



The Federation of Sacred Heart & St Mary's RC Primary School, Battersea

HANDWRITING AND PRESENTATION POLICY

Approved By	Governors
Reviewed On	May 2023
Review Due	May 2024
Review Cycle	Annually

Introduction

We encourage all pupils to take pride in the presentation of their written work. As well as striving to achieve high standards in terms of the content of their work, pupils also need to develop a neat, joined handwriting style, which is consistent throughout the school.

By the end of year 6, all pupils should be able to *'Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and decide whether or not to join specific letters and choose the writing implement that is best suited for a task'* POS National Curriculum 2014.

'The aim of handwriting practice is to support children to develop a quick, efficient, and legible handwriting style. Slow or effortful transcription hinders writing composition as pupils have to concentrate on monitoring their handwriting and are less able to think about the content of their writing' EEF Improving Literacy in KS2.

Teaching accurate letter formation is essential to improving the quality and fluency of pupil's handwriting. Although children are explicitly taught letter formation in the early years and Key Stage 1, many children continue to struggle with letter formation or develop inaccurate letter formation habits in Key Stage 2. Developing pupils' handwriting fluency and accuracy is therefore important for this age group. Teachers need to monitor both the product and the process of children's handwriting. This means both looking at children's written work once it has been completed but also observing them as they write, watching for mistakes in letter formation. When areas of difficulty are identified, teachers should provide high quality feedback and explicit instruction. Regular handwriting practice is also needed to support pupils to increase the speed at which they can handwrite and the automaticity of the process. As the process becomes quicker and less effortful, pupils will be able to focus more on other aspects of the writing process such as spelling and text generation. EEF Improving Literacy in KS2.

Aims

All Pupils should:

- Have a neat, fluent and legible handwriting style
- Form letters accurately, and develop consistency in terms of style and letter size.
- Take care over the presentation of all written work.

Handwriting

We follow the Nelson Thornes Handwriting scheme across the school and use the Nelson Thorne (NTF) font in all font accessible by the pupils e.g. when demonstrating writing, labelling books/displays and modelling writing both on the boards and when marking in books.

Teachers must model correct letter and number formation in all writing, following the Nelson Thornes scheme. The font can be found on the school laptops and can be used to print displays. Pre-cursive is taught in FS. From year 1 pupils are introduced to using cursive handwriting. (See page 49 of the DfE 'The Reading Framework' July 2021)

Handwriting is taught discretely from Nursery and for 10 minutes each day from KS1 onwards. There should be constant, explicit reference to and teaching of orientation, letter/number size and position. From Nursery, children are taught the correct orientation in any situation. Wherever they are rehearsing a new letter as an activity, an adult should be at hand to ensure correct orientation is being applied (not within free writing areas).

All modelled writing must be on tramline flip chart paper in FS/KS1. All examples of handwriting around the classroom should be modelled on tramlines wherever possible. All marking must be a model for the children, including the correct use of tramlines.

Parents are taught how to support with handwriting at dedicated family learning sessions in Foundation Stage.

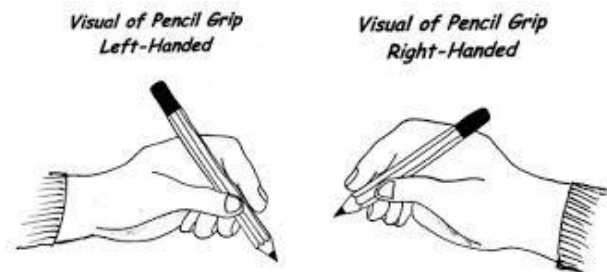
All worksheets must be a model of correct sizing/orientation/handwriting.

Use of Tramlines

- By the end of Autumn 1 all children in Year 1 should write on tramlines.
- In Y1 and Y2 any phonics writing should be completed in a handwriting book with tramlines.
- From Y2 children should move to normal ruled work books, when they are ready to.
- Any child with specific handwriting difficulties should continue to use books with tramlines until they are ready to progress.

