

# Coppermill Primary School



## Presentation & Handwriting Policy

Ratified by the Curriculum & Achievement Committee: June 2018

Review Cycle: Every three years

Next review: Summer 2021

## **Rationale**

At Coppermill we believe that good presentation is an essential part of effective learning. We aim to promote an ethos of responsibility and ownership so that children take pride in their work.

Research shows that good presentation can promote children's ability to organise their thinking, communicate their ideas clearly and become more effective at self-editing and improving. At Coppermill, this means that children will be encouraged to review, revise and improve their work through feedback, so that work presented in books clearly reflects the learning process.

The policy will also set out our expectations for teachers and learners so there is an agreed and consistent standard across the curriculum.

### **1. General Principles**

- All work is dated and titled – from Y1 onwards
- Incorrect work is crossed through with a single line and rubbers used sparingly, e.g. to rub out a drawn shape or part of a graph.
- All editing and responses to marking are completed using a green pen.
- A ruler is to be used to draw lines in maths, for example geometric shapes, tables, graphs. N.b. a ruler is not needed to draw lines in calculations (e.g. = sign below an addition calculation).
- Children should not graffiti, doodle or draw anything otherwise inappropriate on/in their books. Teachers should be vigilant and pick up on this if it occurs.
- Some children may start to use pens in Year 3 once writing is of an acceptable standard and a pen licence has been issued.
- When writing in pen, children will use a black handwriting or roller-ball pen (except in Maths). **No biro's should be used at any time.**
- Papers stuck into books should be done neatly and with minimal folding.

### **2. Setting out work**

#### **Maths:**

- All work to be completed in pencil up to and including Y6.
- Write down the LO in full starting from the left hand side of the page, e.g. LO: to multiply HTU by TU.
- Write the date in figures on the right-hand side using the 'short date' format e.g. 20/06/2018.
- For children in KS1 and some SEN children, the LO and date will be pre-typed and stuck in their books before the start of the lesson or written by the Teaching Assistant or Class Teacher.
- Children will write one digit per box when writing numbers but write normally, on the line, when writing words.
- All lines will be drawn with a ruler, especially when drawing shapes and graphs.

#### **Literacy:**

- Write the date at the top of the page using the 'long date' format e.g. Wednesday 19<sup>th</sup> January 2018.
- Below the date, write down the LO in full starting from the left hand side of the page, e.g. LO: to use noun phrases to describe a character.
- For children in KS1 and some SEN children, the LO and date will be pre-typed and stuck in their books before the start of the lesson or written by the Teaching Assistant or Class Teacher.
- The Success criteria (written or printed) should be below the LO. Note that written SC may not be appropriate for all lessons or year groups.

- Only take a new page if there is no space left on the previous page.
- Write answers in sentences unless specified otherwise by the teacher.

**Other subjects:**

- Use a sharpened pencil or a black handwriting pen.
- Write the title and date the same as above
- Write legibly and present work appropriately for the task.
- Use templates and scaffolding, where appropriate, to help organise and set out written work.
- Work for display should be presented to the best of the pupil's ability
- Word processing can be used where appropriate for presentation purposes.

**3. Editing and feedback**

Self-editing is a vital part of the learning process and this should be evident in all written work (except final 'presentation' pieces). Children should be encouraged to do this carefully and neatly using a green pen at all times.

#### 4. Handwriting

Aims:

Pupils will

- Understand the importance of clear and neat presentation in order to communicate meaning clearly
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Develop a fluent, joined handwriting style by the end of Year 3.
- Use their skills with confidence in real life situations.

We use the **Collins Handwriting Scheme**. All modelled handwriting and associated resources should use the handwriting style specified by this scheme. Expectations by year group are detailed in Appendix A.

#### Handwriting practice

- Pupils should be given opportunities to practise handwriting **at least three times per week** or more frequently, as necessary.
- Correct letter formation will be modelled by the class teacher.
- 'Little and often' is the most efficient and effective way to embed good handwriting habits. Therefore, regular handwriting practice will typically be no longer than 15 minutes.

