

MOSELEY

CHURCH OF ENGLAND
PRIMARY SCHOOL



Handwriting and Presentation Policy

Presented to Governors on 22.9.21

Date for renewal: September 2022

1. SCHOOL MISSION STATEMENT

Our successful Christian school offers a wide range of exciting and educational opportunities to enhance skills, talents and creativity. The school community appreciates and accepts others, and celebrates the achievements of all. We have supportive and trusting relationships with God and all his children. As a result, we take responsibility and welcome absolutely everyone into a caring and safe environment, where we are all guided to work together.

2. AIMS OF THE SCHOOL

At Moseley C of E Primary School, we want ALL of our children to:

- Have an enthusiasm and thirst for learning
- Have confidence to be themselves and consistently aim high to challenge their potential;
- Have an awareness for the world beyond their own – have respect and understanding of others with circumstances different to their own;
- Explore all opportunities provided to discover their talents and abilities;
- Be kind and respectful members of their community;
- Have embedded morals;
- Have fun, good memories of their school life;
- Be inspirational role models.

3. STATEMENT OF INTENT

At Moseley CofE Primary School we set consistently high expectations for all children, in all subjects, across our curriculum. We believe that neat, well-formed handwriting and presentation of written work helps to raise and maintain high standards.

We encourage all children to be responsible for producing high quality work in all lessons; showing pride and having a sense of ownership over their own learning. Children will be taught that different styles of presentation are appropriate for different pieces of work and different circumstances. However, we will encourage all children to present their work in a neat and organised manner in all lessons.

We believe that handwriting is an important basic skill that influences the quality of work throughout the curriculum.

4. AIMS AND PURPOSES OF THIS POLICY

We aim to:

- Consistently set high expectations for the standard of presentation expected of all children in all their work in all lessons.
- Instil in the children a sense of pride in their work by making explicit, acceptable standards of presentation in their work
- Provide a caring, supportive atmosphere within which children can be guided to improve their presentation so that they reach their full potential.
- Help all pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 2 pupils will be expected to join the majority of their handwriting.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letter forms (cursive, printed or capital letters) to help communicate meaning clearly.

5. PRESENTATION

All adults will promote high expectations for presentation and will consistently model these by using the school's Letterjoin handwriting font and demonstrating high expectations for their own presentation in all written work, marking comments and resources they produce.

Teachers will use worksheets sparingly to promote and support our high expectations for presentation and to uphold our commitment to reducing paper wastage to limit our use of the world's finite resources. Any photocopied resources will be trimmed before being stuck neatly into books.

From Reception to Year 6 all teachers will explicitly teach children how to set out and present their work in each subject.

Children will be expected to repeat poor quality work and complete incomplete work (where appropriate) in their own time.

Children will be taught that different styles of presentation are appropriate for different pieces of work and different circumstances. However, pupils are expected to:

- Look after exercise books and not draw or doodle on or in them
- Think about and plan their work so it looks attractive and well presented
- Only use writing and drawing media that is fit for purpose
- Always use a ruler to draw straight lines.
- Set out, number and annotate work appropriately.
- Cross through mistakes and edit alterations with a single line. Erasers should only be used occasionally and when necessary.

6. PRESENTATION OF WRITTEN WORK

6.1 Presentation in EYFS

Children will have access to sharpened pencils for mark-making, writing and drawing.

Children will be taught to write on a line, starting at the left hand side of the page.

6.2 Presentation in KS1 and KS2

Children will use sharpened pencils for writing and drawing.

Sharpened pencils will be used for all drawings, graphs, charts and diagrams.

Children will be taught to write on the line, starting at the left hand side of the page or the margin.

Pens should be used for writing by all children who have achieved a consistent, cursive style.

It is our aim that all children will achieve this by the end of year 3.

Moseley C of E Primary School is committed to the safeguarding and promoting of well-being for all children

When mistakes are made, a simple line across the mistake should be used (e.g. ~~couldn't~~ couldn't). Erasers are only to be used for graphs, charts, diagrams or drawings.

Displayed work should always be a celebration of a child's best work and should be beautifully presented and be the highest quality work a child is able to produce.

