

## Handwriting and Presentation Policy

Version ii

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| <p><b>Important:</b> This document can only be considered valid when viewed on the school website. If this document has been printed or saved to another location, you must check that the version number on your copy matches that of the document online.</p> <p><b>Name and Title of Author:</b></p> | Lucy Hudson, Head of Hunsley Primary                          |
| <b>Name of Responsible Committee/Individual:</b>                                                                                                                                                                                                                                                        | Hunsley Primary Local Governing Body                          |
| <b>Implementation Date:</b>                                                                                                                                                                                                                                                                             | Spring Term 2019                                              |
| <b>Review Date:</b>                                                                                                                                                                                                                                                                                     | Autumn Term 2021                                              |
| <b>Target Audience:</b>                                                                                                                                                                                                                                                                                 | All Staff, Parents, Pupils, Community Users, Key Stakeholders |

|                                                          |                                                                                                                                                   |
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| <b>To be read with reference to associated policies:</b> | <ul style="list-style-type: none"> <li>- Teaching and Learning Policy</li> <li>- Home School Agreement</li> <li>- Home Learning Policy</li> </ul> |
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# Handwriting and Presentation Policy

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## Policy Statement

This policy outlines the principles and values underpinning the expectations of Hunsley Primary for handwriting and presentation.

### 1. Purpose and Scope

The purpose of this policy is to set down the school's intention that every child should be supported to develop their personal handwriting style to aim for a fluent, automatic, legible style of handwriting and their best standard of presentation across all areas of written work.

Presentation should be delivered with pride in their work and with a consistency across all written pieces, meeting the guidance set down in the policy for layout and structure of written work.

Hunsley Primary has a very clear understanding of how important high standards of written accuracy and presentation are in helping children become confident, accurate writers and communicators, with a lasting set of skills. We also understand the connection between fluent, automatic handwriting and the mastery of spelling patterns.

We recognise the importance of meeting and supporting individual pupils' needs from Reception through to Year 6 as they develop their handwriting and presentational skills. How pupils progress and require support will determine ongoing interventions to support, help and encourage children to achieve their very best outcomes and their full potential.

This policy sets out the strategic plan for the teaching, acquisition, practice and monitoring of handwriting development and presentation of written work, to ensure a continual focus on the improvement of children's skills in writing and presenting their work so that they can reach their full potential.

### 2. Roles and Responsibilities

#### Local Governing Body

It is the responsibility of the Local Governing Body

- To ensure there is a policy in place and that it is reviewed in accordance with the agreed policy review cycle

#### Head of Hunsley Primary

It is the responsibility of the Head of Hunsley Primary

- To provide parents with a clear policy regarding expectations for Handwriting and Presentation and to ensure that the policy is readily available to read
- To ensure this policy is fully and consistently followed by Hunsley Primary staff, and upheld by parents and children
- To enable staff to deliver the expectations of the policy through induction and training processes
- To set, monitor and model the whole school standards for handwriting and presentation

## **Staff**

It is the responsibility of the staff

- To plan and deliver a programme of activities, appropriate to the needs of the children within the curriculum plan
- To teach, model and monitor handwriting and presentation standards for the children in their class
- To place handwriting and presentation at the heart of teaching on a daily basis
- To train pupils to respond to feedback on handwriting and presentation by reflecting and improving their work
- To set stretching goals for their handwriting and presentation, based on their potential and prior attainment.

## **Pupils**

The responsibility of the child differs across the Key Stages as children develop and progress through the school.

As children progress through the school, their responsibility increasingly focuses on the following:

- To listen to feedback and, as they progress through the Key Stages, respond to feedback to improve their handwriting and to set themselves aspirational goals for improving their written presentation.
- To take care with written presentation and to look after books and resources as appropriate, taking pride in achieving their best.

## **Parents and Carers**

It is the responsibility of parents and carers

- To support their child/ren at home to achieve their best standards in all written aspects of Home Learning and to uphold excellent attitudes to learning when at school, in accordance with the Home School Agreement.
- Parents are also responsible for raising questions or concerns about handwriting and presentation, should they occur.

