly and you will never write well. Write well, and you will soon write quickly." -Marcus Fabius Quintilianus

Dancing in all its forms cannot be excluded from the curriculum of all noble education; dancing with the feet, with ideas, with words, and, need I add that one must also be able to dance with the pen? ~Friedrich Nietzsche

Aims

- ❖ To raise standards in writing across the school.
- ❖ To have a consistent approach when teaching handwriting throughout the school.
- ❖ To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

Teaching Methodology and Organisation

For agreed letter formation please see appendix 1, there are also exemplars on the school's learning platform and in all classrooms. This school has agreed to employ the 'Truly Cursive script' by Elaine Wood, as a basis for letter formation strategy.

The target for children is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words. As the pupils progress through the school they consolidate their use of the cursive script ensuring consistency in size, proportion, and spacing of letters. Handwriting speed, fluency and legibility are built up through practice.

Children will experience a variety of printed script within their school environment.

Teaching Time:

- In Key Stage Two, children will have handwriting teaching and learning sessions at least once a week during skills sessions or SODA (Start of Day Activities.)

Handwriting Expectation for Foundation Stage and Key Stage One at Jackfield Infants. (Moorpark's main feeder infant school):

- In the Foundation Stage, children will learn how to hold a pencil and how to form basic letter shapes with the features of cursive script (slip road in and flick out). This will only begin once the individual child reaches the appropriate stage of writing development, assessed accordingly by the child's teacher.
- Children begin fully cursive handwriting in Year One when ready, as assessed accordingly by their class teacher, by starting to join their letters.

- Children and adults will use the agreed format for writing numbers. (see appendix 3)

Handwriting Guidance for Key Stage Two:

- All children in Key Stage Two will practise their letter formation when learning their weekly spellings.
- At the beginning of each term pupils will be presented with a pen licence success criteria checklist to assess if they are ready to apply for a pen licence. This will be when they meet mastering level skills, when they are producing a consistently accurate cursive script.
- If a child receives a pen, their pen licence will follow them into their next year group. The pen licence will be revoked if presentation does not remain consistent.
- By upper Key Stage Two, experimentation and creativity with different styles and writing implements is encouraged for pupils with confident, consistently accurate cursive handwriting.

Presentation Guidance:

- All work must begin with the date.
- In English lessons this must be written in the following way: Tuesday 24th February 2009.
- In all other subjects the short date can be written in the following format: 24.02.09
- The date should be written on the top line, starting at the left of the page (not in the margin)
- The date, title and subheadings should be underlined with a ruler.
- The next line should be missed and the title should be written on the following line and underlined.
- Children should write from the margin to the edge of the page.
- To paragraph in writing, a line should be missed out between paragraphs.
- The whole school rules for paragraphing are:

Rule 1 : change in time

Rule 2: change in place

Rule 3:change in speaker 66 99 new speaker new line

Rule 4: change in idea/ topic/ theme

- Mistakes should be crossed out with a single line. In Maths an eraser can be used at the teacher's discretion.
- In Maths a page can be folded vertically to prevent wasted paper.
- In squared paper maths books, children will write one digit or operator in each square.

Writing Tools:

- Children should use a pencil in all subjects, until a pen licence is achieved.
- Children in all year groups, should always use a pencil in maths.
- Once a pen licence has been achieved, a pen will be used in all writing (with exceptions when labelling science diagrams.)
- Fibre tipped, blue handwriting pens will be supplied by school. (No ball point ink or gel pens will be used in writing.)
- In Upper Key Stage Two, the children may use a suitable blue fibre tipped handwriting pen supplied by home, as agreed by their class teacher.
- Coloured pens, pencils or highlighters may be used for self and peer assessment at the teacher's discretion to identify grammatical terms, punctuation etc or as part of a mind mapping exercise.

- White paper correction fluid is not to be used in school.
- Colouring in, in books will be by pencil crayons only.
- Completed pieces of work should be underlined with a ruler. Work may continue on the same page using the appropriate space available.

Equal Opportunities / Inclusion

Teachers ensure that all children gain equal access to the handwriting strategy regardless of gender, ethnicity and ability.

Differentiation

All children are given the task in relation to their personal stage of developing handwriting. The Able and Talented children are extended through extra-curricular activities, opportunity to share their success in the school community; and those pupils targeting a specific challenge in handwriting, will be further supported in their progress through an IEP (Individual Education Plan), monitored by the class teacher and the inclusion team. Thicker triangular pencils, pencil grips and wider lines may be strategies employed by children experiencing challenges in writing, alongside other activities to develop their fine motor skills.

Resources

- ❖ Truly cursive script by Elaine Wood – laminated pattern and letter formation placemats.
- ❖ Sharp pencils, handwriting pens and dry-wipe pens.
- ❖ Multi-sensory equipment e.g. sand, foam
- ❖ Lined dry-wipe whiteboards.
- ❖ Join-it cursive electronic font pack.

Planning

Teaching and learning handwriting sessions are recorded in the individual class short term planning/ weekly timetable.

Assessment, Record Keeping and Monitoring

Staff use the outcomes of ongoing teacher assessment to help them make informed decisions about the progress of individual children, set targets and inform planning.

Formative Assessment

Suitable tasks for assessment include:

- ❖ Pupil's writing
- ❖ Word level tasks

Monitoring and Evaluation

The curriculum team and senior leaders take responsibility for the monitoring of the curriculum and the standards achieved by the pupils. Monitoring takes the form of:

- ❖ Lesson observations
- ❖ Scrutiny of work and planning
- ❖ Formal and informal discussions

Record keeping

- ❖ On weekly plans staff note pupils that exceed or struggle to meet the required level of attainment.
- ❖ Records are kept of half termly judgements against the expectations set out by the National Curriculum objectives and standards.
- ❖ Records are kept of handwriting attainment in individual pupil achievement profiles.

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