



The John Wesley Church of England and Methodist Aided Primary School

# Handwriting and Presentation Policy

Written	September 2020 Updated September 2021
Date Agreed	September 2020 September 2021
Date Policy to be Reviewed	September 2022 September 2023

## *Flourishing in F.A.I.T.H. (Family, All Included, Thriving & Healthy)*

At The John Wesley Church of England & Methodist Primary School, our vision of life without limits in all its fullness puts our children and families at the centre of everything. In our inclusive and unique community with two distinctively Christian foundations, every experience enables all to flourish as individuals and to thrive as God intended; mentally, physically, emotionally and spiritually.

The school welcomes everyone to its family and upholds the principles and teachings of the Christian faith. We provide a secure, caring learning environment, which supports and encourages all to fulfil their potential.

The John Wesley is a Church of England and Methodist Voluntary Aided Primary School and our Christian values are at the heart of everything we do.

- ❖ **Koinonia**
- ❖ **Love**
- ❖ **Compassion**
- ❖ **Wisdom**
- ❖ **Forgiveness**
- ❖ **Service**

These are underpinned by our learning values:

- ❖ **Promoting curiosity** – asking questions, delving deeper and analysing
- ❖ **Developing communication** – listening, empathy and relationship-building
- ❖ **‘Prove it’ opportunities** – problem solving, decision making and exploration
- ❖ **Sharing views and opinions** – visual, spoken and written
- ❖ **Encouraging creativity** – innovation, imagination and spirituality

Our whole school vision is built upon and guided by these. Every school policy is written with this in mind and implemented in way that reflects our vision of our children being able to ‘**Flourishing in F.A.I.T.H**’ (Family, All Included, Thriving & Healthy)’ and as Jesus gave his disciples a vision of a life that is full of possibilities and dreams yet to be met, we encourage our children to live their life in all its fullness.

## HANDWRITING AND PRESENTATION POLICY

### 1. INTRODUCTION

At John Wesley CEM Primary School (JWS), we believe that neat, well-formed handwriting and presentation of written work helps the children take pride in and have a sense of ownership of their work.

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that the child's handwriting becomes a skill that requires little effort and thought, so that creative and physical energy can be focused on the content of writing, rather than upon the act of writing.

We adhere to The British Dyslexia Association's recommendation that children learn the continuous cursive style.

The key advantages are:

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q)
- There is a clearer distinction between capital letters and lower case.
- The continuous flow of writing ultimately improves speed and spelling.

### 2. AIMS AND PRINCIPLES

It is the aim of every teacher to teach, model and encourage all pupils to use a well-formed, cursive style of handwriting. Good handwriting is not to be seen as a skill that is covered just whilst teaching English. Expectations for presentation and handwriting are the same in all subjects.

At JWS, we aim to raise the standards of presentation and handwriting by:

- Promoting consistency of handwriting throughout the whole school
- Promoting children's sense of pride in their own work
- Encouraging children to acquire correct letter formation and clear, legible, joined writing
- Fostering appropriate position and pen hold, bearing in mind the needs of left-handed children and SEND needs
- Encouraging children to choose an appropriate script for the task in hand
- Providing further support and strategies for those children who find handwriting difficult
- Cultivating an environment an environment where pupils have the determination to work hard and persevere towards their goals

It is good practice to have commonly held high standards of expected presentation of work across a class, year group, key stage and school, taking account of age and ability. Teachers and other staff have a consistent model to follow that is a standard for the school. Parents know of the school's expectations and are therefore more able to support their children with the presentation of schoolwork and home learning.

## 3. HANDWRITING DEVELOPMENT

Five stages are identified when developing neat, consistent and fluent handwriting. These form the basic organisational structure of how handwriting is taught at our school. Attention to grip, posture and seating arrangements is important.

- Readiness for writing: gross and fine motor skills leading to cursive style letter formation
- Beginning to join
- Securing joins
- Practicing speed and fluency
- Presentation skills

\* See Appendix 1 for further details

Teachers and support staff will model good writing when writing on the board or marking work, using a fluent joined style with accurate letter and number formation, as appropriate to the pupils' level of development. All text displayed throughout the school will model high expectations of for handwriting and presentation.

Children 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 side of a right-handed pupil to avoid bumping arms or smudging work.

Children who display specific difficulties with handwriting will have these addressed through supportive interventions and resources such as slanted writing boards, rubber pencil/pen grips, using alternative writing media, etc.

Incorrect letter/number formation will be addressed through marking and feedback as appropriate to the developmental level of the child.

## 4. TEACHING

- Handwriting is to be taught regularly through, focused lessons and should be linked with spelling, grammar or phonics sessions where possible. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling of handwriting.
- In addition, there will be other handwriting opportunities during the week through writing in all other subjects. This will be how we can monitor handwriting in practice as the expectation is that all writing will be of good quality.
- Link handwriting to spelling for ongoing and individual practice.
- We expect children to use cursive script for all work.
- Introduce blue ink handwriting pens in Year 1 to all children.
- The full date will be left aligned and used in all books (*Monday 8<sup>th</sup> April 2021*) except for Maths books when it can be the digital date (*08.04.2021*)
- Dates, titles and learning objectives are all underlined with a ruler.