## **3. Equality and Diversity**

The Education Alliance is committed to:

- Eliminating discrimination and promoting equality and diversity in its policies, procedures and guidelines
- Delivering high quality teaching and services that meet the diverse needs of its pupil population and its workforce, ensuring that no individual or group is disadvantaged

## **4. Vision, Values and Ethos**

### **Vision: Our Commitment**

Hunsley Primary is committed to being an innovative, stimulating, forward-thinking free school that makes the most of its freedoms to impact positively on pupils' lives in the community and provide opportunities for all its children to make outstanding progress. Hunsley Primary children are capable, confident and creative thinkers and motivated, resilient, problem-solving learners. In particular, the school is committed to developing pupils as mathematicians and scientists.

### **Values: Our Children**

At Hunsley Primary, we believe that every child is an individual, ready, able and eager to learn, and as such a member of the team. We are a fully inclusive school and we view every child as unique; we believe that all learning activities should be personalised and challenging to meet all pupils' needs and that every child should receive the care, guidance, nurture and robust support they need to overcome disadvantage or barriers to learning. It is our prime aim that all children make their best progress in an enabling learning environment, in the presence of their peers and the security of positive relationships with those around them. Our highly-trained expert classroom practitioners, from teachers, TAs, volunteers to associate Trust staff, ensure that all children have the chance to work, discuss and learn with professionals who are passionate about education.

By ensuring our children become responsible for directing, sustaining and reviewing their own learning, taking responsibility for critiquing their own and each other's work and for setting ambitious challenges, we aim to embed an understanding of the importance of refining work to its best point so that children feel a sense of high achievement as a result of the feedback they receive.

By maximising the benefits of our close relationship with South Hunsley School and Sixth Form College and its subject specialists, we aim to secure a continuum of learning and a depth of conceptual understanding necessary for excellent progress in all curriculum areas, leading to the highest achievement at Key Stage 2, GCSE and A Level and, in due course, access to the most aspirational HE institutions, courses and professions for all children.

### **Ethos: Our Teaching and Learning Rationale**

#### **Engagement, Enjoyment, Discovery, Reflection, Achievement**

Our aim is to deliver teaching and learning which meets the needs of every single pupil in school, basing our planning on rigorous assessment and observation, mapping out challenging, supportive next steps. We plan our curriculum activities and our personalised teaching and learning approach to match the following rationale:

- Flexible, personalised timeframes for learning, based on excellent pupil-centred teaching – teachers highly conversant in the complexities and specialisms of their practice
- Real learning themes and deep-thinking investigations, which prepare our pupils for 21<sup>st</sup> Century living and engage them in learning with enjoyment and passion
- Inspirational and challenging learning activities, which have the principles of scientific enquiry and investigation ('working scientifically') at their core, generating a lifelong love of learning, enquiry and discovery and a systematic means of approaching challenging and new tasks
- A union of partnerships with cross-phase, multi-agency and multi-disciplinary expertise for planning, delivery, monitoring and review, to ensure each child has every opportunity to build successfully on their learning from 4 to 19, removing barriers to engagement and development

- Pupil resilience, independence, confidence and readiness to meet the rigours of education, through to university and beyond, and the demands of living and working in a rapidly-changing technological world
- Innovative, immersive and inclusive learning resources, combining the best of expert input, outdoor, hands-on, experiential learning and digital interfaces, to give pupils every opportunity to aspire to their full potential.

## 5. Systems and Procedures

**‘Handwriting’** refers to the written style of letter formation and pattern of writing

**‘Presentation’** refers to the way work is organised and presented across all areas of the curriculum

**‘Nelson Handwriting’** refers to the handwriting scheme published via Oxford University Press in order to:

- provide a clear, practical framework for implementing and developing a consistent, whole-school handwriting policy;
- develop children’s personal handwriting style to ensure they meet the ‘expected standard’ in the end of key stage writing teacher assessments
- introduce letters in line with Letters and Sounds and include pattern practice and motor skills work with three levels of differentiation
- introduce cursive handwriting in step-by-step stages in line with the latest UK curricula.

<http://www.nelsonthornes.com/nelsonfamily/handwriting.html>

### **How Handwriting is taught at Hunsley Primary**

Handwriting is taught as a discrete lesson taught at least three times a week for sessions of no more than 15 minutes. Teachers model the Nelson method to the children, and explicitly teach letter formation and joins in each of these sessions. Children then practise their handwriting activity in their handwriting books. Work is initialled, so over the course of the week every child will have had their letter formation observed and checked by an adult.

