

# Saint Norbert's Catholic School

## Handwriting and Presentation Policy

Date Adopted: Spring 2017

Date of Review: Spring 2019



**ST. NORBERT'S**  
CATHOLIC PRIMARY SCHOOL  
**Our Mission Statement**

**St. Norbert's strives to nurture and develop the whole child through a**

**Love of God  
Love of one another  
Love of life itself**

# **HANDWRITING & PRESENTATION POLICY**

**Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can**

## **Statement of Intent**

At St. Norbert's Catholic Primary School we believe that all children should learn to write legibly. All children are taught the correct formation of lower and upper case letters in the correct direction. Careful attention is drawn to the position and proportion of letters and writing from left to right and top to bottom of the page.

We endeavour to ensure all children take pride in the presentation of their work.

## **Introduction**

This policy outlines the nature and management of handwriting and presentation taught and learned at St. Norbert's Catholic Primary School.

We ensure that all aspects required by EYFS and the National Curriculum (2014) are covered at the appropriate stages.

The implementation of this policy is the responsibility of all teaching staff.

## **Aims & Objectives**

At St. Norbert's Catholic Primary School we aim to:

1. Develop children's fine motor control, in order to develop a fluent and legible handwriting style.
2. Ensure children present their writing clearly and neatly in order to communicate their meaning effectively.
3. Encourage children to consider the layout of their writing fits the purpose.
4. Identify where pupils need further support and provide handwriting intervention and support.

At St. Norbert's Catholic Primary School we teach pupils to:

1. Write from left to right and from top to bottom of the page
2. Start, form and finish letters correctly.
3. Form letters with regularity of size and shape, and regular spacing of letters and words.

4. Build on their knowledge of letter formation to join letters in words, developing a cursive style of handwriting, using the new curriculum guidance which is provided to all teaching staff.

### **Implementation**

The English Subject Leader has responsibility for monitoring handwriting and presentation throughout the school. This role includes the support and encouragement of colleagues, planning, monitoring, assessment, organisation of INSET where appropriate, liaison with the headteacher, staff, parents and governors.

The EYFS and New Curriculum (2014) form the main school handwriting curriculum informed by the use of the Treasure House Handwriting Scheme, and the activities which children undertake are planned from these:

- i) EYFS children when they are developmentally ready are provided with experiences to learn how to:
  - Sit in a comfortable position, position paper and hold and grip a pencil correctly, using appropriate pressure and control.
  - Use a variety of writing implements.
  - Make patterns with letter shapes and copy over writing patterns and tracings.
  - Use handwriting patterns with a variety of writing implements.
  - Practice writing letters in the air.
  - Trace over letters and make letters with dough, pasta, etc.
  - Form lower case letters correctly in an adapted version of the preparatory cursive style at an appropriate stage in their development.
  - Begin writing on lines.

As they develop children are taught to:

- Position paper and grip their pencil correctly using appropriate pressure and control.
- To write on the line and use finger spaces to differentiate between words.
- Regulate the size and shape of letters.
- Form all lower case letters correctly in the preparatory cursive style and as they develop in the cursive foundation hand style, clearly distinguishing between ascenders and descenders.
- Form capital letters, and understand that upper and lower case letters are not mixed in words.

- Begin joining letters at an appropriate stage in their development.

As they progress and throughout Key Stage 2, at an appropriate stage in their development this is extended to:

- Refine the formation of upper and lower case letters in cursive foundation hand style.
- Join letters in cursive script.
- Improve awareness of the presentation and legibility of their work.
- Improve the fluency and speed of their handwriting.
- Promote individualised cursive handwriting style.

In Key Stage 2 Years 5 & 6 only children can progress to using a pen as/when their teacher assesses they are ready. Teachers must use the resources to provide from Year 1 at least 1 focused taught handwriting session in books each week. Teachers must record initial joins words in books for pupils in Years 1-3. Teachers need to plan opportunities for joining practice, recording words and longer passages. Teachers and adults must model at all times high standards of handwriting and presentation. During any shared writing, marking of books, the cursive style must be modelled. Adults have a responsibility to discreetly teach and share the handwriting and presentation expectations in all areas of learning.

- ii) Teachers use a variety of strategies to teach handwriting and presentation. Consistent terminology is used throughout the school. Letters are referred to as either capital letters or small letters initially, progressing to upper and lower case letters. Ascenders and descenders are referred to as tall letters and letters with tails (under the line) in the EYFS and early in Key Stage 2.
- iii) They group children in a variety of ways according to the nature of the activity, including grouping by ability and mixed ability. Intervention groups are identified and teachers plan appropriate support.
- iv) Where appropriate and wherever possible children have access to ICT to support their learning. They will have opportunities to make use of the interactive whiteboard. Comic Sans font is generally used in printed work in EYFS, as the children progress throughout Key Stage 2 a greater variety is encouraged.

All teachers:

Use cursive joins teaching materials provided by the English subject leader. At this point they are presented with their handwriting licence.

## **Presentation**

Presentation expectations are very clear in school. At the start of each academic year staff are presented with and reminded of expectations. Please see Appendix 1 for Presentation Guidance.