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- Staff mark in any coloured pen apart from blue and purple and are expected to model good writing practice.
- Children will write in blue and respond to feedback in purple. The expectation is that all writing will be their best.
- Pencil is to be used for Maths work and children will still respond to feedback in purple pen.
- Children should be encouraged to write one digit in each square in Maths books.
- Children should show their working out in their Maths books, not in whiteboard books or on scraps of paper.
- Errors should be crossed out with a single line.
- Children may use rubbers at the teacher's discretion.
- Drawings and diagrams must always be completed in pencil.
- Children must use rulers to draw straight lines.
- Children should use coloured pencils when illustrating work in books.
- Children should rule off on a piece of work once the piece has been marked and after they have responded to marking, before they start a new piece of work on the same page. If they have finished three quarters of the way down the page or more, this will not be necessary and they can just start a new page.
- Loose sheets/ worksheets will be used sparingly but when used must be trimmed and stuck in carefully so that the book closes easily and they do not stick out of the book.
- For younger children, teachers are encouraged to work towards these expectations as soon as they are able. (Aim for end of Year 1 start of Year 2 for most)
- All staff should model these expectations when preparing flips or slides, writing or typing on the IWB, writing in children's books and on all resources provided for the children.

APPENDIX 1: HANDWRITING DEVELOPMENT

Year	Primary Framework for English * See Appendix 2	Agreed Progression
EYFS	<i>Using a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</i>	Children will begin to form letters using a multi-sensory approach (in, air, water) and then move on to using pencils as appropriate. Children will be expected to write letters including letter entrances and exits. The children learn letter formation by progressing through “Letters and Sounds: Principles and Practice of High Quality Phonics”.
1	<i>Write most letters, correctly formed and orientated, using a comfortable and efficient pen grip.  Write with spaces between words accurately.</i>	In Term 1 and 2 children will recall the letter formations learnt from the Reception year. They will progress to writing these letters on lines, using diagonal joins for those children who are ready. Children will be expected to use letter entrance and exits. The teaching of letter formation will be closely linked through “Letters and Sounds: Principles and Practice of High Quality Phonics”. In addition to following this programme Year 1s will be taught the letter formations for capital letters.
2	<i>Write legibly, using upper- and lower-case letters appropriately within words, and observing correct spacing within and between words. Form and use the four basic handwriting joins.</i>	The year will begin with revision of diagonal joins and capital letters. Then the children will be taught letter formations with horizontal joins. Letter formation will follow the progress laid out by “Letters and Sounds: Principles and Practice of High Quality Phonics” and also include high frequency words throughout the year.
3	<i>Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.</i>	The year will begin with recalling all four joining techniques and the correct form for capital letters. Handwriting will be taught through spelling and before the end of the year all children will be using handwriting pens to present their work on a regular basis. A clear, joined cursive style is expected throughout all written work.
4,5&6	<i>Write consistently with legible and joined handwriting. Adapt handwriting for specific purposes, for example printing handwriting, making use of italics. Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style.</i>	Handwriting will be taught through spelling and intervention support groups set up for those children who are finding it difficult. It is expected that all children will be using their handwriting pen. A clear, joined cursive style is expected throughout all written work. On a regular basis children will be given the opportunity to handwrite sustained pieces of writing and writing for presentation or display. The writing will cover a range of genre types.
Beyond	<i>Review the legibility and neatness of their handwriting, set targets to improve.</i>	The style of handwriting will be developed to encourage further personalisation of the own handwriting style to suit a variety of purposes.

**N.B. All children from Year 1 and beyond are given a pen to write with, removing the requirement to “earn” a pen licence. The rationale for this is based on the notion that in the mind of a child, the pen licence can often take on a disproportionate significance; a blatant symbol of those who are regarded as good enough, and those who are not. In addition to this, it is problematic for dyspraxic and less able-bodied children, therefore some children may never receive a pen licence during their primary career. In no other area of the curriculum do we limit access to all but the most able and so at JWS we have decided to remove the restrictions based on less able writers. (adaptations to this can be made on a case by case basis)**

## APPENDIX 2: NATIONAL CURRICULUM EXPECTATIONS FOR HANDWRITING

### EYFS – Early Years Foundation Stage Profile

**Literacy development** involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

**Physical development** involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement.

### Year 1 Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pen 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' (ie 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 (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 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.

## Year 3 & 4 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 downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

**Notes and guidance (non-statutory) Pupils** should be using joined 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 down what they want to say. This, in turn, will support their composition and spelling.

## Year 5 & 6 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.



APPENDIX 3:



## Handwriting Letter Formation

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj  
Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt  
Uu Vv Ww Xx Yy Zz

The quick brown fox jumps over the lazy dog.

#### APPENDIX 4:

Monday 10<sup>th</sup> January 2021

Can I follow presentation and handwriting guidelines?

My date will be written on the top left-hand side of every piece of written work in the full format - Monday 10<sup>th</sup> January 2021

My Maths work will have the date written in the digital format - 10.01.2021.

All of my work will have a learning objective or title written on the left-hand side on the line below the date and underlined with a ruler and pencil.

I will use a pen to write with. I will use a pencil and ruler to draw a straight line. I will use a pencil to write in my Maths books.

My books must be kept in good condition with no graffiti or doodles either inside or out.

Loose sheets will be trimmed to size and stuck into exercise books so the books close easily and nothing sticks out from the book.

I will write in all my books using my neatest writing.