Basic structure of a handwriting session:

- ✓ Relaxation, see Appendix B
- ✓ Posture check, feet flat on the floor, back touching the chair
- ✓ Teacher modelling
- ✓ Children practising independently with teacher model, then from memory
- ✓ Sessions should be fun, varied and multi-sensory: write letters in the air (sky writing), on backs or on hands, orally describe letter shapes and joins with children 'the patter'
- ✓ Whiteboards and pens are ideal for initial formation practice as mistakes can be wiped away (good for children who find it very difficult as mistakes can be rubbed out) but books should also be used to record handwriting practise on lined paper

All children should be writing cursively by the **end of Y3**. Initially, handwriting practice will take place in handwriting books but from Y2 onwards will transition to the back of literacy books.

- Pupils should leave appropriate spaces between words using a 'finger space' and if writing on lines, position letters appropriately.
- They should write legibly and to be consistent in their writing style.
- Teachers will model good practice in handwriting and presentation of work and ensure writing skills and layout techniques are transferred into other writing activities.
- Teachers and pupils will expect high standards of presentation in written work.
- Pupils who have difficulties in handwriting will be given access to appropriate keyboard or typing training skills and/or will have written work transcribed for them, where appropriate. They may also have extra practice in handwriting skills.

## **Appendix A: Handwriting Expectations by Year Group**

### **Nursery:**

Children should:

- Use a range of mark-making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of pattern
- Develop a language to talk about shapes and movements
- Begin to use three fingers (tripod grip) to hold writing tools
- Imitate drawing simple shapes such as circles and lines
- Begin to show a preference for a dominant hand
- Develop gross motor control by drawing lines and circles
- Draw lines and circles using gross motor movements
- Use one-handed tools and equipment, e.g. makes snips in paper with child scissors
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp
- Hold pencil near point between first two fingers and thumb and uses it with good control
- Copy some letters, e.g. letters from their name

**In Reception** the children continue to develop their knowledge, skills and understanding from Nursery in addition to:

- Show a preference for a dominant hand
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- Form the capital letters that start their names
- Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels, captions
- Attempt to write short sentences in meaningful contexts
- Start to leave spaces between words
- Once basic letter formation is mastered, children are provided with large pieces of paper (turned landscape) with a single line

### **Guidance for Foundation Stage Teachers**

Letter formation should be taught alongside phonics using the Read, Write Inc phonics scheme. Implements such as chunky triangular pencils, large chalks and chunky pens should be used by pupils to rehearse skills on paper, chalk boards, pavement etc. Children should be introduced to the pre-cursive script at the earliest stages of writing to enable an easier transition into Year 1. By the end of Reception, pupils should start to transfer towards a cursive script depending on their skill and ability. Displays in both Nursery and Reception should include models of the school's cursive script. Left-handed pupils should receive specific teaching to meet their needs.

### **Year 1**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- 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’ (i.e. letters that are formed in similar ways) and to practise these.
- form ‘kicks’ and ‘flicks’
- use a comfortable and efficient pencil grip
- leave appropriate-sized spaces between words

### **Guidance for Teachers in Year 1**

Handwriting in Y1 requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, 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.

Posture: Children’s backs should be straight and their feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child, the book should be slanted to the right. Always make sure that the hand that is not holding the pencil or pen holds the paper.

### **Year 2**

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 in the school’s cursive style 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 correct spacing between words that reflects the size of the letters
- form and use the basic cursive handwriting joins

### **Guidance for Teachers in Year 2**

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. Joins are taught in sets (as outlined below) - all letters need a lead-in and a lead-out.

### **Years 3 and 4**

Pupils should be taught to:

- write legibly (Year 3) and fluently (Year 4) using joined handwriting in the school’s cursive style
- 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 down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

### **Guidance for Teachers in Years 3 and 4**

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**

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

### **Guidance for Teachers in Years 5 and 6**

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 un-joined 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 B

Hand gym/miming activities to relax fingers and hands before writing

- Washing
- Wringing, rubbing, shaking and folding clothes
- Brushing hair
- Stroking a cat
- Playing a musical instrument
- Playing with snow, bubbles, feathers, balloons
- Picking up sweets to put in a dish or your mouth

Once basic principles have been established:

- Sit in the writing position but with arms dangling limply. While in this position let the hands flutter loosely
- Let the forearms lay limply on the table in the correct writing position. Raise and lower the elbows several times
- Place elbows on the table with the forearms held upright. Let the hands flap loosely backwards and forwards
- Clench and unclench the fists
- Drum lightly with fingers on the table
- Circle the hands, inwards, then outwards
- Hold the pen in the tripod grip lightly. With the forefinger tap the pencil lightly

Progression in pencil grip:

