

# Orleans Primary School



## Handwriting and Presentation Policy

<b>Governor's Committee Responsible</b>	<b>Quality and Standards</b>
<b>Status</b>	<b>Non Statutory</b>
<b>Review Cycle</b>	<b>3 yearly</b>
<b>Date written/last review</b>	<b>September 2019</b>
<b>Date of next review</b>	<b>September 2022</b>

Signature Headteacher:

Date:

Signature Chair of Q&S Committee

Date:

**Orleans Primary School**  
**Handwriting and Presentation Policy**

This policy is intended to be read in conjunction with English and Marking Policies.

**Rationale**

- When communicating ideas in writing, it is important that children use a handwriting style, which is neat, legible, joined and correctly formed. **(Appendix 3)**
- It is vital that children can write fluently, comfortably and legibly, as this is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting, as this is a skill needed in everyday life.

**Aims**

- To develop an efficient joined, confident handwriting style that is clear, legible and fluent, freeing the writer to concentrate on the content of writing rather than letter formation.
- To instill a positive attitude towards handwriting.
- To present work in a neat and orderly fashion, appropriate to the task.

**Provision**

Additional provision will be offered to pupils who are identified as needing extra support. Special resources will be utilised where necessary.

- Handwriting and expected standards of presentation will be taught as a whole class activity, on at least a weekly basis.
- The teacher will act as a model when writing on the board or marking work, using a fluent joined style where appropriate, exceptions are made for pupils with specific needs.
- Once a fluent, legible, joined handwriting style has been achieved, provision will be made for individual choice of style.
- Signs showing a range of writing styles or fonts should be displayed in each classroom where possible.
- Posters around the school environment should model expectations for handwriting and presentation.

**Handwriting**

- Pupils will be taught the agreed style across the whole school.
- Teachers will teach this style, drawing from the Orleans Handwriting Scheme, using English objectives where possible and addressing issues from assessment and observation. Guidance on the teaching of handwriting, including the phrases to accompany each letter formation, can be found in the Orleans Handwriting Guidance booklet.
- Attention to posture and seating arrangements is important. **(Appendix 2)**
- Teachers are aware that children who write with their left hand may face additional challenges. (Left-handed children should sit either next to other left-handers, or on the left side of a right-hander to avoid bumping arms or smudging work). Booklets are available for both left and right handed pupils.

- Children who display specific difficulties with handwriting will have these addressed through provision such as slanted writing boards, rubber pencil grips, using alternative writing media etc.
- Individual cases may be referred to the SENCO where necessary.
- Handwriting support is put into place for pupils who the class teacher identifies.

### **Presentation**

- It is essential to ensure consistency towards presentation and work across the school.
- Staff will focus on the following guidelines to ensure this consistency, taking into account age and ability of children where necessary.
- Digraphs/Trigraphs will be joined so they are recognised as one phoneme.

### **English – Foundation Stage**

- In Foundation Stage the children are taught print using the Read Write Inc (RWI) mnemonics (**Appendix 4**)
- Children will write in pencil, but will also have access to a range of mark marking tools.

### **Foundation Stage (3-5 years old)**

#### **Early Learning Goal – Writing**

Children use their phonic knowledge to write words in ways that match their spoken sounds. They also write some irregular common words. They write simple sentences that 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 One (5-7 year olds)

- Work should have a date and title, (this can be a number date in Year 1 and the beginning of Year 2), which should be underlined using a ruler.
- Children should be encouraged to write the date and titles themselves, though where necessary teachers may do this or use other methods such as sticky labels.
- Children should be encouraged to write from the left hand edge of the page, or margin, when first exploring letter shapes and formation.
- Triangular pencils are to be used with target children in Key Stage 1.
- In Year Two, children may be awarded their handwriting license - if they show consistent, legible, fluent and correctly formed writing.
- From the beginning of Year One cursive script is taught.
- All work should have the full date and a title, underlined using a ruler.
- Children should write from the left hand margin.
- In all Key Stages, a line should be left between the date and title and then another line left between the title and the first line of work.
- A mistake should be crossed out with one line through it, or rubbers at the teacher's discretion.

### Year 1

#### Statutory Requirements - Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly.
- 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 practice these.
- begin to form lower case letters in the correct direction, starting and finishing in the right place.

