



# TIMU ACADEMY TRUST

## Policy Document for: Handwriting and Presentation

**Approved:** January 2017

**Due for Review:** January 2020

### Aims

1. To raise the standard in handwriting/cursive script across the Trust
2. To have a consistent approach and clear progression when teaching handwriting and the presentation of work
3. To adopt and use a common approach towards handwriting by all adults (i.e. In pupils' books, on displays, on whiteboards and flipcharts)

### Introduction

The Handwriting and Presentation policy is intended to ensure consistency, continuity and progression for all pupils in our Academy Trust. It is in place to ensure that all pupils develop a fluent, legible and cursive script in their writing across the curriculum. Handwriting is concerned with individual expression and the conveying of meaning through fluent composition. The principal aim is that handwriting becomes an automatic process which frees pupils to focus on the content of the writing. Therefore, handwriting is taught in ways that enhance fluency, legibility, purposefulness and the opportunity for creative expression.

### The Teaching of Handwriting

1. Handwriting is a skill that needs to be taught explicitly. Teachers should provide direct teaching and accurate modelling (at all times) to help each child develop a legible, fluent and cursive script. The teaching may consist of whole class, small groups or individual teaching (according to the needs of the pupil). A specific programme may be drawn up in consultation with the Inclusion Manager, for those pupils who may need more intensive or specific support.

Handwriting will be taught and then practised as follows:

Year R	Daily	Appendix 1 and 2
Year 1		
Year 2	Daily with diagonal strokes moving to joined	Appendix 2,3 and 4
Year 3	3x a week minimum <b>using a pen</b>	
Year 4	2x a week minimum	
Year 5	1x a week minimum	

Year 3 sees the introduction of a pen. Pupils will be taught in pen firstly in their handwriting book, this will progress to their English books and finally they will receive their pen licence to use across the curriculum (excluding Maths).

2. Since handwriting is essentially a movement skill, correct modelling of the agreed style (Appendices) by all staff is compulsory so that when writing for the children, staff use the same formation/style to present their writing. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.
3. Correctly formed handwriting will be targeted in all curriculum areas
4. Close attention is given to letter formation (starting at the correct entry point and then moving in the correct direction, size and alignment of letters, pencil grips, correct posture, the positioning of the paper and the organisation of the writing space.

## The Left-handed writer

5. All teachers need to be aware of the specific needs of the left-handed pupils and make appropriate provision:
  - Paper should be positioned to the right for left-handed pupils (to the left for the right-handers) and slanted to suit the individual in either case.
  - Pencils/pens should not be held too close to the point – this can interrupt pupils' line of vision.
  - Left-handed pupils should sit to the left of a right-handed pupil so that they are not competing for space
  - Extra practice with left to right exercises may well be necessary before pupils write left-to-right automatically

Teachers need to be aware too that it is difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should try to demonstrate to left-handers individually even if resulting writing is not neat.

6. The learning environment in Foundation Stage should have a dedicated writing area with suitable writing materials available for pupils. Writing areas/boxes are equipped with a range of writing implements, paper, book making materials etc. The reception teacher has an important role to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together and playing joining up games which encourage left to right directionality.

## Maths Presentation

- All pupils to use pencils
- From Year 1 pupils used squared paper
- One number per square
- A margin is drawn using a ruler
- Short date is used
- The title is underlined
- Always use a ruler to draw all straight lines.

## Presentation in English and other subjects (Appendix 5 and 6)

- All pictures/diagrams - use pencil
- All books must have a printed or drawn margin
- Always use a ruler to draw all straight lines
- The day is written on second line, with date and year underneath.

- Title written on the third line and underlined in pencil/ or pen which ever is in use.

## **Handwriting and Presentation Guidance for Foundation Stage and Key Stage One**

- Children do not write on the top line of the page.
- Children to have access to triangular pencils if needed to correct pencil grip.
- Children to be taught and learn how to hold a pencil and how to form basic letter shapes.
- Children begin full cursive handwriting in Year 2 by starting to join their letters.
- See agreed letter formation appendix.
- Formal handwriting practice to be taken daily and to be included as part of Home learning in Year 1 and 2 in conjunction with phonics and spelling.
- Write on blank paper, progressing to 15 mm lined paper.
- In Maths books start at 20mm squared paper moving to 10mm squared.
- No felt pens or wax crayons in books.
- Where work is numbered, start anew question on a new line and put numbers in the margin.

