



Handwriting and Presentation Guidelines

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Aim

We are aiming for children to be proud of their learning, writing in a fluent, joined style of handwriting as early as possible.

In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

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 (Early Reception).
- Correct letter formation is taught, practised, applied and consolidated (Reception/Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- 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'.

How Handwriting is Taught at Kineton

- At Kineton, we teach a cursive script from as soon as children are learning to write.
- Handwriting should be taught for at least 1 session a week in EYFS, KS1 and in KS2 (for as long as it is necessary).
- Handwriting lessons should be recorded at the back of English/topic books with same expectations of recording at the front of an exercise books and marked using the whole school marking policy focussing on feedback within lessons.

- Daily practice is advised for those who are not yet writing fluently in a joined script but this must be in addition to handwriting lessons e.g. as part of early morning activities and guided reading.
- As outlined in the Penpals scheme, the joined script progresses through the year groups. Children may move more quickly when they are ready or need further practise at the earlier stages depending on their fine motor development.
- Teachers must always model writing in the style expected of their pupils.
- When printing text, teachers should use either Comic or Lucida handwriting depending on the children's developmental stage.

Reward Scheme

- Handwriting awards will be given to those reaching the key developmental stages throughout the school.
- Awards will be presented in Friday merit assembly. Parents will be advised via e-mail that their child will be getting a certificate.
- When awards are given, teachers should update the Excel Spreadsheet on the Portal (Staff – Staff documents – English – Handwriting Rewards) noting in which year group the award was given so subsequent teachers know which stage of the reward scheme children have achieved. Please edit this document using Excel Online by clicking on the link rather than downloading and uploading again.
- New pupils will need to be added manually by the teacher to their year group.
- It is expected that children continue to meet the expectations for the stage they have been awarded once certificates have been given.

	Developmental Stage	Year group expectation	Writing Implement once awarded
Bronze	<ul style="list-style-type: none"> • Hold a pencil with a three fingered grip 	YR/1	Thick triangular pencil
Silver	<ul style="list-style-type: none"> • Correctly form all letters of the alphabet when printing letters, both lower case and capital letters. • Form letters that are of the correct size and shape. • Cross out errors with a ruled pencil line, and not a rubber 	Y1/2	Thin pencil
Gold	<ul style="list-style-type: none"> • Correctly join all letters where appropriate across a range of writing • Form letters that demonstrate consistent size and spacing, including length and direction of ascenders and descenders. • Maintain an even pressure on the page. • Correct their mistakes by putting a neat line through their error. • Demonstrate good layout of their learning, including DUMTUM with a ruler (date, underline, miss a line, title, underline, miss a line). 	Y3/4	Handwriting pen
Platinum	<ul style="list-style-type: none"> • Write with a clear, fluent style • Use neat handwriting consistently across all areas of learning including their home learning. • Adapt their writing to a range of purposes for example CAPITALS or <i>italics</i>. 	Y5/6	Fountain pen (choice)

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 may be offered the Occupational Therapy intervention programme. This programme offers support at six different levels from develop fine motor control through to improving fluency and legibility. This can be downloaded from the portal (Staff- staff documents- English-Handwriting-Handwriting Intervention). Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

Presentation Expectations

-  Every piece of learning in a child's book should be of a good quality and pupils should be given sufficient time to finish it.
-  Every piece should have a learning goal and title. This should either be written by the pupil and underlined at the top of the page or stuck in on a printed label.
-  There should never be any writing by pupil or adult on the outside of a book.
-  Books should be labelled with stickers following the whole school format rather than by hand (spare sets and templates can be requested from in the office). Labels for English/topic should include the photograph of the Cornerstones unit being covered.
-  Work will be ruled off, using a line on the page as a guide and with a ruler or new work will start on a new page.

Pencils

- Should always be used for underlining of the date and/or titles, drawing tables or drawing lines to labels
- Adults in the classroom should ensure pupils have pencils that are sharp enough to scribe neat letters.

Date

- The date should be written on the left hand side of the page next to the margin.
- Long date will be recorded for English based tasks.
- Short date will be recorded for maths based tasks. (YR&1 – short date for both)

Learning Goal – L.G.

- The learning goal should be written on the line below the date, starting from the left hand side.
- The learning goal should be clear on all pieces of work. Pupils in KS2 are expected to write the L.G. themselves although for some children LG stickers are more suitable. Reception and KS1 should have the LG on all pieces written work.

The date and learning goal should be underlined with a ruler in pencil.

Editing and Corrections

- Children will be taught to make corrections by drawing a **single ruled line through the error in pencil** (even when writing in pen).
- Rubbers may be used when writing in pencil from Year 2 up. In Year R and 1, children will be supervised when using the rubber by an adult.
- Errors should be marked with a x and children encouraged to go back and edit these as soon as possible afterwards.
- Big writes should be written on the right hand side of the double page to allow space for editing on the left hand page.

Worksheets

- It is expected that worksheets are **very rarely used**, if at all.
- If is it necessary to use a sheet, it should be clearly dated and titled then inserted neatly into relevant books.
- A4 sheets to be cut down to fit in A4 books without folding or overlap and stuck in straight. In A5 books, worksheets to be folded in half only.

Presentation in mathematics exercise books

-  Work will be done on squared paper in pencil.
-  One digit will be recorded in each square but not one letter in each square.
-  Questions should be identified with a number and a bracket i.e. 1)
-  Problems should be well spaced on the page.

Monitoring

-  Teachers should correct children's presentation if any element slips below the standard that can be deemed to be a child's best. If this is the case, pupils should be asked to rewrite any part of their learning.
-  SMT will monitor presentation as part of both formal and informal monitoring.