6.3 Date and Learning Objective

The long date will be used in all written work.

All work will be labelled with a learning objective that is linked to the National Curriculum and the work they are doing. Learning Objectives (LO) must be clear and help the children to understand what they are learning.

The date will be written on the top line and then the LO will be written on the next line down. Both the date and LO will be underlined with a straight line, using a ruler.

In Year 1, the date and Learning Objective (LO) will be stuck into books prior to the lesson. During Y1 the children will be taught to put the date on their work. By the end of Year 1 most children will be expected to write the date by themselves.

In Year 2, the children will be taught to write the date and LO on the page themselves and underline both neatly using a ruler.

From Year 3 onwards most children will be expected to write the date and LO in all lessons; using a ruler to underline the date and LO.

If there is sufficient space on the page, after the teacher's written feedback, the children will miss a line and then draw a straight line with a ruler to show that piece of work is finished. The next piece of work will start, with the date and LO underlined, under that.

7 PRESENTATION IN MATHEMATICS

We teach Maths using a Concrete – Pictorial – Abstract approach based on the White Rose Scheme of learning. Children will be taught to use concrete objects and pictorial representations to understand mathematical concepts, support their mathematical reasoning and make links that will support their understanding of abstract mathematical concepts and understanding of formal written methods.

Some Maths lessons will be practical lessons. In these lessons, children will demonstrate their learning using concrete resources. Photographs might be used to capture this learning only if these are necessary for assessment purposes or if they will support children's future learning. Any photographs will be carefully trimmed and stuck into children's books.

Children will be encouraged to use pictorial representations to support their understanding and thinking. Children will be taught how to present these in an organised way in their maths books.

7.1 Presentation in EYFS

Children will have access to sharpened pencils for mark-making, writing and drawing.

In Reception, number work is primarily practical though pupils might record their work / jottings on white boards or paper. When work is recorded, children will be encouraged to organise their jottings in a way that supports their mathematical thinking. Children in Reception will be taught to use correct number formation.

7.2 Presentation in KS1 and KS2

Children will be taught to use correct number formation.

Question numbers, will be written in the margin.

Maths books are squared to support children to organise and present their pictorial methods, calculations, graphs, tables and charts.

Children will be taught, and expected, to place one numeral or mathematical symbol in each square.

7.3 Date and Learning Objective

The short date will be used in Maths.

In Year 1, the date and Learning Objective (LO) will be stuck into books prior to the lesson. During Y1 the children will be taught to put the date on their work. By the end of Year 1 most children will be expected to write the date by themselves.

In Year 2, the children will be taught to write the date and LO on the page themselves and underline both neatly using a ruler.

From Year 2 onwards, children will be taught to draw a margin of 2 squares into their maths books using a ruler.

The short date will be written at the top of the piece of work and underlined

The LO will be written underneath this and also underlined.

Children will be taught to use correct presentation when formal written methods of calculation, charts, tables and graphs are taught. Children will be expected to use correct presentation to organise their work to support accuracy and mathematical thinking.

If it is necessary for worksheet questions to be used, these must be trimmed and then carefully stuck into books. Children will complete calculations on the squares in their books, either next to or below the question.

If there is sufficient space on the page, after the teacher's written feedback, the children will miss a line and then draw a straight line with a ruler to show that piece of work is finished. The next piece of work will start, with the date and LO underlined, under that.

8. HANDWRITING

"Handwriting is a tool that has to work. It must be comfortable, fast and legible." (Angela Webb, Chair, National Handwriting Association)

We use 'Letter-join' as the basis of our handwriting policy which covers all of the handwriting requirements of the 2014 National Curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with children's creative thinking or learning.

Children must learn to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that a child's handwriting becomes a skill that requires little effort and thought, so that creative and physical energy can be focused on the content of writing, rather than upon the act.

8.1 Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and develop their handwriting with a sense of achievement and pride. Displays around the school and classroom should model clear joined handwriting as well as other fonts. The cursive font should be displayed in classrooms and on teacher produced resources and materials to ensure familiarity with the style.

8.2 Handwriting frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons.

Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. This should be Key Stage appropriate and used to reinforce letter formation and joining patterns.

