

Newquay Primary Academy



Handwriting and Presentation Policy

Developed: **01/09/2024**
Review date: **01/09/2025**

At Newquay Primary Academy, we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As an academy we are adopting the cursive method of handwriting from Year 2.

There are four main purposes to this policy:

- To establish an entitlement for all pupils;
- To establish expectations for teachers of this subject;
- To promote continuity and coherence across the academy;
- To promote parents and carers' understanding of the curriculum.

Aims:

- To raise standards in writing.
- To have a consistent approach with teaching handwriting and presentation of work throughout the academy this begins in EYFS with the Read Write Inc. programme of reading and writing.
- To adopt a common approach towards handwriting by all adults when writing in pupils' books, on the whiteboard or on displays / resources.
- For pupils to achieve a neat, legible style with correctly formed letters.
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

Entitlement and curriculum provision

Handwriting should be thought of as a movement skill rather than a specific literacy skill. It should be taught regularly through short, focused sessions which may be linked with spelling, grammar or phonics objectives. Teaching should generally occur in RWI sessions but could also be outside of these. Shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to only copy models from a published scheme or worksheet.

Continuity and Progression

Key Stage 1

We intend to use the cursive approach, from Year 2. This will build on the pupils' prior learning and handwriting development throughout the Foundation Stage and Yr.1.

Intentions for Key Stage 2

The target for pupils in KS2 will be to produce a fluent, consistently formed style and size of fully cursive handwriting with equal spacing between the letters and words. This expectation is for all pupils by the end of the Autumn Term in Year 3. It is not just an end of key stage requirement. **The 'at expected' grade cannot be awarded where cursive handwriting is not evident** except in very few cases.

- Teaching should begin with posture and pencil grip and familiarisation with cursive letter shapes via 'air writing'.
- Developing writers should have about fifteen minutes daily practice of hand movements, shape, line and letter drawing.
- Most pupils in Years 3 and 4 will need a minimum of 1 sustained handwriting session per week using prepared materials aiming to move quickly to regular sized lined paper.
- In Years 5 and 6, attention should be paid to consistency in books and practice time given over to techniques for improving speed and accuracy.

- All pupils will use a pen. This may include special grip pens for those with fine motor skill issues.
- Pupils working below KS2 levels should have the opportunity to practise 'sub-skills' required for good handwriting. e.g. straight lines, circles, finger writing, shape making and patterns.
- Numbers should also be included in handwriting practice.

Presentation guidance

It is essential that all pupils should have pride in their work and that it is set out well.

From Year 3, pupils must be encouraged to use a neat, cursive style in all written work.

- All written tasks should begin with the date. English this should be written in the following way: Tuesday 10th September 2023. In all other subjects the short date can be written in the following format: 10.9.23.
- The date should be written on the top line and underlined. The next line should be missed and the Learning Objective should be written and underlined using a ruler.

Inclusion

The majority of pupils should be able to write legibly and fluently. However, some pupils will need additional support in class or in consultation with the SENDCo.

Thicker triangular pens, pen grips and wider lines will be used by pupils experiencing problems writing alongside other activities to develop their fine motor skills. Sloping surfaces and seat cushions to be made available to those with sensory or other physical issues.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for table space.

The learning environment

Pupils should be seated comfortably at a table which is approximately half their height. They should have sufficient room to write comfortably and be shown how to sit with good posture and to place their books at an angle of about 40 degrees. Teachers display both handwritten and word-processed work to give a high profile to developing a neat, legible cursive style.

ALL adults demonstrate cursive handwriting when writing on boards, giving feedback in books etc.

The role of parents and carers

Parents of pupils in Yr.2 (and any who join the academy in this year group) should receive a letter which explains the academy's approach to handwriting. This could be included in the first newsletter of the year and/or the autumn term homework task sheet.

Monitoring and Evaluation

- When undertaking book-looks, coordinators will monitor all subjects for neat presentation and the use of cursive writing.
- Teachers should keep a record of progress for each child. This should consist of one copied and one independent writing task. (In Independent Writing folders) This will form part of assessing writing rather than be additional to it.
- Where computing software such as Clicker is used, handwriting should continue to be taught and evidence must be shown of the child's progress in handwriting.

Resources

Teachers should have access to:

- A handwriting scheme: teachhandwriting.co.uk
- Handwriting books for those pupils who need them.
- Display materials showing 'Ground, grass and sky' format (website, as before)
- Printed sheets showing letter formation and cursive joins.
- Thicker pen grips where needed.
- Sloping surface and special seat cushions where required.