Handwriting is also taught as part of the day-to-day writing children observe and produce – this means that teaching staff must model, observe, correct and support handwriting development in every aspect of the day-to-day teaching and learning taking place in school. It is expected that children will be set targets for their handwriting through the discrete lessons and also as part of the written feedback they receive across all aspects of their work. Adults will be checking for the following as priority:

- Is there consistency in letter size?
- Are the descending strokes below the line parallel and straight?
- Is the height and length of ascenders and descenders regular?
- Is the space between letters even?
- Is spacing between words even?
- Is the writing a reasonable size?
- Is the presentation in line with school guidelines and expectations?
- Is the child exerting the right amount of pressure?
- Is the pencil grip correct or, as required, appropriately adapted for the child?

## **Summary Overview of Developmental Stages**

By the end of Reception children will:

- Learn to write clearly recognisable letters and single digit numbers
- Learn how to form letters correctly
- Learn to hold their pencil in the desired grip

By the end of Key Stage 1 children will:

- Be able to form all letters and numbers correctly
- Know which letters join to others and which do not
- Be able to join letters appropriately

By the end of Key Stage 2 children will:

- Have enhanced speed and fluency in order to develop an automatic, legible, individual style
- Demonstrate correct letter formation and joins learnt in all handwriting across the curriculum

### **How Presentation Expectations are taught at Hunsley Primary**

Presentation is taught as part of the day-to-day work children observe and produce – this means that teaching staff must model, observe, correct and support presentation in every aspect of the day-to-day teaching and learning taking place in school. It is expected that children will be given targets and ‘Ways Forward’ for their presentation as part of the written feedback they receive across all aspects of their work.

### **Inclusion and Handwriting / Presentation at Hunsley Primary**

Handwriting will be taught and supported in accordance with the individual needs of each child. Where gross or fine motor challenges, or other physical impairment or additional learning need, such as a visual impairment or dyslexia, may impact upon the pupil’s ability to access and engage with handwriting activities, staff will offer the following non-exhaustive list of processes and support programmes:

- involvement of external professional agencies for assessment and support of individual needs
- close working with parents, carers and all teaching staff involved with the child to identify and support specific needs
- provision of time or other resources to offer additional inputs and therapies which facilitate and support access to the curriculum, e.g. physical therapies such as putty and dough disco warm-ups
- provision of small group or one-to-one handwriting practice as required
- use of alternative means to capture writing – laptop or voice recorder technology – to facilitate expression and allow for working at own pace
- regular review of small-step SMART targets for handwriting development
- writing tools which meet the specific needs of the child, e.g. grips, propelling pencils, weighted pencils

There will also be an expectation for staff to ensure

- identification of left-handed children and provision of space and materials with which they can best write

## **Stages of Handwriting Development**

### **EYFS**

This is the stage where children set down their earliest skills in terms of handwriting and acquire their best practice 'habits'. It is essential at this stage that all staff model and monitor the handwriting development of pupils and ensure that constant support and redirection is on hand to keep the children focused on the 'correct' formation to develop their handwriting style.

Children will:

- develop hand/eye co-ordination, gross and fine motor skills to support handwriting.
- be provided with and use a range of tools to develop drawing lines and circles using gross motor skills e.g. magic wands, swirling ribbons, water-painting on the playground, big chalks, sand writing
- use a range of materials to develop fine motor skills e.g. chalk, small brushes, crayons, whiteboard tables, i-Pads, markers, pencils, sponges, chunky brushes, shaving foam, finger paints, small sand trays practise manipulative skills e.g. dough disco, construction, threading and playing instruments.
- use a variety of tools and paper, indoors and outdoors for purposeful writing. e.g. listing, notes, role play, labelling, making cards.
- physically develop the movements of letter shapes using gross motor skills (linked to Letters and Sounds) to gain confidence with the basic movements and flow of writing.
- be introduced to letters in line with their Letters and Sounds phonics programme.
- be shown handwriting by teachers when they are carrying out the daily phonics session.
- be encouraged to sit well for the best impact on writing (e.g. BBC)
- be shown how to look after pencils and writing tools, including how to sharpen them safely
- be taught to form letters and numbers, using a variety of strategies and materials.
- be shown how to hold the pencil properly and supported to achieve this, or with reasonable adjustments made
- be taught how to join some letters correctly<sup>1</sup>

Parents will:

- be given opportunities to support their child to practise their letter formation at home through Home Learning resources and Parent Learn sessions.