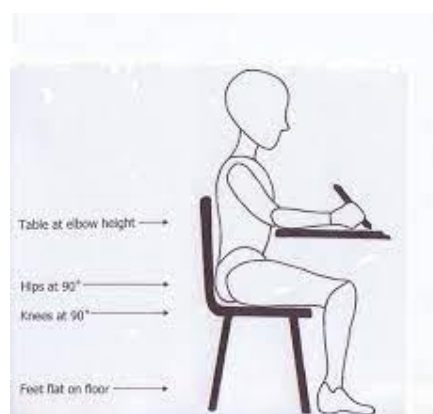
Pencil Grip

Whether a child is right or left handed, the pencil should be held in the “tripod” grip: between thumb and forefinger with the middle finger providing stability only. Encourage the child to relax and hold the pencil lightly without pressing too hard. Fingers should be approximately 3cm from the nib to allow the child to see their writing. Pencil grips and fine and gross motor exercises to support this are available from the Senco.



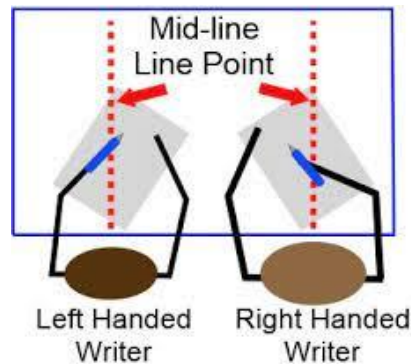
Posture

Pupils must sit up straight with both feet flat on the floor. The majority of the writing arm from elbow to wrist should rest on the desk. Be aware of left-handed pupils when organising seating. They must sit to the left of other pupils. The non-writing hand is called the ‘*steadying hand*’ and should sit on the bottom of the page to hold it in place. The body should be upright so that the child can see their writing clearly as it is formed.



Paper Position

The book should be in a comfortable position for the child to write successfully. This will usually be slightly tilted to follow the line of the writing arm.



In terms of using pencil or pen, pupils should adhere to the following guidelines:

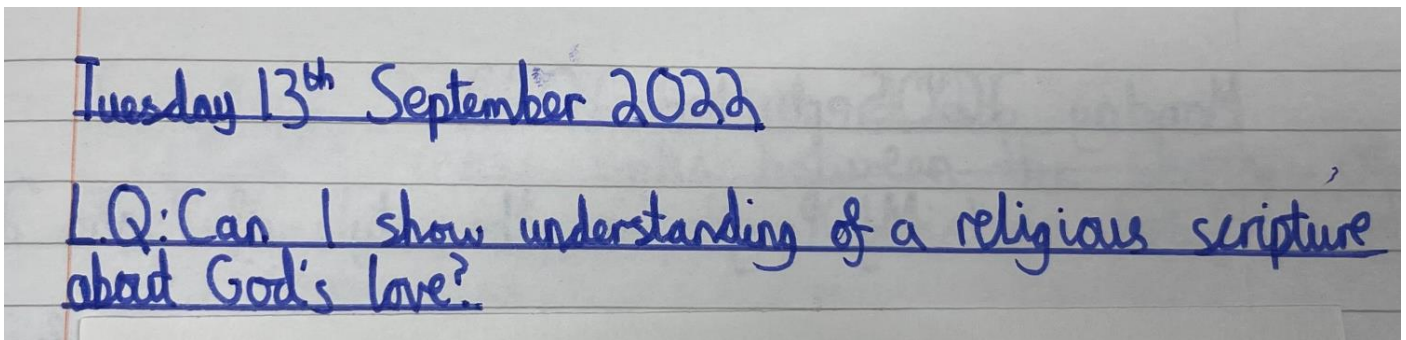
- Children will be presented with a Pen Licence when they have achieved a fluent, joined and legible hand and letters are correctly formed.
- When pupils have achieved their Pen Licence they may use a school handwriting pen.
- Biro pens and gel pens should NOT be used.
- Emergent writers will have a range of writing tools available in FS/KS1.
- For pupils who have difficulties in achieving cursive handwriting beyond year 4, a lap top and/or writing aids may be used as support.

