



Charfields C of E Primary School

Handwriting and Presentation Toolkit

Updated April 2021

Handwriting and Presentation

Rationale:

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Presentation across the school:

- All books are named with names are typed on white stickers.
- Every piece of work is dated (long date or short date (maths), with the date written right side aligned.)
- Title or Learning Objectives is written on the next line, in the centre. Titles are underlined from Year 3 onwards.
- Modelled examples are used to introduce new skills and reinforce expectations.
- Children use guidelines if they are writing on plain paper (from Y2 onwards). All drawings and diagrams are in pencil.
- Pencil crayons, not felt pens, are used in exercise books.
- **Green** coloured pencils are used for specific reasons by children e.g. self –correcting, editing or peer assessment.
- One single line is used to cross out mistakes or edit writing.
- Books are well kept with no writing or doodling on the outside or inside of covers.
- If using a text book the name and page number is stated clearly. Children are taught where to start a new piece of work.
- Poor presentation is challenged through verbal feedback and marking.
- Displays reflect good handwriting and presentation and are well maintained.

Handwriting across the school:

- Children are encouraged to use a continuous cursive handwriting style. When writing on the board and in books, teachers will model this style of handwriting. Although joining is taught and expected, pupils can take personal decisions as to which letters to leave unjoined as per National Curriculum.
- Pupils are encouraged to maintain a correct posture and pencil grip. Handwriting is discretely taught daily in the Foundation Stage and at least weekly throughout the Key stages, tailored to individual needs.

- Opportunities for linking phonics and spelling to handwriting are used on a daily basis.
- It may be necessary to implement additional handwriting sessions to those children whose letter formation, joining or speed requires improvement.
- Children write in pencil until their handwriting and presentation is considered to be neat enough to use pen (usually at some point during Year 5)
- Pupils write in black pen (no biros).

Specific Progression:

Foundation Stage

- Children are taught correct letter and number formation, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right. Use of rulers for labelling is modelled by teachers and rulers are available for child initiated learning.
- Some children are taught how to write 'on the line'.

Years 1 and 2

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They are taught which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to underline and label neatly with a ruler.

Years 3 and 4

- They work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including for margins, underlining, diagrams and labelling.
- Children write in paragraphs around a theme.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- Children write in black pen (not biro) when ready, except for maths where work is done with a sharp pencil.
- They are expected to use a ruler to draw lines, including margins (where required), underlining, diagrams and labelling.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genre.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

Inclusion:

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment.

Celebration and Motivation:

All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard, including homework, in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy (House Points/ Handwriting Award/ Displaying for others to see)
- Sharing good work in whole school Collective Worship.
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children. Displays provide excellent examples of handwriting in practice.

Monitoring:

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teachers and at staff meetings.

National Curriculum guidance 2014

Early Years/KS1

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.*

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs

Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

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.*

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

KS2

Lower KS2

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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.*

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Upper KS2

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.*

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.