



Handwriting and Presentation Policy

ABSTRACT

Outlines the school's expectations regarding handwriting and presentation for all children at Grange. We expect all our pupils to develop a neat, cursive handwriting by the time they leave year 6

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|-------------|----------------|
| APPROVED | Headteacher |
| POLICY DATE | Autumn 2022 |
| REVIEW | September 2025 |

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 for their work. We aim for pupils to learn that different levels of presentation are appropriate for different pieces of work and different circumstances.

Presentation across the school:

- All books are named with the subject and child's full name on the front of the book
- The child writes the long date on every piece of work and underlines it in pencil.
- The short date is used in maths and abbreviated as follows: dd/mm/yyyy
- The child writes the WALT and underlines it in pencil (What Am Learning Today? I am learning to...)
- EYFS, Year 1 & children who have difficulty in writing, can have a typed copy of the date and WALT cut and stuck neatly into their books.
- A pencil is used for all maths work, drawings and diagrams.
- Only coloured pencils are to be used in exercise books
- Handwriting pens are to be issued to any child who has met the standard required to hold a pen licence.
- Once received, a pen licence should remain on the child's table and used for all lessons. **(except maths)**
- A pen licence may be withdrawn if standards of handwriting and presentation continuously fall below the expected standard
- A pencil is to be used for all corrections, editing and peer assessment.
- One single ruled line is used to cross out mistakes or edit writing
- All books have a plastic cover
- Books are well kept with no doodling on the outside or inside covers
- Worksheets and strips of paper are neatly trimmed, straight and flat before being stuck into books.
- Worksheets are neatly folded if too large for the page
- If using a text book the name and page number is stated
- Children are taught where to start a new piece of work
- Poor presentation is challenged through verbal feedback and marking
- Tippex and correction pens are not to be used by children
- Children are taught to write clearly and legibly using a cursive or pre-cursive script
- All staff are to model neat, legible, joined handwriting

Presentation Protocol

| | EYFS | Year 1 | Year2 | Year 3&4 | Year 5&6 |
|--|---|---|--|--|--|
| Writing implements | A selection of 'beginners' thick and fine writing implements. Chunky triangular pencils are introduced | A selection of 'beginners' thick and fine writing implements. Chunky triangular pencils are introduced. Thin triangular pencils with grips then fine pencils with grips for most pupils | Fine pencils are use with the introduction of handwriting pens for all written work except maths, once a child is able to join. It is expected that by the end of year 2 most children will be able to join. | Introduce handwriting pens as appropriate for all written work except Maths. | All pupils should be using handwriting pens for written work except maths. |
| Felt tips should not be used in exercise books. | | | | | |
| Self-correction | A simple, ruled line through the work, to show where child has self-corrected. An eraser may be used at the discretion of the teacher for final draft work. | | | A simple, ruled line through the work, to show where the child has self – corrected. An eraser may be used at the discretion of the teacher for final draft work. | |
| Ruler use | All straight lines to be drawn with a ruler; younger pupils will need to be taught how to do this. A ruler is used for graphs, charts, tables, underlining, crossing out. | | | | |
| New work | New work to commence on a new page | All work to be dated by child or teacher across the top line for all written work. E.g. <u>Tuesday 1st September 2020</u> Maths to use a numbered date e.g. <u>01/09/2020</u> on the top, right-hand side. | | All written work to be dated (by child or adult as appropriate) across the top line and underlined. E.g. <u>Tuesday 1st September 2020</u> Maths to use a numbered date e.g. <u>01/09/2020</u> on the top, right-hand side. | |
| Paper | To use unlined paper for the majority of the time. Large squared paper | Teachers should select lined paper, appropriate to the size of writing, so that pupils can position writing correctly on the line. Large squared paper/books for Maths are used in KS1 | | Narrow lines and small squared exercise books and paper. Wide lines and large Squared exercise books for some pupils at teacher discretion. | |

Handwriting Policy

At Grange, we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum. Handwriting is a basic skill that influences the quality of work throughout the curriculum. At 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 creative and mental thinking.

School Aims:

We aim for our 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 6, pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

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 developing their handwriting with a sense of achievement and pride.

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.

EYFS

For our youngest pupils we aim for daily sessions that will include the following:

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

YEARS 1 TO 3:

Children should have handwriting practise up to four sessions a week for at least 15 minutes covering:

- Gross and fine motor skills exercises.
- Pre-cursive handwriting reinforcement, learning and practice, moving on to cursive once they have secure pencil control
- Numerals, capitals and printed letters: where and when to use, learning and practice. Simple dictation exercises to teach speedy handwriting in the summer term

YEARS 4 TO 6:

More advanced handwriting techniques will be taught between two or three time a week, using Letter Join

Children should be taught:

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

Left-handed children

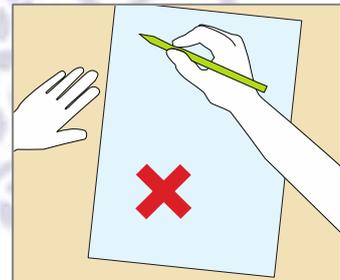
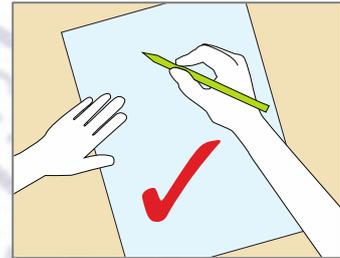
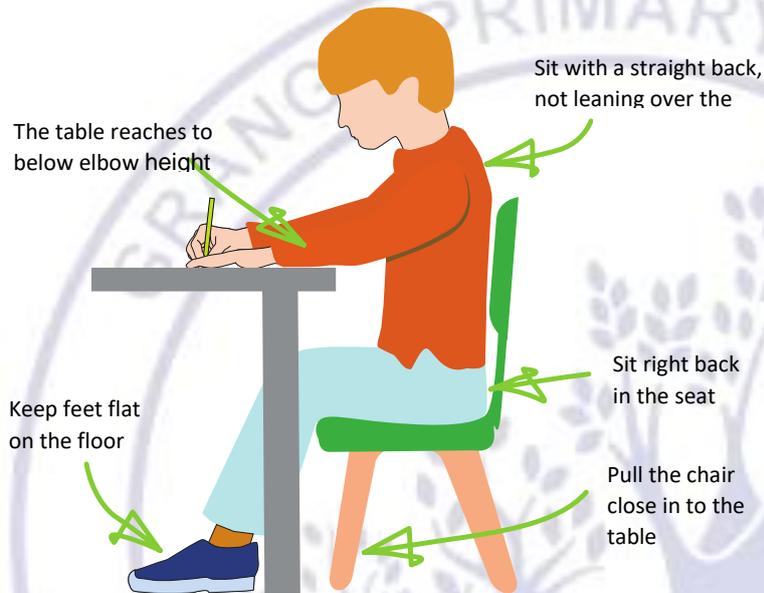
Should be sat to the left of a right-handed pupil or at the end of a row rather than the middle.

Often, children will have to slant their book in order to write. There is no reason why a left-handed child should not be able to join fluently, even if it takes them a little longer.

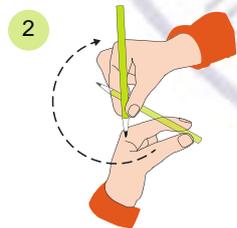
Correct posture and pencil grip for handwriting

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

SITTING POSITION

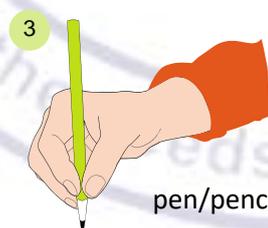


Paper position for right-handed children



held allowing controlled movements of the pen/pencil nib.

THE TRIPOD PENCIL GRIP



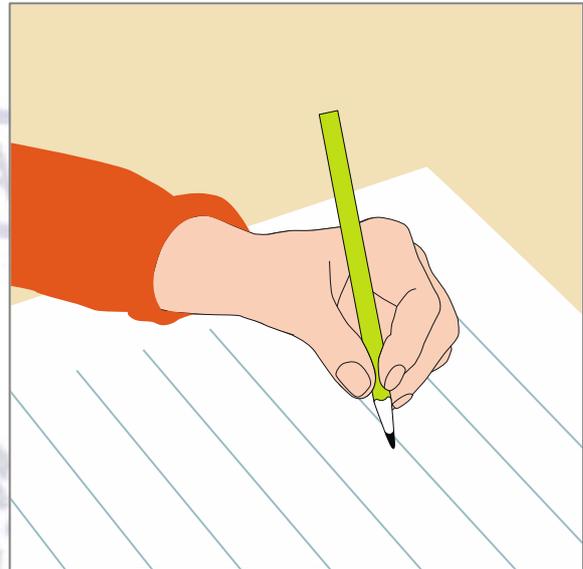
pen/pencil to be securely whilst

Both right and left-handed children should be encouraged to use the tripod grip, which allows the

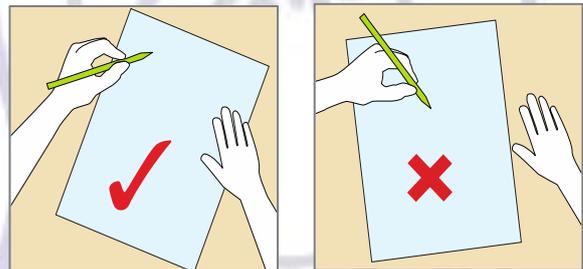
- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate 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 children

INCLUSION

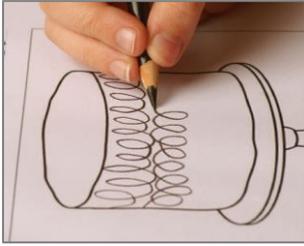
Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. Pupils that are more competent can use a ballpoint pen.

