



Handwriting and Presentation Policy

Knaphill Federation of Schools	
Policy: Handwriting and Presentation Policy	
Governors' Committee Responsible: Children & Learning	
Policy Originator: J. Concannon	Review Period: Three Years
Status: Non Statutory Highly Recommended	Next review Date: Spring 2021

INTRODUCTION

Our visions and values are at the core of everything we do. They underpin our teaching and learning and provide an environment which prepares our pupils as confident, happy citizens.

At the Knaphill Federation of Schools: ‘ We provide the best education, which ensures every child achieves their full potential, whilst successfully equipping them with the key life skills, knowledge and values necessary to flourish in an exciting, ever changing modern world.’

At the heart of our school are our four core values. These underpin everything that we strive to achieve for our pupils, staff, parents and community. Our values are:

Trust
Respect
Perseverance
Enjoyment

By trust we mean everyone:

- knows the importance of trusting each other and not letting people down
- is reliable and has a sense of right and wrong
- has a caring behaviour towards other people
- trusts adults in schools to help them with any concerns they may have

By respect we mean everyone:

- values all members of the school community
- displays good manners at all times
- displays tolerance of others with different points of views
- shows respect for all indoor and outdoor learning environments and resources used

By perseverance we mean everyone:

- is willing to work to the highest level
- produces work to the best of their ability
- develops confidence and enthusiasm for learning
- keeps going even when work gets tough

By enjoyment we mean everyone:

- promotes a sense of pride in their own and peers' work and achievements
- sets high standards and personal goals for improvement
- is happy and eager to learn in harmony with each other
- develops a healthy body and mind and values the difference education can make

Presentation

Presentation is an important part of children's learning. The quality of presentation reflects the effort and pride a child has taken in their work. Each child should have a clear understanding of what is expected from them when producing a piece of work and know that this will apply whichever teacher is taking the class. The expectation should be of the highest possible standard appropriate to the ability of the child and should develop a sense of pride and ownership.

Aims

Children

- Motivate each individual to present their work to the highest possible standard, increasing their confidence and self-esteem.
- Enable children to recognise work that is presented to a high standard.
- Ensure that each child knows the standard of presentation that is expected of them.
- Enable children to be proud of their achievements, by doing their best work and presenting it to the best of their ability.
- Encourage children to value every activity.

Staff

- To help children achieve expected standard and beyond in writing.
- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To have a consistent approach across the whole school.

Expectations

Children are expected to:

- Do their best work at all times and take pride in it.
- Complete all work set.
- Respect the work of others.
- Listen to and follow instructions for presenting work neatly.
- Use line guides if writing on plain paper (age appropriate).
- Use one single line to cross out mistakes or edit writing, if in pen; if writing in pencil, rubbers may be used.
- Re-draft learning that does not meet presentation expectations.
- Correct common age appropriate significant spellings by writing them out 3 times in green pen.

Staff are expected to:

Teaching staff are the most important role models for presentation and must have high expectations.

- Use all available resources e.g. lines and grids on the Interactive Whiteboard to model good practice.
- Ensure that handwriting, which is on display for the children, (on the interactive whiteboard, books, flip charts, display) is joined, legible, consistently formed and neat (in line with handwriting policy).
- Mark children's work using the agreed marking policy.
- Model examples to introduce new skills and reinforce expectations.
- Regularly remind children of expectations for presentation and finishing off work. This includes sharing these expectations with the children at the start of each academic year.
- Communicate clearly to children expectations for the presentation of their work.
- Monitor children's work daily and provide adequate time for completing it. All work should be finished and it is the responsibility of staff to ensure that this happens at break and lunchtimes if needed.
- Encourage children to edit their own work and provide strategies for presenting it appropriately.

- Ensure that poor presentation is challenged through verbal feedback and marking.
- Reward good handwriting and presentation in line with the whole-school behaviour policy, (verbal praise, house points, Headteacher stickers, Prince and Princess crowns and presentation pencils).