#### 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:

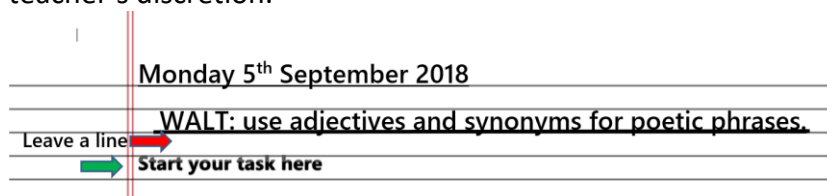
- form lower-case letters of the correct size relative to one another.
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- write capital letters and digits of the correct size, orientation 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.

## English – KS2 (7-11 years old)

- Children will write in pencil when producing notes, rough work or draft copies. All final copies, 'best' work or work for display will be written in pen/pencil.
- Handwriting pens should be provided by the school, although children are allowed to use their own pen from home (black or blue ink). We favour a soft tipped handwriting pen.
- All work should have the full date and a title, underlined using a ruler to show where the work was started.
- It should be noted that written work may span a number of days.
- Children should write from the left hand margin.
- In all Key Stages, a line should be left between the date and title and then another line left between the title and the first line of work.
- A mistake should be crossed out with one line through it, or rubbers at the teacher's discretion.



## 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. (Appendix 1)

## Upper KS2 (Year 5 & 6)

### Statutory Requirements – Handwriting and Presentation

Pupils should be taught to:

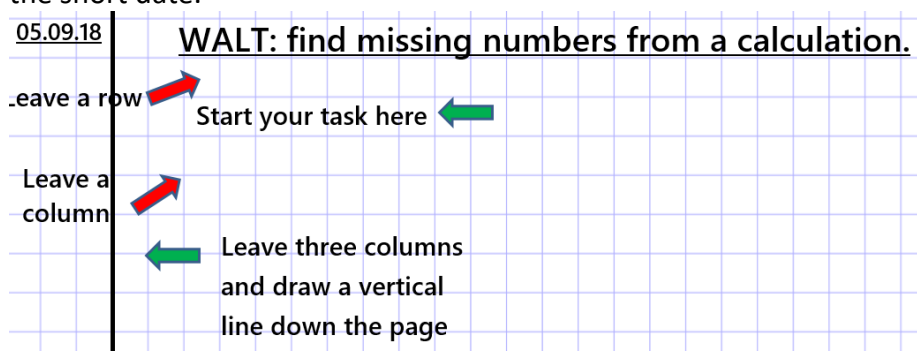
- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task.

### 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 a printed 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.

### Mathematics – FS, KS1 and KS2

- Pencil should always be used for Mathematics work.
- Guidelines for presentation of date, title etc. are as for English, with the exception of the short date.



### Other Subjects

- The guidelines for English also take into account other subjects where written work is also produced.
- Diagrams should be drawn in pencil with labels in either pencil or pen depending on age.

### Display

- Display of writing could take the form of a class book or work on a board. Children will be encouraged to redraft written work for display, understanding the purpose and audience for which they are writing.
- Any written work displayed will be of the highest standard for that individual child and written in pen where appropriate, unless the genre dictates otherwise (e.g. calculations or jottings perhaps in a Maths display).

### Books

- Children should be expected to keep their books well presented for all subjects and in line with school expectations. They should not 'doodle' on the front cover or on pages inside.

### Home Learning

- Parents are encouraged to support their children to produce quality work following the handwriting and presentation policy guidelines.
- Children will be expected to take the same care with home learning as they do in their class books and the same standards will be expected unless the teacher has specified otherwise.

**Assessment**

- Teachers assess handwriting and presentation as part of their normal marking in line with the marking policy. They use this formative assessment to inform their further planning.
- At the end of the year, handwriting is assessed from Year 2 upwards. In order to become a greater depth writer you must be able to demonstrate you can write confidently in a joined cursive script.

**Monitoring**

- Monitoring of handwriting and presentation comes under the main subject of English and is the responsibility of the English Leaders.
- The Head and Governors will also monitor, as with other subjects, and in accordance with the School Development Plan.
- Monitoring can take the form of lesson observations, sampling and moderation of work, data analysis and looking at teachers' planning.

**Agreed by SLT September 2019**

## APPENDIX 1

### Reasons for Teaching Joined Up Writing


1. **Improved neural connections in the brain.** Joined Up/cursive handwriting stimulates the brain in ways that typing cannot. It improves the dynamic interplay of the left and right cerebral hemispheres, helps build neural pathways, and increases mental effectiveness. Pictures of brain activity show that sequential finger movements used in handwriting activated large regions of the brain involved in thinking, language, and working memory. Handwriting differs from typing because it requires executing sequential finger strokes to form a letter, whereas keyboarding only involves touching a key.
2. **Increased speed.** The simple joined up style is faster to write than the stop and start strokes of printing.
3. **Improved fine motor skills.** Joined Up/Cursive handwriting naturally develops sensory skills. Through repetition the child begins to understand how much force needs to be applied to the pencil and paper, the positioning of the pencil to paper at the correct angle, and motor planning to form each letter in fluid motion from left to right. This physical and spatial awareness allows them to write, but more importantly, builds the neural foundation of sensory skills needed for a myriad of everyday tasks such as buttoning, fastening, tying shoes, picking up objects, copying words from blackboards, and most importantly, reading.
4. **Improved continuity and fluidity of written communication.** Joined Up/cursive handwriting involves connecting letters, which has been shown to increase both speed of writing and attention span during writing. This increases continuity and fluidity in writing, which in turn encourages greater amounts of writing.
5. **Ease of learning.** Printing is more difficult due to the frequent stop and start motion when forming letters. In addition, some printed letters look similar and are easily reversed, like the 'b' and 'd', which is often confusing to children. This is of particular value to children with learning challenges like Dyslexia and A.D.D.
6. **Improves reading and spelling ability.** When printing, some children write so erratically that it is difficult to determine where one word ends and another begins. Cursive, on the other hand, requires children to write from left to right so that the letters will join in proper sequence; therefore, it is easier to read. It also aids with spelling through the connectivity of the letters. This helps the child to see words as a whole instead of seeing separate letters (as in printing). Additionally, the hand acquires knowledge of spelling patterns through movements that are used repeatedly in spelling. This is the same phenomenon that occurs when pianists or typists learn patterns of hand movements through continued repetition.
7. **Self-discipline.** Cursive handwriting is complex, and is inherently associated with the development of fine motor skills and hand-eye coordination. Learning cursive prompts children to also develop self-discipline, which is a useful skill in all areas of life.
8. **Higher quality signature.** Cursive handwriting can improve the attractiveness, legibility, and fluidity of one's signature.
9. **Increased ability to read cursive.** If children do not learn to write in cursive they will not know how to read cursive and will become cursively illiterate in their own language.
10. **Increased self-confidence.** The ability to master the skill to write clearly and fluidly improves the confidence of children to communicate freely with the written word.



## APPENDIX 2


### GOOD POSTURE

1. Both feet on the floor
2. Elbows off the edge of desk
3. Sit back in chair
4. Shoulders slightly forward
5. Proper desk height



### GOOD HANDWRITING

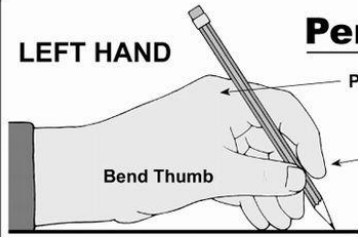
### PAPER POSITION



**LEFT HAND** **RIGHT HAND**

### Pencil Position

**LEFT HAND**

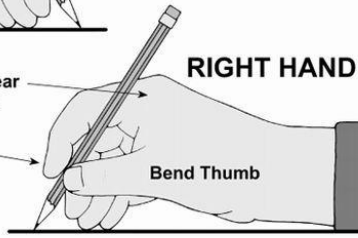


Pencil is held near large knuckle.

First finger rests on top of pencil.

Bend Thumb

**RIGHT HAND**



Pencil is held near large knuckle.

First finger rests on top of pencil.

Bend Thumb

### APPENDIX 3

These are the formations we will be teaching. I have included them in case you want to spend time introducing them to their children at home.



As always, if you have any questions please come and find me.

The quick brown fox  
jumped over the lazy dog.

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