

# St John Fisher

## Catholic Voluntary Academy

### **Policy on Handwriting and Presentation 2021**



St John Fisher Catholic Voluntary Academy seeks to represent the Gospel teachings of Jesus Christ and the teaching of the Catholic Church as we strive to develop the talents of every member of our community.

## **1. Our Aim**

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately

## **2. Handwriting across the school:**

- Children use a continuous cursive handwriting style.
- They are encouraged to maintain a correct posture and pencil grip.
- Handwriting is discretely taught daily in the Foundation Stage and the beginning of Y1 and twice a week in Y2 and once a week in KS2.
- Opportunities for linking phonics and spelling are used.
- Handwriting practise is completed in books from Y1 onwards.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed requires improvement.
- Children write in pencil until the end of year 4. From year 5 onwards pupils write in black pens (no biro's).
- Marking policy should be implemented and class teachers mark in school script
- Children should use HB Black/Yellow pencils to write

See Appendix 1 on the technicalities of posture and position when handwriting

See Appendix 2 for lettering for lower and upper case.

### **Teaching strategies for teaching letter formation**

- Model good handwriting all the time including written feedback in books
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Finger trace the outline of letters on the back of the person in front of you.

## **3. Presentation across the school:**

- In KS1, all books are named with the school labels and pictures. Names are typed on the front of books. In KS2, children to write their own names on the front of their books. RE books to have a typed front cover.
- Every piece of work is dated (long date in all subjects except Maths).
- Each lesson needs to start a new page with clear date and title (LI) missing a line out before starting work.
- All work has a WALT. (FS and beginning of Y1 are typed and stuck into books – children are encouraged to write learning intentions after Christmas in Y1 and throughout the rest of school.
- Modelled examples are used to introduce new skills and reinforce expectations.
- Children use guidelines if they are writing on plain paper (from Y2 onwards).
- All drawings and diagrams are in pencil.
- Pencil crayons, not felt pens, are used in exercise books.
- Coloured pens are used for specific reasons by children e.g. self –correcting, editing or peer assessment.
- One single line with a ruler is used to cross out mistakes or edit writing.
- Books are well kept with no writing or doodling on the outside or inside of covers.
- Children are taught where to start a new piece of work.
- Poor presentation is addressed through verbal feedback and marking.
- Tippex and correction pens are not to be used by children.

- If sheets have to be stuck in, they must be done so carefully and so there is no spilling over the edge of the exercise book.

#### **4.Presentation in Maths**

- All work in maths books is to be completed in pencil, unless the children are completing self or peer assessment when purple polishing pens should be used.
- The date should be written in the short form on the right-hand side of the page.
- A margin of two complete squares is to be left on the left-hand side of the page (drawn with a pencil).
- Underneath the date, children are should leave one line and write the WALT on the left-hand side and underline.
- Children should write one numeral/symbol in each square.
- Where possible, children should signpost the type of activity they are completing eg: Review, Fluency, Problem Solving/Reasoning, Go/Dive Deeper, Challenge etc
- Children start a new page for a new piece of maths work.
- Rubbers are not to be used unless the children make a mistake when completing a mathematical drawing or diagram.

#### **5.Specific Progression:**

##### **Foundation Stage**

- Children are taught correct letter and number formation in a cursive style, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right.
- Use of rulers for labelling is modelled by teachers and rulers are available for child-initiated learning.
- Some children are taught how to write 'on the line' and begin to join letters.
- Reception
- Plain books with pencil lines drawn on before the children write together with use of lined books (lines to be drawn/ printed approx. 2 cm apart)
- In the final weeks of the Pentecost term children are taught to write the number date and underline with a ruler in preparation for Y1.

##### **Years 1 and 2**

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to underline and label neatly with a ruler.
- It is the expectation that children will begin the year using wide lined writing books and end the year on narrower lined books. Teacher judgement must be used in line with the English Subject Leader.
- We aim for all children to be joining by the end of Y1.
- In Y2 children are taught to write in paragraphs which is demarcated by missing a line
- The majority of children in Year 2 should be ready to start the year on narrow lined books. Some will need to continue on wide lined books until ready.

##### **Years 3 and 4**

- Years 3/4 is the transition time from pencil to pen. Children continue to use pencil in their work books but are taught to use pens in handwriting lessons.
- They work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children write in paragraphs around a theme.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

### **Years 5 and 6**

- Children write in black pen (not biro) in all books.
- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

## **6. Assessment**

Phase leaders will monitor children's presentation in books regularly (Half termly) the following will be considered;

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the writing properly aligned?
- Are the standards achieved by the majority of pupils in line with the level descriptors in the National Curriculum and Early Years Outcomes?

### **Individual Assessment**

Children should be observed as they write in their lessons across all subject areas.

The following should be taken into account:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and/or joining letters?
- Are any of the letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupils handwriting development in line with the level descriptors from the new national curriculum?

### **6. Inclusion:**

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment.

## **7. Celebration and Motivation:**

All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard, including homework, in whole class situations.
- The twice-yearly whole school handwriting competition.

- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy (Praise, House points, special mentions, stars of the week).
- Sharing good work with the Head Teacher, Heads of school and in assemblies.
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on boards, in books, on whiteboards, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children.

### **8.Homework:**

Parents are encouraged to support their children to produce quality work following the policy guidelines. Children are expected to take the same care with homework as they do in their class books.

### **9.Monitoring:**

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to excellent practice.

#### **Key persons and responsibilities**

A Gallagher  
M Baraclough  
S Hanson  
R Moloney

#### **Policy review (When and by whom)**

September 2021  
M Baraclough

#### **Date policy agreed**

June 2021

**Signed:**

**Date:**

## **APPENDIX 1**

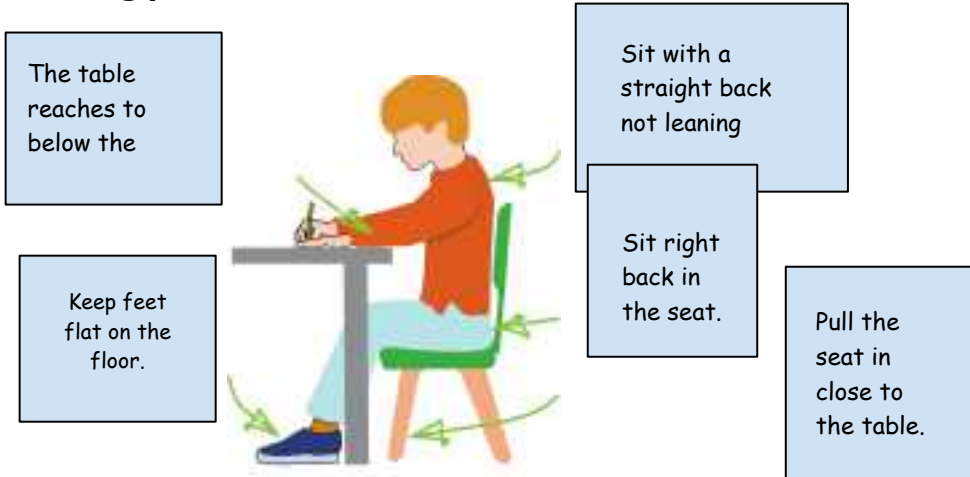
### **Getting Ready to Write - Correct posture and pencil grip for handwriting**

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

- Chair and table to be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chairs should be such that the thighs are horizontal and feet flat on the floor.

- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

### Sitting position



### Pencil grip

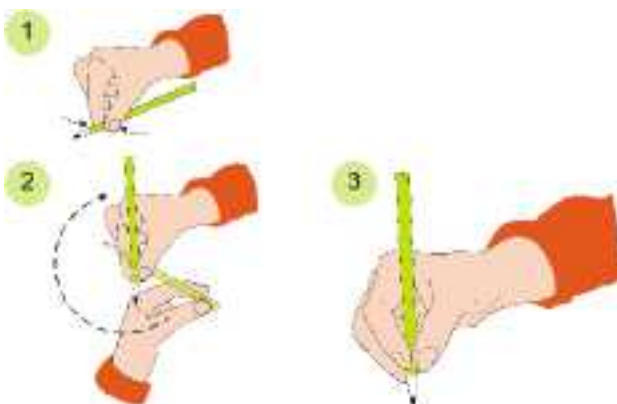
Children should write with a pencil (or a pen when appropriate) with a rounded nib. Pencils should be reasonably sharp. A tripod grip is the most efficient way of holding a pencil, pencil grip will be tracked and assessed through Foundation stage, each year assessment of handwriting grip will be passed on to the receiving teacher to ensure that errors in grip are addressed.

### For right handed children

Hold pencil lightly between thumb and forefinger 3 cm away from the point. The paper should be placed to the right slightly tilted to the left. Use the left hand to steady the paper.

### 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.



- 1) Grip the pencil with your index finger and thumb with the nib pointing away.
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your middle finger to support the underside of the pencil.

**handed Children**

**For**

**left**

Hold the pencil lightly between the thumb and forefinger, resting on the first knuckle of the middle finger; hold about 3 cm from the tip. The hand should be kept below the writing line. The paper should be tilted slightly to the right at about 20/30 degrees. Use the right hand to steady the paper.

**NB** It is very important that a right handed child is not seated on the left hand side of a left handed child as their elbows will collide.

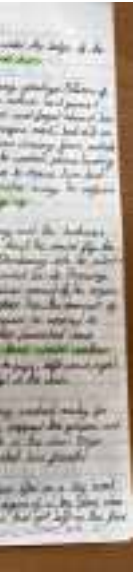
Specialist pencils and grips are available to support with the development of tripod grip, see English Lead/SENDSCO.

## Appendix 2

a b c d e  
f g h i j k  
l m n o p  
q r s t u  
v w x y z

A B C D E  
F G H I J K  
L M N O P  
Q R S T U  
V W X Y Z





Appendix 4 – Example Maths Jotter books





Appendix 6 – Example front of books (KS2)

