



## HANDWRITING AND PRESENTATION POLICY

### Aims

We aim to help the children become individuals who show a pride in themselves and their work. Good writing habits and an interest in the aesthetic qualities of presentation are essential elements in achieving this aim.

### Objectives

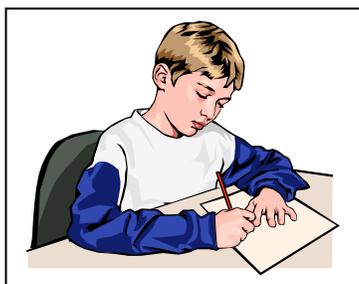
By clearly defining acceptable standards to the children and by teaching the correct skills we will be providing a good foundation, which will serve the children well in later years.

### The National Curriculum

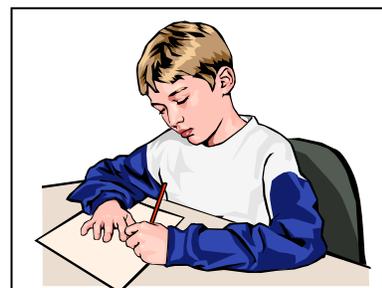
The National Curriculum clearly defines the progression expected to produce a legible style for communication and speed and emphasises the importance of good presentation and layout. It is essential to remember that these are skills which must be developed at all stages and that we must be clear and consistent in our expectations.

### The Mechanics of Writing

**Sitting Position:** Children cannot write with comfortable control if their body position and furniture are wrong. The table height should be roughly half his height and the seat about a third. Feet should be flat on the floor. The paper or book should not be placed squarely in front of the pupil but should generally follow the position of the writing arm, as below:



Right Handed



Left Handed

### Grip

The 'tripod grip', illustrated below, gives good control and is least likely to create pain from repetitive strain when writing for long periods. We should always aim for this grip, even if the individual has developed their own style.



## Lighting

It is important that the children are able to see what they have written; that the lighting level is comfortable and that they are not writing in the shadow of their hand.

## Left-handers

Sitting position and grip for left handed writers have been noted previously. In addition, left-handed children should always sit on the left-hand side of a desk shared with a right-handed child. Writing frames will be provided for children who write with their left hand.

## Progression

### Reception

- Children to use lined paper from Reception.
- They should be taught correct letter formation using the rhyme [I:\Policies\ReadWriteInc\\_letterformation.pdf](I:\Policies\ReadWriteInc_letterformation.pdf) for each letter and should just print their letters and not join at this stage.
- Children pencils.

### Year 1

- All children to be challenged to join their letters but not until they are using correct formation when printing each letter.
- Children to use pencils.
- Children to use blue pens.
- Teachers to use black pens to mark.
- Use rhyme: 1, 2, 3, 4 feet flat on the floor; 5, 6, 7, 8 backs up very straight, to encourage correct sitting positions.

### Year 2 - Year 6

- Children should use cursive handwriting whenever they write.
- All children and staff to produce consistently joined handwriting.
- Each word should begin with a lead in; all letters starting from the line (lead in).
- No rubbers to be used when writing; a neat line should be placed through any incorrect words.
- Pens to be used just for handwriting practice in Year 2.
- Pen licence to be earned (Year 2) to use to write in English/other work books,
- In Year 3, all children to use pens except for poor hand writers.
- Children to use blue pens.
- Teachers to use black pens to mark.
- Use rhyme: 1, 2, 3, 4 feet flat on the floor; 5, 6, 7, 8 backs up very straight, to encourage correct sitting positions.
- Children will progress to using a fountain pen by Year 6 - earlier if handwriting is consistently cursive and neat.

## Handwriting Practice

- Children to be explicitly taught handwriting four times a week by their class teacher. They will learn a poem and write out a line of it each day (one poem per term) and write out the whole poem on Fridays (or one day during week).

## **Organisation**

Good handwriting is a skill and needs to be actively taught with clear instructions showing the correct manipulation of tools.

Within each class there will be a wide range of ability and stages of development. Our teaching must take this into account.

As the children progress through the school, they need to be encouraged to write fluently but with increased speed.

The children must be discouraged from thinking that handwriting is a separate activity which does not concern their other work.

## **Role Model**

It is important that the children actively observe the handwriting style wherever possible. Handwriting used by the teacher/TA in demonstration on the board, or in books and on worksheets, should always be in the accepted style.

## **Writing Materials**

**Pencils:** HB pencils are to be used for all maths work, diagrams or underlining.

Pencils should be no shorter than 7cms long (see 'Grip')

Softer pencils are available for Artwork. Pen will be used in all classes from Year 3 where children show they are able to use them neatly. All maths work is done in pencil.

When children's handwriting becomes very neat and cursive, they will earn their pen licence. Writing must continue to be neat and cursive; the children will only keep pen licence if writing continues to be neat and cursive. The licence is conditional.

## **General Rules of Presentation**

### **Exercise Books:**

Only the pupil's name, subject and, where appropriate, the set, should appear on the front cover. Children are not permitted to doodle or draw on covers.

## **Assessment**

The process of Assessment for handwriting and presentation is continual. In addition to targets set in the National Curriculum, we should consider appearance, slope, spacing, proportions and regularity. Children should be involved in assessing their own efforts and that of others.

## **Parental Involvement**

It is important that parents are made aware of handwriting styles and standards of expectation through sharing this policy with parents.