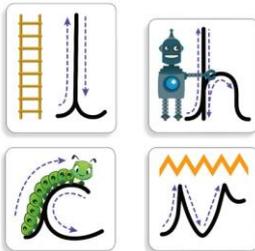
Key Stage Teaching

FOUNDATION



- Sit in the correct position and hold a pencil correctly to allow fluid movement of the nib.
- Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.

RECEPTION



- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
- Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
- Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
- Have an understanding of writing their own name.
- Understanding different shaped letter families.

KS1



- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.

- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

KS2

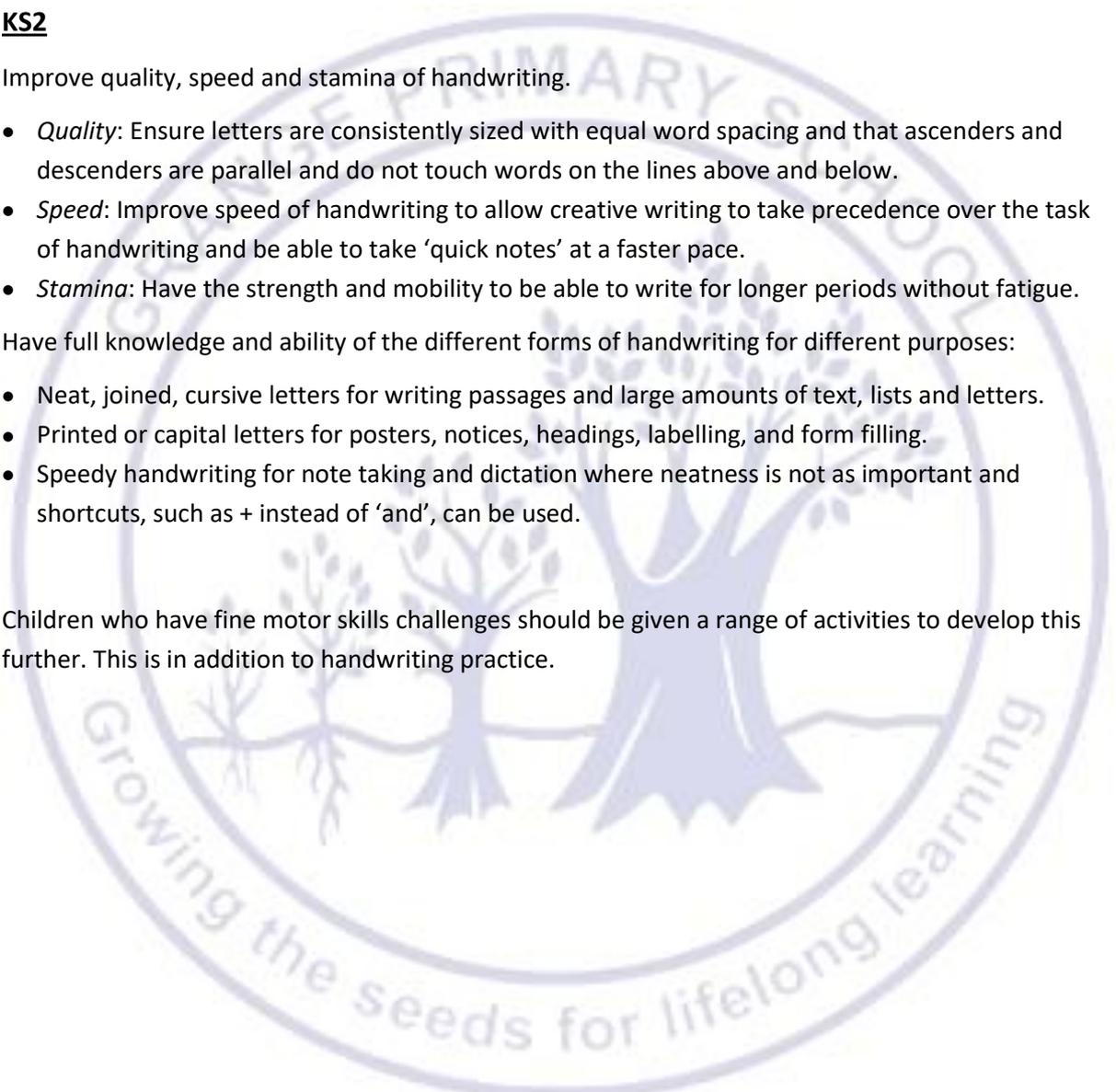
Improve quality, speed and stamina of handwriting.

- *Quality*: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed*: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina*: Have the strength and mobility to be able to write for longer periods without fatigue.

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Children who have fine motor skills challenges should be given a range of activities to develop this further. This is in addition to handwriting practice.



Growing the seeds for lifelong learning