

Everyone **S**mile **H**ere.
Esh Church of England Primary School.

ESH
Church of England
(Aided)
Primary School.

Handwriting and Presentation
Policy

Updated – January 2020

These *Guidelines* are adopted subject to the over-riding requirements of relevant legislation, of the school Trust Deed and to the legal responsibilities and powers of the *Governing Body* as employer, admissions authority and owner of the school

The Esh Church of England School Handwriting and Presentation Policy

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.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum. Our school uses *Penpals for Handwriting* to ensure that:

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

Progression of skills

Penpals enables us to teach and secure the development of handwriting throughout the school:

- First, children experience the foundation of handwriting through multi-sensory activities (Reception).
- Correct letter formation is taught, practised, applied and consolidated (Y1).
- Joining is introduced only after correct letter formation is used automatically (Y2).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

In using *Penpals*, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

Handwriting tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers or interactive pens when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing until a pen licence is awarded (Y3).
- A handwriting pen for when they sustain a good level of presentation.

In Year 1, Handwriting books are used, with extra lines to support correct letter formation. For the rest of the school, handwriting is practised in English books so that children quickly learn about letter orientation including ascenders and descenders.

Equality of opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

Presentation across the school:

- All books are named with the school labels and logo. Names are typed on the front of books.
- Every piece of work is dated (short date in all books apart from English).
- All work in English and maths has a learning objective and success criteria printed and stuck into books
- 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.
- One single line 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.
- A new page is started at the beginning of every lesson
- Poor presentation is challenged where appropriate through verbal feedback and marking.