8.3 Reception

Patterns relating to letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movements and muscle strength. Letters are also introduced in varied, multi- sensory sessions: writing letters in the air, on backs or hands; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials.

We aim for two to three weekly sessions totalling 30 to 45 minutes that will include the following;

- Movements to enhance gross motor skills such as air writing or pattern making.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays, I-pads and tablets.
- Letter learning to familiarise letter shapes, formation and vocabulary.

8.4 Years 1 to 3

Teaching will continue with two or three weekly sessions totalling 30 to 45 minutes covering:

- Gross and fine motor skills exercises
- Cursive handwriting reinforcement, learning and practice

- Numerals, capitals and printed letters: where and when to use, learning and practice

8.5 Years 4 to 6

More advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes:

- Cursive handwriting practice
- Form filling/labelling using printed and capital letters
- Dictation exercises to teach the need for quick notes and speedy handwriting.

Older children joining the school will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.

8.6 Letter formation

Letters are written on a base line, all cursive letters 'start on the line' with a 'lead in' and 'end with a hook'.

Cursive Lower Case Letters



Printed or capital letters can be used for posters, notices, headings, labelling and form filling.

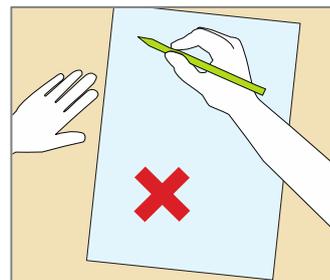
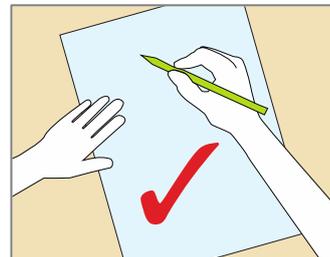
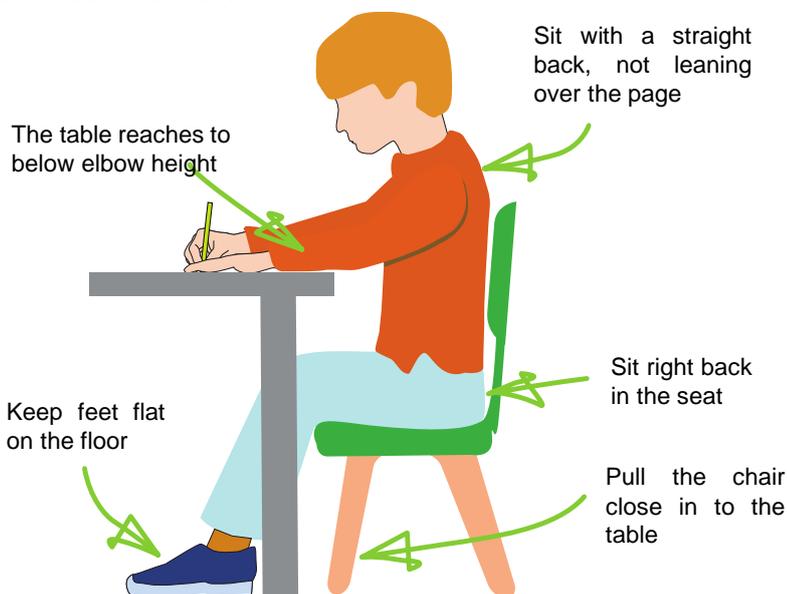


Speedy handwriting can be used for note taking and dictation.

8.7 Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

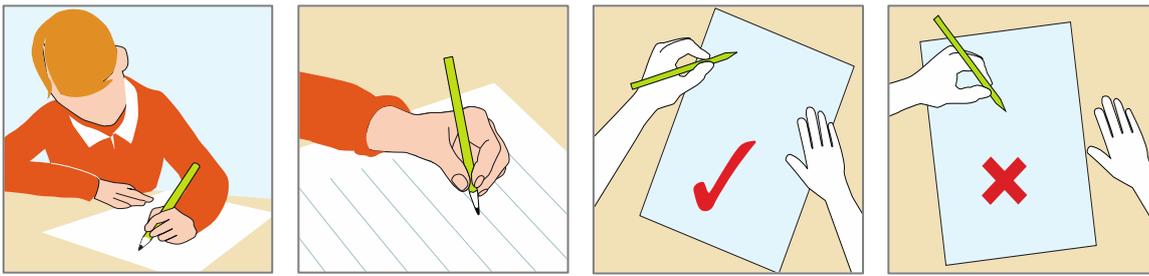


8.8 Left-handed children

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

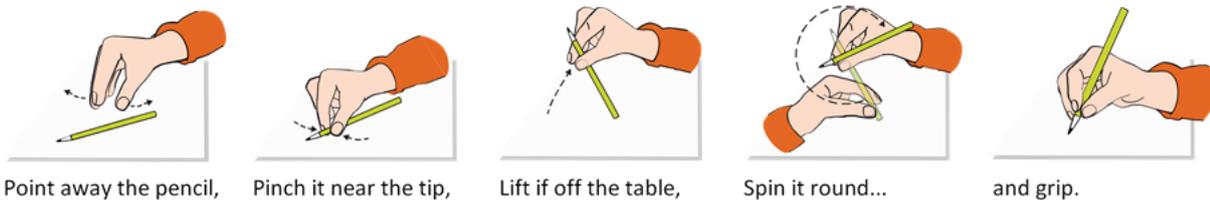


Paper position for left-handed

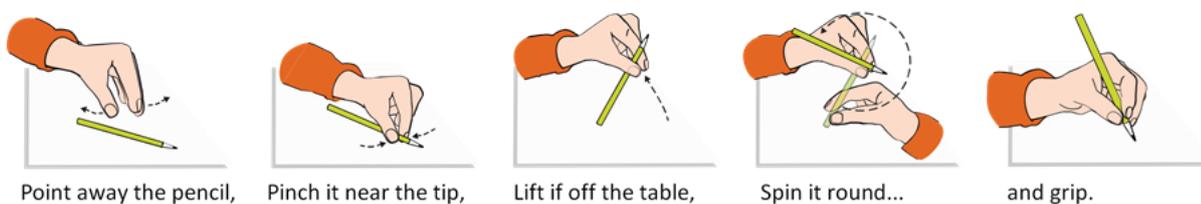
8.9 The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Left-handed pencil grip



9. RESOURCES AND WRITING MATERIALS

Children are given opportunities to use a variety of high quality writing tools and art materials.

Sharpened pencils will be used for writing and drawing. The blue pens should be used by all children who have achieved a consistent, cursive style.

Children will practice their handwriting in a handwriting book used for this specific purpose.

Guidelines should be used when writing on plain paper.

10 INCLUSION

As recommended by the British Dyslexia Association, we have adopted a continuous cursive style of writing. The key advantages of this are:

- Making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape.
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (b/d and p/q)
- There is a clearer distinction between capital and lower case letters.
- The continuous flow of writing ultimately improves speed and spelling

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established and are consistently developed a handwriting pen can be used.

The SENDCO can provide advice and resources to support children who have difficulty with fine motor skills; including pencil grips, fine motor control programmes and referral to outside agencies where necessary.

11. ROLE OF PARENTS AND CARERS

Children should be encouraged to maintain high standards of presentation and use the cursive script in all written work including homework.

The agreed cursive style will be shared with all parents at the start of the school year by the class teacher.

As a catalyst to speedy, fluent handwriting, we encourage parents and carers to use the Letter-join resources at home using our Home Edition of Letter-join.

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers might also set specific tasks such as:

- Magic Patterns
- Magic Words
- PhonicsMatch
- Word Search
- Word Bank
- Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

12. LINKS TO OTHER SCHOOL POLICIES

- Teaching & Learning Policy
- Curriculum Policy
- Learning Environment and Display Policy

13. MONITORING AND REVIEW

- Class teachers and teaching assistants are responsible for monitoring children's handwriting and presentation in all lessons.
- Members of SLT and subject leaders will monitor the impact of this policy on children's presentation and handwriting during learning walks and work scrutiny.

This policy was presented to the Governors on 22.09.2021

This policy will next be reviewed in September 2024.