Guidelines for Presentation

Books

- All books are named with typed labels on the front of books.
- Children are expected to take the same care with home learning as they do in their class books.
- Both sides of the page should be used.
- Every piece of work is dated, (long date except Maths), and underlined, sometimes on Learning Objective strips (Year 1).
- Typed Learning Objectives (if used) are trimmed and stuck into books.
- A4 sheets of paper should be trimmed and stuck in neatly into exercise books.
- From Year 3, children will draw a double margin in their Maths books. They will only write one digit in each square.

Pens and Pencils

- Children from Year 3 aspire to achieve their pen license. Pens can be used from Year 3 onwards, at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Pens must be black fibre tip handwriting pens. No ballpoint, biro or felt pens should be used for writing.
- Green pens are to be used for editing and improving work and for responding to teachers' feedback.
- Colour pencils are used when colouring in books.
- Pencils should be used in all Maths books.

Handwriting

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand, ready for secondary school and adult life. Handwriting is a movement skill, which is taught by demonstration of the movements required to form the letters of our alphabet and mastered by practise of those movements.

In handwriting, as in other skills, children will develop at different rates; for that reason, it is important that there is a consistent style of handwriting throughout the school and that all staff consider themselves to be teachers of handwriting; with a clear understanding of the progression of skills and of how to remedy errors. It is not sufficient to exhort children to improve their handwriting; the different elements need to be taught and practiced. Early intervention is essential at every stage to prevent the acquisition of bad habits, which are difficult to correct.

Aims

Children

- To reach at least expected standard in writing.
- To achieve a neat, legible style with correctly formed letters in cursive handwriting.
- To develop accuracy and fluency.
- To recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective.
- To promote confidence and self-esteem.
- To take pride in their work.

Staff

- To model Knaphill style handwriting whenever writing in front of children.
- To ensure consistency in style across the school.
- To ensure that each adult in the school sees themselves as a handwriting teacher.
- To support children who need extra handwriting sessions through interventions, (if appropriate).
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

EYFS

On entry, children are involved in a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage. Children are introduced to activities to establish fine motor skills. Patterning, drawing and colouring helps establish the feeling of continuous flow and teaches the hands the most frequently used movements. Multi- sensory experiences ensure that the techniques are not only fun to learn, but that the skill is learnt effectively by pupils with a variety of learning styles.

Key Stage 1

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year 1 by starting to join their letters. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2.

By the end of Year 1, most children will form the majority of lower case letters correctly. They will have an understanding that writing sits on the line.

By the end of Year 2, most children will form the majority of lower case letters correctly. They will have an understanding that writing sits on the line. Additionally, they will write clear ascenders and descenders, clearly show the difference between upper and lower case letters as well as underlining the long date in English.

Key Stage 2

The target for children in Key Stage 2 is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style, or specialist handwriting books.
- The focus in Year 3, 4 and 5 will be to develop handwriting fluency and joins.
- Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.
- Pencils will be used in Maths or for drawing and completion of diagrams.
- All children in Key Stage 2 will practise their letter formation when copying their weekly spellings.

Scheme of Work

See appendix 1 for the Knaphill Federation of Schools Scheme of Work for Handwriting which closely links to the Penpals handwriting scheme. At Knaphill Federation of Schools, we follow the statutory and non-statutory guidance from the EYFS and National Curriculum 2014 (appendix 2)

Script

Please see appendix 3 for description of the letter formation used at Knaphill Federation of Schools. The school has made some adjustments to the Penpals script where formation of the letter was felt to be overly complicated or unsuitable for joining purposes.

Entitlement and Curriculum Provision

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Left Handed Children

Each left-handed child is identified to ensure that writing conditions are suitable. The following guidelines are useful to help left-handed children.

Guidelines for writing left-handed:

- The writing surface and chair are suitable for the child's own height and allows them to sit appropriately.
- The child sits towards the left of their partner leaving plenty of space for writing on the left side of his/her – mid line (this allows maximum space for arm movement).

- A writing tool which does not smudge.

Children with difficulties

Sometimes some children may experience difficulties and these will be addressed through differentiated work. Early intervention is important and the physical development needs of individual children will need to be considered with teaching handwriting. The Inclusion Leader will support staff to ensure that we meet the needs of all the children at Knaphill Federation of Schools.

Display

All classrooms should have a display of the correct letter formation so children can refer to it during their learning.

Writing Tools & Support

- Practise books/handwriting books
- KS2 – Handwriting pens with black ink.
- Children move to using a pen for all writing in Year 3 when they have achieved their pen licence.
- Teachers will model the correct letter formation in written work around the school.

Monitoring

- Handwriting and Presentation is monitored by the Senior Leadership Team on a regular basis through book scrutiny, lesson observations and pupil voice.
- Feedback will be shared with the class teacher and at SLT meetings.

Review

This policy will be reviewed before the start of each new academic year.

Written and reviewed by: SLT in collaboration with Teachers and Year Leaders Autumn Term 2019

Appendices

Appendix 1 – Knaphill Federation of Schools Handwriting Scheme of Work (Pen Pals guidance)

Children need to be taught to hold and pencil correctly and write in a legible and neat style, forming all letters correctly and making sure the letters are the correct sizes relative to one another.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<ul style="list-style-type: none"> To understand how to represent writing on a page. To sit correctly at a table and hold a pencil comfortably and correctly.* To begin to form all lower case letters in the correct direction; starting and finishing in the correct place. 					
Year 1	<ul style="list-style-type: none"> <i>To make sure the children sit comfortably when writing and hold a pencil correctly and comfortably*</i> <i>To form all letters correctly; starting and finishing in the correct place and recognising which letters belong to the same family when practicing.</i> <i>To join letters together to write words.** To form capital letters correctly.</i> <i>To form digits 0-9 correctly.</i> Leading lines on individual letters are introduced in groups of similarly formed letters and practice of these takes place in short regular bursts. Sessions begin with a multisensory approach where children use their “magic finger pencils” in the air, on their hand on their partners’ back. They are also encouraged to verbalise the movements of their finger / pencil (e.g. “start on the line, all the way up, straight back down...”etc). Teacher models writing on the board and children are given opportunities to practice their letters on whiteboards. When using paper all children write in pencil. Spellings are closely linked with handwriting activities, assisting the children with phonics skills required for successful reading. 					
<p>* Research shows pencil grip is very hard to correct beyond the age of 6. Therefore priority will be given to pencil grip and writing position during Reception and Year 1.</p> <p>** NC guidance (non-statutory): Pupils should revise correct letter formation across all year groups frequently. They should be taught to write using cursive script as soon as they can form letters securely with correct orientation. School policy: whole school learning cursive style writing from Reception.</p>						
Year 2	<ul style="list-style-type: none"> <i>To form lower case letters correctly, maintaining a consistent size with tall/low letters sized relative to one another.</i> <i>To join writing using appropriate diagonal and horizontal strokes and knowing which letters are best left un-joined.</i> <i>To write capital letters and digits using correct size, orientation and formation.</i> <i>To use regular sized spaces between words which reflects the size of the letters and to keep handwriting neat.</i> Teacher models writing on the board and children are given opportunities to practise their letters on whiteboards or specific handwriting books. When using paper all children write in pencil and correct in green pen. Spellings are closely linked with handwriting activities, assisting the children with phonics skills required for successful reading. As children progress through year 1 and into year 2, they are shown how to use the individual leading lines to join pairs and groups of letters. 					