## **Handwriting and Presentation guidance for Key Stage Two**

- Pupils will not write on the top line of a new page
- Children in Year 3 will write on 15mm lined paper(moving to 8mm lined as soon as possible)
- Pupils in Year 4, 5 & 6 will write on 8 mm lined paper.
- Write on lines appropriately spaced for the level of their handwriting. (e.g. SEN)
- Maths work should be done on 10mm squared paper.
- All children in Key Stage 2 should practise their letter formation when copying spellings etc.
- No felt pens or wax crayons in books.
- Where work is numbered, start anew question on a new line and put numbers in the margin.

## **Appendices**

- Letter Formation Year R to Year 2
- Capital Letter Formation
- Cursive Letter formation Year 2 to Year 6
- Letter joins and number formation
- Presentation example for Early Years and Keystage 1
- Presentation examples for Year 2 to Year 6 Size and Alignment
- All capital letters fill a whole line space (they touch the top and bottom line) as do lower case letters b, d, f, h, k, and l.
- The letters g, j, p, q and y sit on the line with the 'tails' halfway down into the line space below the writing line.

Letter Formation Year R to Year 2

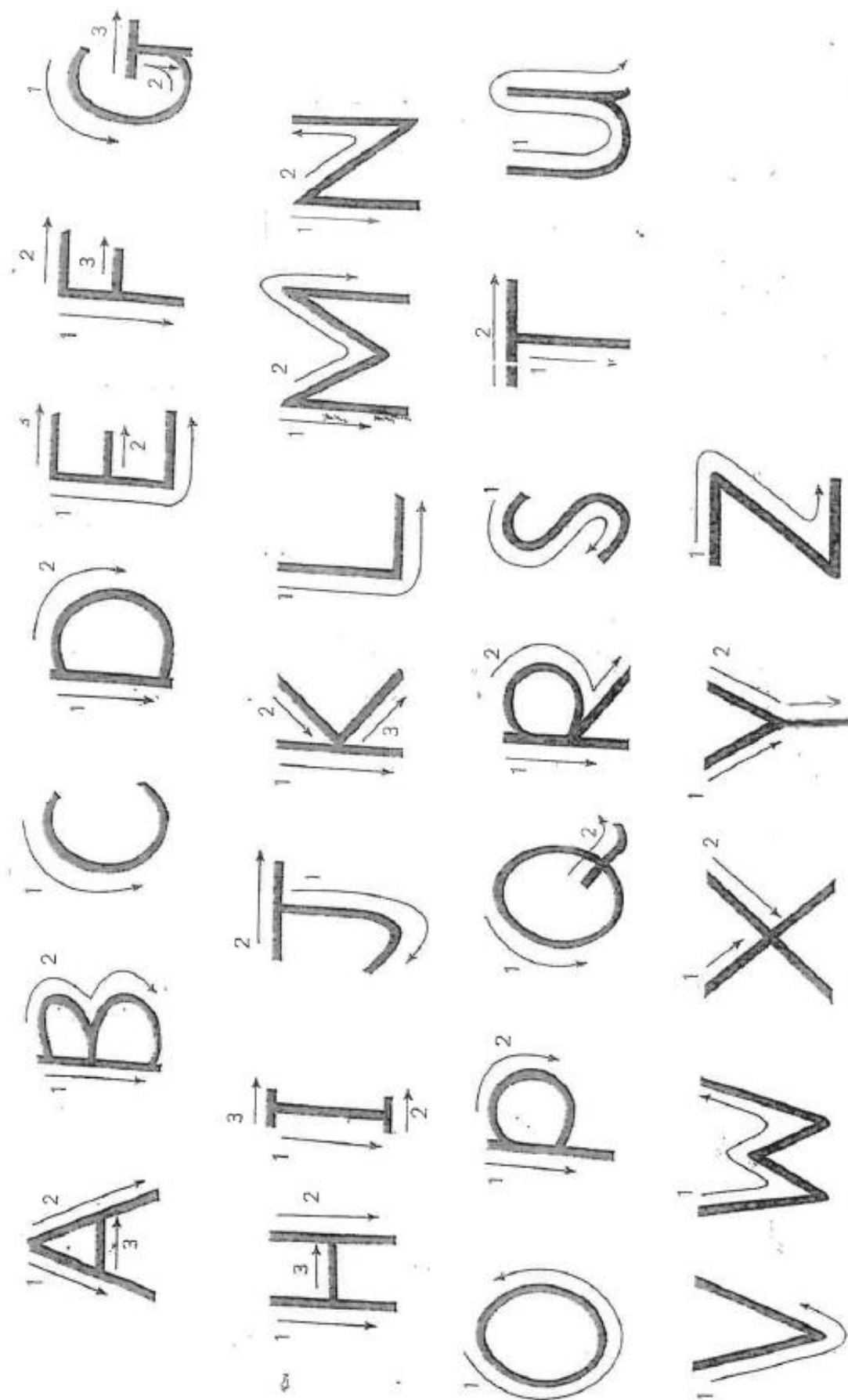
a b c d e f g h

i j k l m n o p  
k

q r s t u v w

x y z

# Capital Letter Formation (ALL YEARS)



Letter Formation Year 2 to Year 6