### ***Additional learning needs***

Handwriting and presentation skills are developed with all children, whatever their ability. It forms part of a broad and balanced education for all children. Learning opportunities are matched to the needs of all children to include challenge and support for our most and least able children. When necessary these take account of any relevant targets set for individual children in their Star Target Books. Additional support for the development of fine motor skills is available from teachers, TAs, EAL, SEND and Pupil Premium dedicated TA.

### ***Equal Opportunities***

Equality of opportunities is always observed with positive attitudes being developed irrespective of disability, gender, race, ethnic origin, culture, language or religion. Pupils are given opportunities to write in their own language and style as part of our EAL celebrating diversity project. 1 x piece of this work is to be on each display in the school.

## **Health and Safety**

Children will be encouraged to discuss safety implications concerning themselves and their fellow pupils when working. We aim to ensure pupils work in an environment which is safe and hazard free at all times.

Particular attention is paid to children's posture wherever possible. Children are encouraged to sit with chairs tucked in and feet flat on the floor to aid writing. Consideration is given to seating places of right and left handers.

## **Parental Involvement**

Parents are encouraged throughout the school to be involved with their children's learning. There is a parent pocket guide available to detail our expectations of handwriting.

## **Resources**

Resources for writing/marking are available in all learning areas/classrooms. All teaching staff are provided with New National Curriculum (2014) expectations and guidance on modeling and teaching cursive joins with year group Treasure House Handwriting Teaching books.

**Liaison/Transition**

Whole school planning allows for smooth transition between phases. Liaison between Key Stage leaders and local secondary schools allows for smooth transition, progression and continuity from EYFS to KS2 to KS3. KS1 and 2 leaders deliver KS1-2 transition meeting together focusing on handwriting/presentation expectations.

**Assessment and Recording**

Assessment of children's handwriting and presentation is continuous. Through observation and discussion teachers will plan appropriately to ensure progression. All children are encouraged to reflect upon their own handwriting and presentation of work.

Handwriting is assessed as part of on-going assessments of a variety of genres of writing. Shared and individual targets are set for improvement if necessary and appropriate provision put into place such as intervention.

**Monitoring**

The English subject leader will monitor handwriting and presentation throughout the school in planning, delivery and progression.

Signed \_\_\_\_\_

(Headteacher)

Signed \_\_\_\_\_

(for and on behalf of the Governing Board)

Date \_\_\_\_\_

## Appendix 1



ST. NORBERT'S  
CATHOLIC PRIMARY SCHOOL

## Presentation Expectations

### Aims and Objectives

- To establish high expectations and pride in everything we do - both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.
- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.

### Expectations for Teaching Staff

Teachers are the most important role model for presentation and high expectations; please ensure you model to the children your expectations of how pieces of work should be presented.

All handwriting which is on display for the children, written by staff should be joined, legible and correctly formed following the school's agreed handwriting scheme.

### Expectations for Children

- Key Stage 1, Year 3 and 4 complete all work in pencil.
- Pens should be used for written work as soon as possible from Year 5 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- In Upper KS2, handwriting pens should be used for all written work and pencils for recording in maths books.
- All diagrams, charts and lines should be drawn in pencil using a ruler.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

### Expectations for Handwriting

- Handwriting is taught as a discrete lesson across the week. Typically, this will be for 20 minutes each week.
- Outside of the handwriting lesson, teacher will reinforce handwriting expectations in all other curriculum areas and model correct letter formation.
- It is expected that children's handwriting has a guide of 7+ words per line, teachers should guide pupils towards appropriate style, spacing and size.

### Mistakes and Errors

Children must draw **one neat line** through the mistake and start again; they must not over-write or cross out.

## Expectations for Layout

### Key Stage 1:

- The date is written on the first line.
- The title/Learning Intention is written on the next line. Teachers will need to guide children on how to fit this onto one line.
- The next line is left empty.
- Children start their work on the next line.
- Y2 children are expected to begin to underline the date and title as their skills develop. Year 1 children will be introduced to underlining skills across the year.

### Key Stage 2:

- The date is written on the first line.
- The title/Learning intention is written in the centre of the next line. Teachers will need to guide children on how to fit this onto one line. The date and title must be underlined using a ruler.
- The next line is left empty.
- The abbreviation 'LI' should be written in the margin of the next line and then the Learning Intention written across the line. Children will need guidance with placing this appropriately on the line.
- The next line under the LI is left empty and writing should start from the margin.
- Children leave one line between each paragraph.
- Only question numbers should be written in the margin, followed by. (not)

The general rule on whether to start a new page or not will be the 'past half way' rule. If the previous work fills half a page or just past half a page then use this same page for work. If the previous work runs towards  $\frac{3}{4}$  of a page then there will not be sufficient room to start a new piece of work.

This will help save paper but also avoid children running out of space to start their work once they have written the date and title.

### Layout in Mathematics

- All numbers, lines and diagrams are drawn in pencil.
- All lines must be drawn with a ruler- this is a major teaching skill and many pupils will need practice.
- The short date and the LI are written and underlined in Key Stage 2.
- Short dates must be written in the format dd/mm/yy
- All integers should be written neatly and clearly with one digit fitting inside each square.
- When using the column method, the answer line should be ruled in pencil and the operation sign set out to the left of the column.