

ICKWORTH PARK PRIMARY SCHOOL



Presentation & Handwriting Policy

DATE ADOPTED / REVIEWED	Autumn 2024
PRINT NAME	
SIGNED	
DATE	
DUE FOR NEXT REVIEW	Autumn 2027
COMMITTEE TO APPROVE	Headteacher



Ickworth Primary School Presentation & Handwriting Policy

At Ickworth Park Primary School we set consistently high expectations for all pupils, in all subjects, across our curriculum. We believe that neat, well-formed handwriting and presentation of written work helps to raise and maintain high standards.

We encourage all pupils to be responsible for producing high quality work in all lessons; showing pride and having a sense of ownership over their own learning. Pupils will be taught that different styles of presentation are appropriate for different pieces of work and different circumstances. However, we will encourage all pupils to present their work in a neat and organised manner in all lessons. We believe that handwriting is an important basic skill that influences the quality of work throughout the curriculum.

Presentation

All adults will promote high expectations for presentation and will consistently model these by using the school's 'Letterjoin' handwriting font and demonstrating high expectations for their own presentation in all written work, marking comments and resources they produce.

Adults will:

- Teachers will use worksheets sparingly to promote and support our high expectations for presentation.
- Any photocopied resources will be trimmed before being stuck neatly into books.
- Pupils will be expected to repeat poor-quality work and complete incomplete work (where appropriate) in their own time.
- Pupils will be taught that different styles of presentation are appropriate for different pieces of work and different circumstances.
- Model the school 'Letterjoin' script during lessons and when marking.
- From Reception to Year 6 all teachers will explicitly teach pupils how to set out and present their work in each subject.

Pupils are expected to:

- Look after exercise books and not draw or doodle on or in them
- Think about and plan their work so it looks attractive and well-presented

- Only use writing and drawing media that is fit for purpose
- Always use a ruler to draw straight lines.
- Set out, number and annotate work appropriately.
- Cross through mistakes and edit alterations with a single line.
- Erasers should only be used occasionally and when necessary.
- Pencil crayons should be used in exercise books.
- Felt tip pens should not be used in exercise books.
- Coloured highlighters can be used for specific purposes e.g. self-assessment, peer assessment etc
- If work needs to be stuck in it should be trimmed and pupils should then be taught stick it in straight and neatly.

Presentation in written work

The presentation of work is an important aspect of pupils learning. The quality of presentation reflects the pupils skills and the pride they take in their work. How work is presented will depend on the learning purpose and the audience.

The teaching team should expect high levels of presentation at all times. These skills will be taught explicitly to pupils in an age appropriate manner.

EYFS

In Reception learning is primarily practical though pupils might record their work / jottings on whiteboards or paper. When learning is recorded more formally in the summer term, the pupils will be taught how to present their thinking in an organised manner.

- Pupils will have access to high quality, well maintained and appealing resources to encourage mark making using a variety of media.
- Pupils will have access to sharpened pencils for mark-making, writing and drawing.
- Adults will regularly assess and support children to develop a secure and strong pencil grip.
- Pupils will be taught to write on a line, starting on the left-hand side of the page.
- Pupils will be taught the correct letter and number formation.
- Pupils will have regular exercises and activities designed to develop both gross and fine motor skills.

KS1 & KS2

- Pupils will use sharpened pencils for drawing and writing
- Sharpened pencils will be used for all drawings, illustrations, graphs, charts and diagrams.
- Pupils will be taught to write on the line starting on the left-hand side of the page or margin
- All classes will use DUMTUMS as a prompt.
- The long date will be used in English and the short date will be used in all other subjects

- One single line should be used to cross out mistakes e.g. ~~couldn't~~ couldn't
- KS2 pupils can use a black/ blue pen once they have earned their pen licence
- A pen licence is awarded once the pupils have developed consistent cursive style.

Presentation in Mathematics

We teach Maths using a Concrete-Pictorial-Abstract approach based on the White Rose Maths (WRM) Scheme of learning. Children will be taught to use concrete objects and pictorial representations to understand mathematical concepts, support their mathematical reasoning and make links that will support their understanding of abstract mathematical concepts and understanding of formal written methods.