Presentation

In order to achieve consistency in the presentation on all written work, pupils should adhere to the following guidelines:

- All work dated or stamped (or use of stickers): short date for maths/long date for English and other subjects.
- Rubbers should be used minimally, with discretion under the guidance of the teacher. Alternatively, one neat line should be encouraged to be drawn through mistakes.
- Each new piece of work should begin on a new page, if more than half of the page has been used.
- Writing should begin at the margin, or if there is no margin at the left hand side of the page and sit neatly on the line.
- Use pencils for drawings/diagrams; all lines to be drawn with a ruler.
- Children may use coloured pencils in exercise books and felt tips for colouring on work sheets only; they will use highlighter pens as directed in KS2.
- Teachers should write comments neatly and legibly, modeling handwriting script appropriate to year group e.g. joined in KS2 and Nelson font throughout.
- ALL STAFF AND CHILDREN SHOULD TAKE GREAT PRIDE IN WORK BOOKS.
- Teachers must model correct presentation and punctuation to pupils at all times. Pupils should be taught the purpose of presenting work well in all subjects, and to take pride in it.
- Workbooks must always be handed out with care. No books should be thrown across desks. Children should always see that their books are valued and cared for.
- Exercise books are covered with a plastic cover (cleaned and reused each year) and kept clean, tidy and graffiti free.

- Pupils' work books have their full name, year group and the subject clearly labelled on the front with a sticker. To be actioned for mid year arrivals in line with expectations.
- All pages and corners must be neat. Children can be trained to unfold the 'dog-ears' to maintain a high standard of presentation. Any sheets/success criteria/picture should be trimmed and neatly stuck into books.
- Books must never be bent back or rolled over. Children need enough space to have their book out flat and sit appropriately for writing.
- The long date is modelled by the teacher on the board. It is written in work books from the left hand side on the second line. Year 1 pupils build up to this throughout the year, starting with the correct spelling of the day only.
- In Maths the short date is used e.g. 10.09.14
- The title of the work is modelled by the teacher on the board. It is written in work books from the left hand side, leaving a line-underneath the date.
- In KS1 the date and title should not be underlined. In KS2 pupils must underline both, using a ruler.
- All work should have a title or LQ (learning question). Ideally in KS2 the title and date should be underlined in pencil with a ruler and always written using the first tramline/line.



Success criteria is written on the board in year 5/6 or provided on slips of paper/stickers to add to books across the remainder of the school.

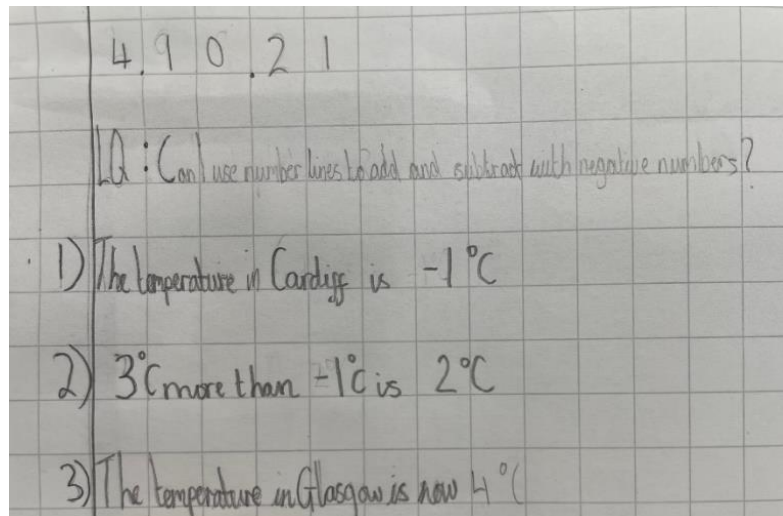
Monday 21st November 2022

L.Q: What is a food chain? L.Q: Can you classify and sort?



In Maths books pupils write one digit in each square.

- £ signs are written in a separate square to the first digit of money.
- Decimal points are drawn between the two squares at the bottom of the square e.g. 26.7



Pink and green highlighting is used to indicate 'tickled pink' and 'green for growth'.

Please see Formative Feedback policy for further details.

Path for St Mary's and Sacred Heart School Policies

St Mary's: https://www.stmarysschoolbattersea.co.uk/school_policies/

Sacred Heart: <https://www.sacredheartschoolbattersea.co.uk/school-policies/>