### **Key Stage 1 and 2**

In Years 1 and 2, staff must continue to have high expectations of the pupils, valuing work that is the child's best effort and supporting and redirecting when it is not their best work. Staff will ensure that the pupils have the correct materials and tools for the job, for example pencils are sharp. A separate set of handwriting pencils should be kept by teachers to ensure that handwriting practice is always completed with high quality resources. Pupils should also be involved in maintaining the everyday pencils in the classroom for all other writing work.

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<sup>1</sup> As appropriate

Pupils will:

- be reminded through teacher intervention each day how to hold a pencil correctly
- be reminded how to form letters and numbers, using a variety of strategies and materials
- be taught how to apply the joins shown in Reception
- receive appropriate and timely intervention where they are not forming letters or numbers correctly
- be shown how to assume a correct sitting position in order to write - both feet on the floor (BBC)
- be able to see examples of best handwriting throughout the school: modelled by staff on the board, in marking children's work, displays, and in their own books with model pieces to aspire to
- be encouraged to take pride in their handwriting and presentation
- be given clear instructions about how to present written work: title, underlining, date formation
- Be able to give one-another feedback and evaluate their own and others' writing
- Engage in timed writing practice

## 6. Monitoring of compliance with and effectiveness of the policy

The **Local Board of Governors** is responsible for the final approval of this policy and procedure and for ensuring that this policy and procedure is implemented fairly, consistently and objectively.

The **Head of Hunsley Primary** is responsible for overseeing the introduction, implementation, monitoring and review of this policy:

Regular handwriting scrutinies ensure that standards of handwriting and presentation are comparable across all teaching staff and year groups.

School leaders arrange external standardisation forums, to ensure that the quality of assessment of handwriting is comparable with Hunsley Primary's highest performing school partners.

## 7. Review

The Handwriting Policy will be reviewed at regular intervals and may be adjusted as a result of that review process.

# Appendix

| Year group | Expectations                                                                                                                              | Writing Tools                                                                                                                                                                                                                                                                   |
|------------|-------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| EYFS       | <p>To develop basic movements for letter formation.</p> <p>To refine writing movements and begin to form cursive letters.</p>             | <p>Magic wands, swirling ribbons, water-painting on the playground, big chalk, small brushes, crayons, whiteboard tables, i-Pads, markers, pencils, sponges, chunky brushes, shaving foam, finger paints, small sand trays chinks, sand writing.</p> <p>Pencil for writing.</p> |
| Y1         | <p>Nelson handwriting to form cursive letters correctly and begin joining patterns.</p> <p>Ensure ascenders and descenders and clear.</p> | <p>Pencil for writing.</p>                                                                                                                                                                                                                                                      |
| Y2         | <p>Nelson handwriting: to begin simple joins.</p> <p>Ensure capital letters are formed larger.</p>                                        | <p>Pencil for writing.</p>                                                                                                                                                                                                                                                      |
| Y3         | <p>Nelson handwriting: continue joining handwriting developing more complicated joins.</p>                                                | <p>Pencil for writing.</p>                                                                                                                                                                                                                                                      |
| Y4         | <p>Nelson handwriting: continue joining handwriting developing more complicated joins.</p>                                                | <p>Pencil - with the introduction of a pen when a child shows a consistent use of neat joined presentation.</p>                                                                                                                                                                 |
| Y5         | <p>Nelson handwriting: continue joining handwriting developing more complicated joins.</p>                                                | <p>Pen (for the majority)</p>                                                                                                                                                                                                                                                   |
| Y6         | <p>Nelson handwriting: to consolidate any joins where weakness is identified, layout and different styles of writing for the purpose.</p> | <p>Pen</p>                                                                                                                                                                                                                                                                      |