Some maths lesson will be practical lesson. In these lessons, children will demonstrate their learning using concrete resources. Photographs might be used to capture this learning only if these are necessary for assessment purposes or if they will support children's future learning. Any photographs will be carefully trimmed and stuck into children's books.

Children will be encouraged to use pictorial representations to support their understanding and thinking. Children will be taught how to present these in an organised way in their WRM workbooks and maths books.

EYFS

- Pupils will have access to sharpened pencils for mark-making, writing and drawing.
- Number work is primarily practical though children might record their work on whiteboards or paper.
- When work is recorded, pupils will be encouraged to organise their jottings in a way that supports their mathematical thinking.
- Pupils will be taught to use correct number formation.

KS1 & KS2

- The pupils will use sharpened pencils for recording their maths
- Sharpened pencils will be used for all graphs, charts and diagrams.
- Children will be taught to use correct number formation
- Question numbers will be written on left hand side / in the margin
- Maths books are squared to support pupil to organise and present their pictorial methods, calculations, graphs, tables and charts.
- When using squared paper, each digit or symbol will be written in a separate square.
- When using WRM workbooks adults will support pupils to make number formation corrections as close as possible to where the error occurred.
- A ruler should be used when underlining, drawing shapes, graphs and labelling
- In maths the short date will be used
- One single line should be used to cross out mistakes e.g. ~~couldn't~~ couldn't
- All classes will use DUMTUMS as a prompt.

- If it is necessary to use worksheet questions to be used, these must be trimmed and then carefully stuck into books

Handwriting

'Handwriting is a tool that has to work. It must be comfortable, fast and legible' Angela Webb, Chair, National Handwriting Association

We use 'Letterjoin' as the basis of our handwriting policy which covers all of the handwriting requirements of the 2014 National Curriculum. By the end of KS2 all pupils should have the ability to produce fluent, legible and eventually, speedy joined up handwriting, and to understand the different forms of handwriting used for different purposes. We aim to make handwriting an automatic process that does not interfere with children's creative thinking or learning.

We use the scheme of work 'Letterjoin' to teach the skills of handwriting at Ickworth Park Primary School in years 2-6. In our Early Years and Year 1 classes, you will see handwriting taught by adhering to the principles of letter formation practiced in our 'Little Wandle' phonics scheme. The scheme 'Letterjoin' was chosen as it dovetails in with the formation taught in EYFS and Year 1 and encourages the children to develop a fluent and cursive script.

Handwriting is a skill which affects communication across the whole curriculum. It is a skill which needs to be taught and requires regular practice. Children must learn 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 a 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 on the act.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across the school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and develop their handwriting with a sense of achievement and pride.

The aims of teaching handwriting at Ickworth Park Primary School are:

- For good handwriting skills to be apparent in all writing activities in school.
- To raise the standard of presentation across all subjects and in all books.
- For all pupils to develop a clear, neat and fluent style of handwriting.
- For a consistent approach to be adopted in the teaching of handwriting across the school.

Displays around the school and classroom should model clear joined handwriting as well as other fonts. The cursive font should be displayed in classrooms and on the teacher produced resources and materials to ensure familiarity with the style.

Handwriting is a cross curriculum task and will be taken into consideration during all lessons

Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. This should be Key Stage appropriate and used to reinforce letter formation and joining patterns.

Early Years Foundation Stage

Handwriting will be practised as part of learning how to form letters correctly and will be closely aligned to our 'Little Wandle' phonics scheme which details clear individual letter formations. This will be supported through a variety of multisensory, child centred approaches. The children in EYFS will be exposed to the cursive script of 'Letterjoin' as appropriate.

Teaching and learning will focus on:

- developing fine motor skills
- experimenting with mark making in a wide range of contexts
- using a range of different writing materials
- forming letters correctly

Pupils will develop their handwriting skills through planned multisensory activities appropriate to the needs and stages of development of the pupils.

Activities may include:

- tracing and copy writing
- pattern making
- writing in sand/ paint/ different textured materials
- finger painting
- air writing

KS1

Formal handwriting will be taught in alignment with the 'Little Wandle' phonics scheme and will transition into the use of 'Letterjoin' in the Autumn Term of Year 2. In addition, focus will be drawn to letter formation during phonics sessions and within English lessons.

Pupils will also have a handwriting book in which to practise letter formation during formal sessions. Handwriting will be taught 2x per week in year one and 3x per week in year 2. Each lesson will be for 20 minutes duration (approximately).

Teaching and learning will focus on:

- finger grip
- forming letters correctly
- controlling the size, shape and position of letters
- learning diagonal and horizontal joining strokes and understanding which letters, when adjacent to one another, are best left unjoined.

KS2

Formal handwriting will be taught alongside spelling and grammar work. Pupils will work in handwriting books. Handwriting will be taught 3x per week in KS2 but this will often link to spelling and grammar work. In year 5, the children will be given opportunity to gain their pen handwriting licence and will be presented with a handwriting certificate when they have achieved this. Children will need to present 5 consecutive pieces of neat, cursive writing to achieve this. These pieces of writing should be evidenced in books and not be pieces of work specifically produced to achieve this aim. The expectation is that all children will write in blue pen when they are in year 6.

Teaching and learning will focus on:

- joining letters correctly
- developing a legible, joined handwriting style
- increasing fluency and speed

All children will be given the opportunity to develop neat, legible handwriting. They will be taught how:

- to hold a pen / pencil using the correct, comfortable grip
- to form letters correctly
- to form letters of regular size and shape
- to use the correct terminology associated with handwriting e.g. ascenders and descenders
- to form upper- and lower-case letters
- to write from left to right, and from top to bottom
- to put regular spaces between letters and words
- to write legibly with increasing fluency and speed
- to join letters (from year 2 upwards)

During handwriting activities teachers and teaching assistants should constantly observe children to support and intervene as necessary and model correct grip and posture.

Consideration needs to be given to:

- positioning (where possible) of left-handed writers to allow adequate space
- ensuring pupils use correct tripod grip
- ensuring good seating position and posture

The teaching of handwriting will depend on the needs of the child in each year group. It will be taught on a regular basis.

The focus in early years and key stage 1 will be on correct letter formation and moving towards the pupils developing their initial letter joins .

In key stage 2 the focus will be on pupils producing neatly joined handwriting. Any pupils who are not forming and joining letters correctly will be taught on a regular basis to meet these needs.

When writing in their books all pupils will be expected to use good quality handwriting.

Letter Formation

Letters are written on a base line, all cursive letters 'start on the line with a 'lead in' and 'end with a hook'. See below the 'Letterjoin' cursive lower-case script that will be used by the children.

Cursive Lower Case Letters



Printed or capital letters can be used for posters, notices, headings, labelling and form filling



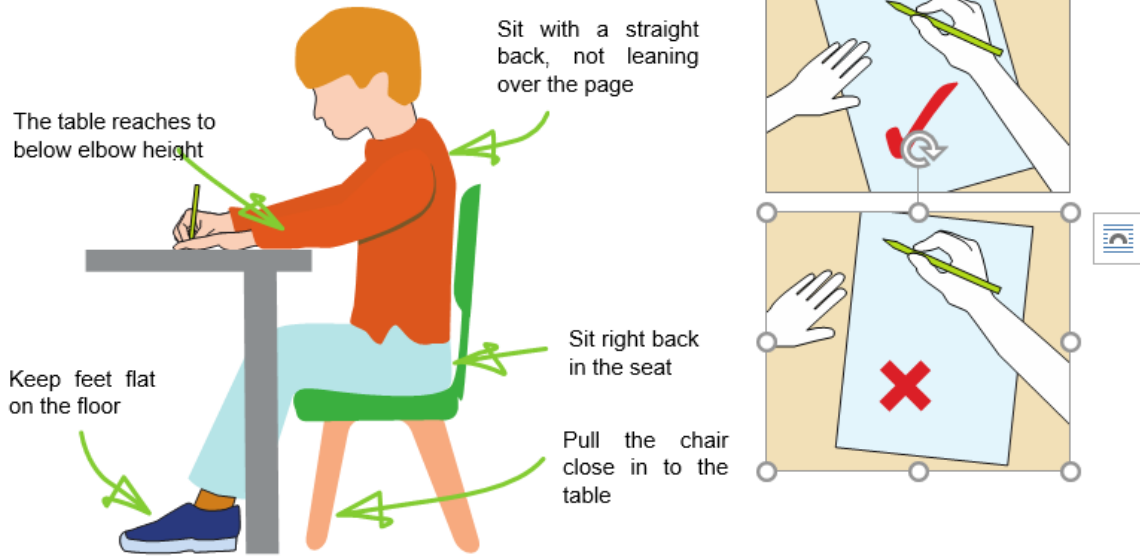
Speedy handwriting can be used for note taking and dictation.

Correct posture

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

- Feet flat on the floor
- Thighs parallel to floor and knees at a 90-degree angle
- Back up straight, inclined towards the desk and pivoted from the hips
- Forearms resting on desk with elbows level with the desktop at 90 degrees
- Paper stabilised with non-dominant hand
- Neck and shoulders relaxed
- Body faces desk squarely so non-dominant arm can support body weight
- Paper tilted to the up to the right (if right handed) or up to the (if left handed)

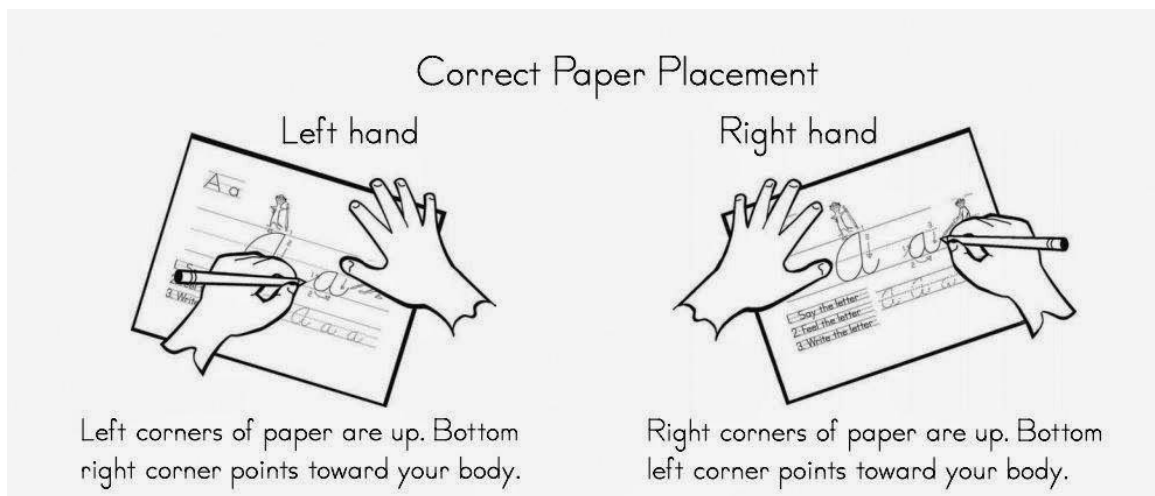
SITTING POSITION



Left-handed children

Left-handed pupils may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left handers on an individual basis or group basis if necessary.

- Left-handed pupils should sit to the left of a right-handed child so they are not competing for space
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left to right exercises may be necessary before pupils write left-to-right automatically.

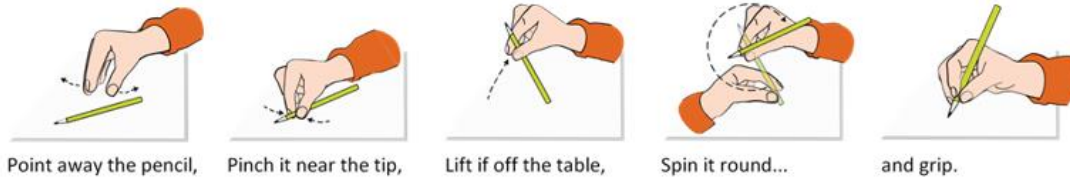


The Tripod Pencil Grip

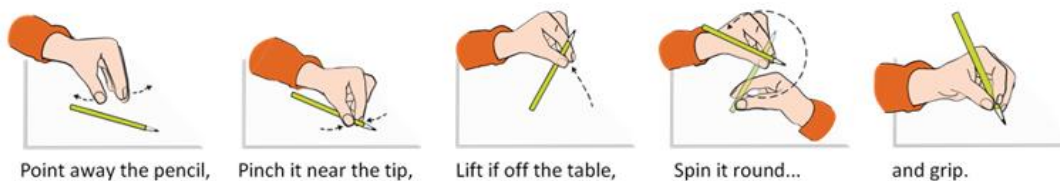
Both right- and left-handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

