



Handwriting and Presentation Policy

Red Hall Primary School

Approved by: School Improvement Governors **Date:** September 2022

Last reviewed on: September 2019

Next review due by: September 2024

**Signature of Chair of
Governors:**

A handwritten signature in blue ink, appearing to be 'M. W.', enclosed in a white rectangular box.

Red Hall Primary School

Handwriting and presentation policy- September 2022

Rationale

When communicating ideas in writing it is important that pupils use a handwriting style, which is fluent, and legible. The importance of handwriting should not be underestimated. It is vital pupils can write quickly, comfortably and legibly as this is a skill needed in many parts of the curriculum. Pupils' self-esteem is also heightened when they are able to take pride in their handwriting.

Aims and purposes

- To develop a joined, confident handwriting style that is clear, legible and fluent, which will free the writer to write and not worry about letter formation.
- To foster a positive attitude towards writing
- To establish and maintain high expectations for presentation of work
- To ensure that pupils' recorded work is of a real value to their learning.

Provision for handwriting at Red Hall Primary School- including progression of skills

The importance of handwriting begins straight from nursery where pupils are encouraged to mark make using a pencil grip that is comfortable (tripod grip.) Through phonic sessions, pupils are introduced and allowed to become familiar with different letters formations.

Pupils in Reception, Year 1 will **not** join up handwriting. We will use the monster phonic letter formation and letter rhymes (see appendix one) to ensure fidelity across our phonic teaching.

In year 2, when ready and secure with letter formations, pupils are introduced to joining. This is to ensure that pupils are able to consolidate the correct letter formation and develop a suitable fluency and pace.

In Key stage 2, pupils will continue to learn letter joins as outlined in the agreed handwriting joins (see appendix two)

When is handwriting taught?

As pupils progress into Reception and KS1, handwriting is taught as part of our daily phonic sessions and at Red Hall Primary.

As pupils enter in to Lower Key Stage 2, pupils will have a minimum of 3x handwriting sessions a week to focus on using correct letter joins. Those pupils identified as having specific difficulties relating to handwriting and letter formation will have timetabled interventions to support and may have additional equipment such as writing slopes, rubber pencil grips and alternative writing medias. Individual cases are referred to school Senco for support.

In upper Key stage two, all pupils are expected to be using pen (except those identified as having specific difficulties relating to handwriting and letter formation and will have timetabled interventions to support.) Teachers in upper key stage 2 may wish to have specific handwriting sessions timetabled but this will be dependent upon the needs of the cohort.

Any work completed in handwriting sessions is recorded in the pupil's English book. Handwriting sessions will have a LO with an appropriate success criteria dependent upon the developmental age of the child.

WALT:			
Write with consistency in size and proportion of letters.			
Genre:	Handwriting		
Success criteria:		Me	Teacher
<ul style="list-style-type: none">• I can ensure my ascenders and descenders are clear• I can ensure is use the correct joins• I can ensure my writing is evenly spaced			

Expectations of staff

- Teachers and support staff will act as a model when writing on the board or marking work, using fluent joined style with accurate letter and number formation, as appropriate to the pupils' level of development.
- All text displayed throughout Red Hall's environments whether written or typed, will also model high expectations for handwriting and presentation. Monster phonic font is to be used across the whole school.
- Incorrect letter/ number formation is addressed through marking and feedback for pupils, and where needed further support will be provided for those pupils who display specific difficulties.
- Teachers will show attention to posture and seating arrangements. Pupils who write with their left hand face particular difficulties and teachers need to be aware of this. Left-handed pupils should sit either next to other left-handed pupils or on the left hand side of a right-handed pupil to avoid bumping arms or smudging work.

Expectation of pupils

- Pupils are encouraged to take pride in their writing and achieve a consistent approach across all aspects of school.
- Pupils must not doodle, draw on front covers or on pages within the book.
- Pupils are to respond to feedback given by staff and ensure they practise letter/ number formations or joins needed.

Expectations of parents/ carers

- Parents and carers are to have an awareness of our whole school handwriting policy (school website) and encourage and support their child at home to use the correct letter/ number formation.
- Parents and carers agree to work with the school to support their child if they have specific targets relating to handwriting e.g. IEP targets.