a b c d e f g h

i j k l m n o p

q r s t u v w

x y z

## Letter Joins – Year 2 to Year 6

### Capital Letters will remain unjoined

Pupils will use joined writing for all writing, except where different styles are required e.g. Pupils may use printed script or capital letters for labelling, titles, headings, posters etc

...slope joins to letters without ascenders: an en in do um

...bridge joins to letters without ascenders: on ri vo wa fi

...slope joins to letters with ascenders: al eb it mb uh

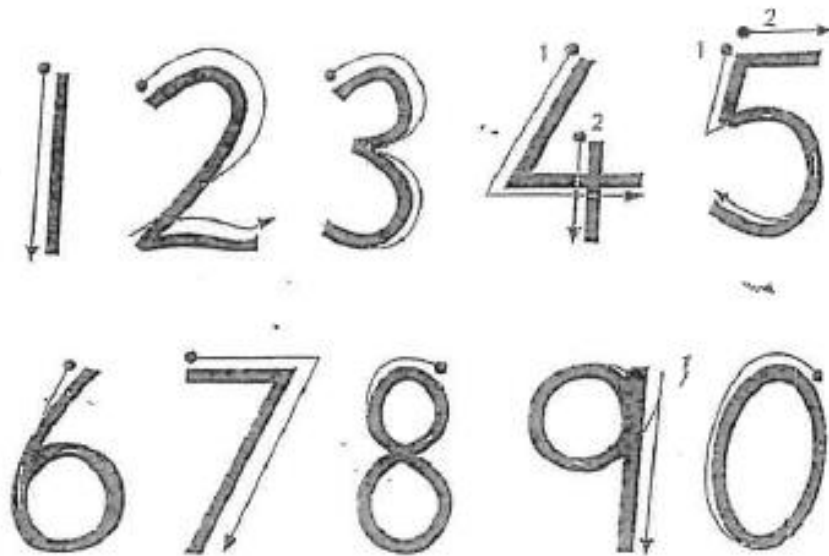
...bridge joins to letters with ascenders: oh wh rl ot

...including joins from the following letters: bgjpqsxyz

... incorporating these forms of letters f and x: f x

... and resulting in a system of total joining:  
fisc sixc bags expert jelly quays zoo

## Number Formation – All years



Year R to Term 1 of Year 2 Script

Tuesday  
3<sup>rd</sup> January 2017  
Main Title

a b c d e f g h i j k k l  
m n o p q r s t u v w x  
y z

A B C D E F G H I  
J K L M N O P Q R  
S T U V W X Y Z

This script must be used  
from Year R to Term 1  
in Year 2.



Script to be used from term 2 of Year 2

Tuesday  
3<sup>rd</sup> January 2017  
Main Title

a b c d e f g h i j k l m n o  
p q r s t u v w x y z

abcdefghijklmnopqrstuvwxyz

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z

This script is to be used from Term 2  
in Year 2.