We use the Tripod Grip Rhyme:

Right-handed pencil grip



Left-handed pencil grip



Resources and Writing materials

- 'Letterjoin' gives interactive examples to use on whiteboards in the classrooms.
- A copy of correct letter formation should be displayed in each classroom. (See Appendix One)
- In all classes, pencil pots with suitable materials will be available for pupils to work at their own tables. Classrooms will be equipped with a range of writing implements, line guides, word lists and dictionaries for the children to access independently.
- Children will be given opportunities to use a variety of high-quality writing tools and art materials
- Sharpened pencils will be used for writing and drawing
- The blue / black pens will be used by all children who have achieved a consistent, cursive style.
- Children in KS1 and KS2 will practice their handwriting in a handwriting book used for this specific purpose
- Guidelines should be used when writing on plain paper.

Teaching Strategies

Modelling of the correct handwriting script by the teacher is vital. During handwriting lessons teachers will use a variety of methods including:

- direction
- demonstration
- explanation
- scaffolding

Inclusion

As recommended by the British Dyslexia Association, we have adopted a continuous cursive style of writing. The advantages of this are:

- 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 (b/d and p/q)
- There is a clear distinction between capital and lower-case letters
- The continuous flow of writing ultimately improves speed and spelling.

Children whose handwriting is limited by problems with fine motor skills including left-handed children and children with special educational needs will be given one-to-one tuition to help achieve their optimum handwriting level. One or more of the following strategies may be recommended for use in the classroom to support the development of good posture:

- Visual cue cards: providing a picture of what good posture looks like displayed on a child's desk or on the whiteboard can be a visual reminder each time a child is seated at their desk.
- Posture songs: 1 2 3 4 are my feet flat on the floor, 5 6 7 8 is my back up nice and straight, 9 10 11 12 is my pencil correctly held, 13 14 15 16 now I am ready to start writing.
- Slope board: this can be used for children who slump over their work as it encourages them to sit up straighter and to keep their head a good distance from the paper. These are also useful for children who apply too much pressure when writing as the board supports the weight of the writing arm freeing up the fingers to move at ease
- Movement breaks: encouraging a child to get up and move during transition times to ensure they don't become fatigued while also reducing the stress on their bodies
- 'Sit-and-move' cushions: these are particularly helpful for children who move around a lot on their chair or sit with poor posture. These cushions encourage correct sitting posture while also providing sensory feedback through your arms and legs.
- Weighted blankets resting on legs: These provide proprioceptive input to a child's legs, helping to reduce frequent movements while also physically prompting a child to remember to keep their legs/feet in a good position.
- Regular physical activity: participation in sports such as little athletics, swimming, gymnastics, yoga, soccer and dancing are great ways to increase

core strength which is essential to maintaining good sitting posture for extended periods of time

The SENDCo can provide advice and resources to support children who have difficulty with fine motor skills; including pencil grips, fine motor control programmes and referral to outside agencies.

Role of parents and carers

Children should be encouraged to maintain high standards of presentation and use the cursive script in all written work including homework

The agreed cursive style will be shared with parents at the start of the school year by the class teacher.

As a catalyst to speedy fluent handwriting we encourage parents and carers to use the 'Letterjoin' resources at home using our Home Edition of 'Letterjoin'

Pupils are encouraged to practise their handwriting at home by using the pupil log-in for 'Letterjoin'.

Children can also watch the word and letter animations and practice and explore other handwriting resources on 'Letterjoin'.

Monitoring and review

Class teachers and teaching assistants are responsible for monitoring children's handwriting and presentation in all lessons.

Members of SLT and subject leaders will monitor the impact of this policy on children's presentations and handwriting during learning walks and work scrutiny.

All members of staff are expected to be familiar with this policy and to apply it consistently