Presentation of work

It is very important to achieve consistency towards presentation of work across the whole school. The following guidelines will be used to ensure consistency, taking into account the age and ability of pupils as appropriate:

- Nursery, Reception and Key Stage one will write in pencil.
- Lower Key stage Two will write in pencil until they demonstrate a sufficient ability to write fluently and legibly, thus earning a pen licence (see appendix three). Pen licences will be renewed each academic year, in order to reinforce and maintain high standards of presentation.
- Upper Key stage Two pupils are all expected to write in pen (except those as identified with specific difficulties relating to handwriting.) Pupils will write in blue pen and will only use blue biro's provided by school.
- All pieces of work should be dated and from Year 2-6, underlined (in pencil) with the long date e.g. Monday 5th September 2022 except for maths books which will be the short date e.g. 5.9.22. The date should be written by the child unless they are unable to do it or it is too time consuming for the pupil. Where this is the case, the date will be written or printed for that pupil.
- For continuous pieces of work going across more than one lesson but with the same LO, the short date is to be written in the margin.
- In maths books, pupils are required to write one number per square and question numbers should be represented using a bracket e.g. 1)

- Any drawings should be done in pencil; this includes the drawing of tables.
- The use of rubbers should be limited. If a pupil makes an error in writing they are to put a single line cross through of the incorrect word and write the correct word next to or above depending on when the mistake has been identified. If a pupil makes an error in a calculation, they put a single line through the calculation and rewrite it again. This will help the teacher to see misconceptions that have been overcome.
- Any response to marking or editing should be done using the purple polishing pen.
- For Key stage one books, pupils are to start a new page for each new lesson objective.
- For Key stage two books, if there is adequate space on a page to begin the next lesson then pupils should complete underneath and avoid starting a new page for each lesson.
- Use of worksheets should be kept to a minimum, where needed they should be trimmed down to fit, unless using an oversized book. Pupils should be encouraged to stick worksheets in appropriately without over folding.

Pupils at Red Hall are expected to keep their books well-presented and take pride in their work. The head teacher, deputy head and other subject leads will have a focus on presentation during book monitoring and will provide feedback to individual pupils in terms of both praise and request for improvement.

For any unacceptable pieces of work, a pupil may be asked to complete the work again. At no point should pages be torn out of books by either teachers or pupils.

Display of work

Red Hall encourages pupils to publish their writing for a range of audiences. Displayed writing could take the form of a class book or work displayed throughout the classroom and shared corridor spaces. Our school Facebook page will also celebrate pupil's published pieces of writing on a half-termly basis.

All displayed written work will be of the highest standard for that individual pupil. Teachers must ensure published work is representative of the whole class.

Letter	Letter rhyme
a	Around and up and down we go
b	Down, up and bounce around
c	Curl around and down
d	Round, up to the top and down again
e	Across, up over and round
f	From top to bottom and then cross
g	Around and up, bounce down and go under
h	Down to the bottom then go half way up and over
i	Down the slide and stop then make a dot on top
j	From top to bottom and curve around and then dot
k	Draw a line from top to bottom, then lift your pencil and draw a line in and then out again.
l	From top to bottom
m	Down and over the top and down and over the top and down.
n	Down, up and over
o	All the way round, round, round and back again
p	Down and up to the top and round
q	Around, up, down and flick
r	Down to the bottom up and over
s	Drive around the bend, drive around the bend till the end
t	From top to bottom and flick and then cross again
u	Down, up and down again
v	Down to the point and away from the point
w	Down to the point, away from the point, down to the 2 nd point , away from the 2 nd point
x	Draw a line down and then make a cross
y	Down, up, down and under
z	Across, turn and across again

Appendix one

www.monsterphonics.com this website has video tutorials to model how each letter is formed with the rhyme.

Appendix two

Letters with a diagonal join to next letter	a c d e h i k l m n t u
Letters with a horizontal join to next letter	f o r v w
Letters we do not join from	b g j p q s x y
Break letters (do not join to or from)	z

Group one-

Letters with a diagonal join to a non-ascender e.g. a-e c-u l-e

Group two-

Letters with a diagonal join to an ascender e.g. a-l, i-f

Group three:-

Letters with a horizontal join to a non-ascender e.g. o-e, w-e, v-i

Group four:-

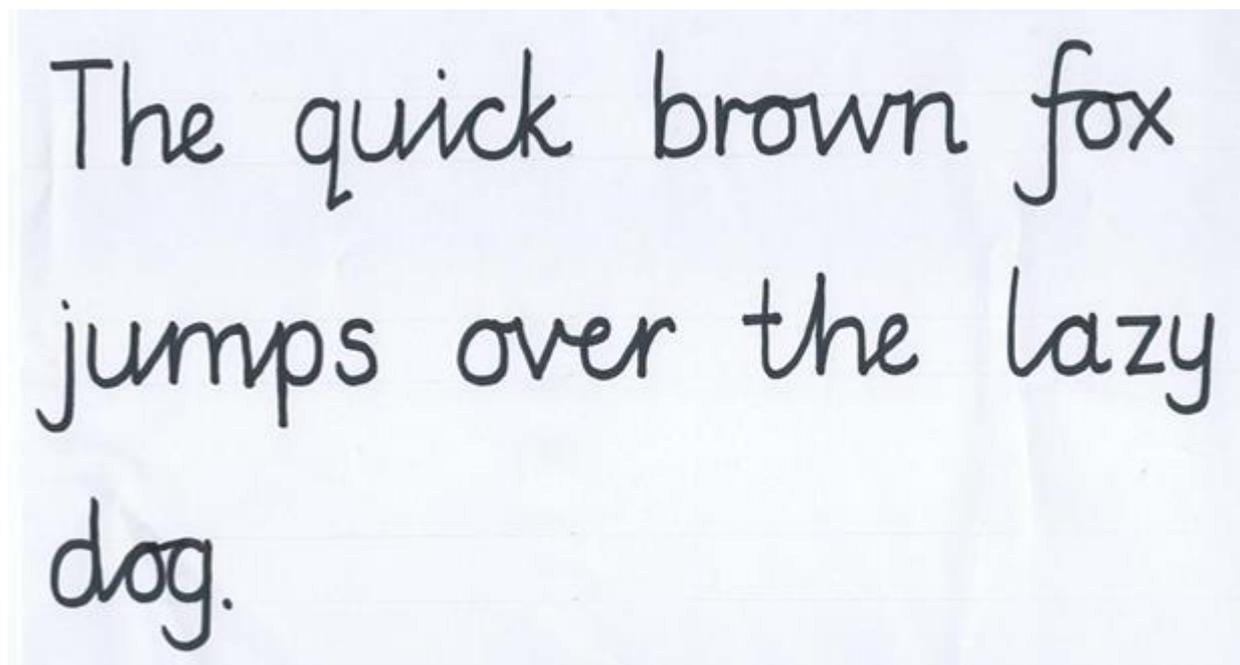
Letters with a horizontal join to an ascender e.g. o-b, w-h

Group five:-

Letters which join to and from a non-joining letter e.g. e-y, o-g

Group six:-

Letter joins to break letters



Appendix three

Pen licences

To be awarded a pen licence you must always:

- Demonstrate correct joins script using letter joins that have been taught.
- Sit letters on the line with appropriate ascenders and descenders
- Form letters of a consistent size
- Represent and use upper and lower case letters accurately
- Present letters in the correct orientation
- Form letters accurately
- Use a comfortable grip to ensure effective pace
- Include appropriate finger spaces
- Write in a legible style

Classroom teachers should identify pupils who they feel have reached the required standard for a pen licence. Pen licences will then be awarded by the English lead and presented in praise assembly. Pupils will need to maintain a high standard of presentation to retain their licence.

At any point, a pupil may have their pen licence 'suspended' if their work shows a decline in quality. When the necessary improvements are made, a pupil will have their licence reinstated. This process must be communicated with parents and carers at home.

Pen licences will be renewed each academic year.