Year 3	<ul style="list-style-type: none"> • Recap on letter formation and joins. • Regular timetabled taught handwriting sessions (at least 3x week short sessions) to increase writing fluency and address any individuals whose letter formation is incorrect and hindering their written communication. • Linked to spelling teaching for the week or cross curricular vocabulary. • Children will continue to 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 un-joined.
Year 4	<ul style="list-style-type: none"> • Taught and have opportunities to 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]. • Pens will be introduced at this stage when suitable for the individual child. • Pupils should be using joined handwriting throughout their independent writing.
Year 5	<ul style="list-style-type: none"> • Short but regular timetabled handwriting sessions to rehearse and revise skills but with more of an emphasis on speed of fluency as letter formation should be proficient for the large majority of children by this stage. • Handwriting linked to spelling teaching and topic words. • Pupils should be taught to:
Year 6	<ul style="list-style-type: none"> - Write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ 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.

Foundation Stage (4-5 years old)

Early Learning Goal – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Write own name and other things such as labels and captions.
- Attempt to write short sentences in meaningful context.

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

'Early years outcomes'; September 2013; Department of Education.

'Statutory framework for early years foundation stage' March 2014, effective September 2014; Department for Education.

Key Stage 1 (5-7 years old)

Year 1

Statutory Requirements - Handwriting

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.

Notes and guidance (non-statutory)

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.

Year 2

Statutory Requirements – Handwriting

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.

Notes and guidance (non-statutory)

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.

Lower KS2 (Year 3 & 4)

Statutory Requirements – Handwriting

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 ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be joining 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 what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 (Year 5 & 6)

Statutory Requirements – Handwriting and Presentation

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.

Notes and guidance (non-statutory)

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.

'English programmes of study: key stages 1 and 2 National curriculum in England'; September 2013' (updated for implementation September 2014); Department for Education.

Appendix 3

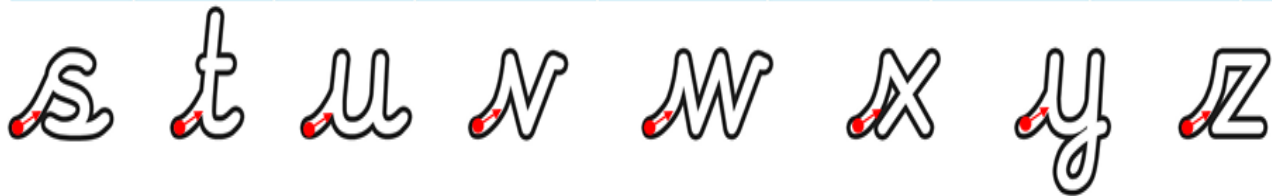
Letter Formation Handwriting Sheet with Rhymes



Whoosh in and round you go. Up, down and kick out g's toe.	Whoosh in and up tall and back down. Then, halfway up and all the way round. Add a lead at the end so b can join onto a friend.	Whoosh in and curl the c. C joins other letters easily.	Whoosh up halfway and go round. Then all the way up and back down. Kick out d's toe, and she's ready to go.	Whoosh in and curl like a snail and leave an easy joining tail.	Whoosh in to the top and go round and then zoom under the ground. Under the line, loop the last part and finish your j near its start.	Whoosh in, go round to the top. Go down under the line, loop and stop.	Whoosh in and up tall and then down. Halfway up, bend over and flick off the ground.	Whoosh up and down, then kick out a toe. Add a dot and i's ready to go.
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Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.	Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!	Whoosh in and up tall. Down to the ground and make your flick small.	Whoosh in and then down. Up, over and back to the ground. Up, over and down again. Add a flick to finish your m.	Whoosh in and then down. Up, over the hump and flick off the ground.	Whoosh in round you go. Lead out from the top for your o.	Whoosh in and then go down low. Back up to the top and round you go. Lead out at the end so that p can join onto a friend.	Whoosh in and round you go. Then zoom under the line and kick out q's big toe.	Whoosh to the top to start. Go down and curve the top for your r.
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Whoosh in and curl left. Curl right then lead out of your s.	Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t. With a straight line on his bottom.	Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.	Whoosh up then down into the valley. Zoom back up and across the top to finish your v.	Whoosh in, then down and back up. Down again, up and across at the top.	Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x!	Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and it's looking fine!	Whoosh up then to the right. Zig zag down and back to the right.
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