

Saint Joseph's Catholic Academy

Member of the Newman Catholic Collegiate



Presentation and Handwriting Policy

POLICY FOR HANDWRITING & PRESENTATION

AIMS

At Saint Joseph's, all pupils are encouraged to take pride in their books, through good handwriting and careful presentation across all subjects in the curriculum. At Saint Joseph's, cursive handwriting is taught with a sequential and progressive approach. Children are introduced to this style from Year 1 as it is considered to be the most natural development of children's earliest attempts at writing. Teachers and TAs are expected to model the handwriting style at all times, from modelling on the whiteboard to marking in books. Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly which allows some room for creativity and distinctiveness as they mature.

Each aim is considered equally important:

- To teach correct letter formation which is to a high standard of presentation.
- To ensure children develop neat, legible cursive script.
- To adopt a consistent approach to teaching handwriting skills.
- To encourage children to write with speed, fluency and comfort, in a style that ultimately allows for individuality.
- To provide pupils with clear guidance on presentation and encourage them to take pride in presentation of their workbooks.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.

Presentation in Books

Presentation encompasses a range of different aspects, and expectations of presentation at St. Joseph's are high. Children learn the importance of a high standard of presentation as early as Reception. Children should take pride in their work and failure to do so will result in work being done again either at break-time, lunch-time or on occasion, at home.

In Year 1, the date and title will be provided to the children. In Year 2, children will move towards writing and underlining their own date and title. It is expected that all children in Year 2 are writing and underlining their own date and title by the Summer Term at the latest. In Key Stage 2, the D.U.M.T.U.M. approach will be adopted for dates and titles. The date will be written on the left and the title in the middle of the page. Most of the time, children write directly on to the lines in their books. Where it is necessary to use a sheet and it is for the benefit of the children, line spacing should be consistent with the line spacing in the children's exercise book (see Line Spacing paragraph).

Paragraphs must be clear and coherent; a line will be missed out to indicate a new paragraph. If pupils have made errors or have been asked to edit their work, they will

'With God, all things are possible...'

do so in accordance with the feedback policy. The correct spelling should be written above or in the margin if the spelling is corrected by the teacher. Any non-negotiable spellings will be highlighted in yellow and corrected by the children three times at the bottom of their page.

In Maths, children work in blank journals; these are for children to record the learning done in the 'Discover' part of the lesson. Journal entries should be dated and titled, and presentation remains a focus. Numbers that are reversed or that are not formed correctly are practiced several times to ensure work is legible and well-presented. Similarly, any examples of mathematical vocabulary that are given to the child or that they are expected to know will be highlighted in yellow and corrected once by the child (Key Stage 2). At all times, children set out calculations clearly and coherently, as taught and modelled by the class teacher, in both practise books and journals. Any straight lines are drawn carefully and accurately with a ruler.

Line Spacing in Books (From September 2024)

In Reception, children use half plain and half lined exercise books. The lined half of the page includes a middle line to assist children when they are first taught to form letters correctly. In Reception, these books are used all year so that children move into KS1 with a secure knowledge of letter sizes and formation.

Year 1 continue to have a middle line in Autumn term, though have transitioned to full page lines not half. This enables children to continue to focus on letter formation and ensure children apply their knowledge of letter formation consistently. In Spring term, those who are consistently forming letters correctly, including sizing and spacing, move to 10mm lined books, with no middle line. By Summer term, remaining children make the transition to 10mm lined books meaning that nearly all children leave year 1 writing on 10mm lines. Exceptions to this may include children with a special educational need; this is down to teacher discretion and the teacher will ensure that any children with SEND are working in an appropriate book for them, in order to make the best possible progress.

Year 2 start the year in Autumn term working in books with 8mm line spacing. The careful teaching of handwriting and letter formation in Reception and Year 1 enable this to be the case; the only small adjustment being from 10mm spacing in Summer of Year 1 to 8mm spacing in Autumn of Year 2. Again, exceptions to this may be children with a specific educational need or new children to the school.

All of KS2 work in books with 8mm line spacing.

Current Practice, Organisation and Delivery

We seek to fulfil the requirements of the National Curriculum. The teaching of handwriting requires close supervision so as to ensure pupils use correct pencil grip and develop accurate letter formation. Handwriting is taught either in small groups or whole classes, whilst closely monitored by all staff to ensure that inaccuracies are

'With God, all things are possible...'

immediately addressed. During independent writing activities, all staff continue to remain diligent about ensuring correct handwriting formation and presentation. Children who are struggling to master letter formation according to age-appropriate expectations receive intervention.

In Early Years Foundation Stage, a range of writing and recording implements are provided for children to practise basic skills and control, encourage flow of formation and motivate the children, e.g. a range of pens, pencils, crayons, brushes, play dough, rice, shaving foam as well as a selection of sizes and colours of paper. Whiteboards are also used to encourage early attempts. Dough Disco is used as a way of improving and controlling fine motor skills to aid handwriting, pencil grip and control. Teacher's resources in Key Stages One and Two include photocopied sheets and interactive whiteboard resources, as well as handwriting exercises in conjunction with weekly spelling requirements. As well as teacher's modelling of good handwriting practice, any handouts or scaffolds used by children are in a uniform font which demonstrates the handwriting script we promote. For Year One, this font is Twinkl Pre Cursive, in Y2 this font is Twinkl Cursive Unlooped; for Key Stage Two, it is Twinkl Cursive Looped. It is also important that children are exposed to other types of script and these are evident in areas such as displays, texts and use of computers.

Early Years Foundation Stage

In Early Years Foundation Stage, all children are encouraged to develop early writing skills, beginning with teaching correct hand grip when developing pencil control, word spacing, and left to right orientation. Children are closely observed during handwriting sessions to ensure progress. It should be noted that children are taught to write individual letters from the top. Children are taught basic letter formation using pre-handwriting activities from the Teacher Handwriting Website (<https://www.teachhandwriting.co.uk/>) In cases where children have an additional physical need that affects handwriting, interventions are put in to place.

Key Stage One

In Key Stage One, handwriting is taught following guidance from the Teacher's Handwriting website (<https://www.teachhandwriting.co.uk/>) At Saint Joseph's, we follow Route B, Choice 3 for the teaching of handwriting.

In Year One, children are encouraged to maintain a good handwriting position including sitting up at a table and that children are holding their pencil correctly. Throughout this year, the basic letter formation is consolidated and again, interventions are put in to place for children who are not meeting the expectations for handwriting at this age. Children are taught how to form capital letters correctly as well as correct number formation. In Year One, children are taught to print letters, with the focus being on accuracy.

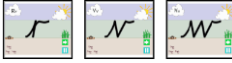
In Year Two, children start Autumn term continuing to print. As letter formation becomes more accurate and controlled, children are taught to write in a pre-cursive style following Route B, Choice 3. This is introduced during the Spring Term.

'With God, all things are possible...'

Once the cursive script is introduced, lead in and lead out strokes are taught and encouraged so that all words lead in from the line. The order of teaching is as follows:

Straight line continuous cursive letters 

Curves to start continuous cursive letters 

Top exit continuous cursive letters 

Tunnel continuous cursive letters 

Hooks, loops and lines continuous cursive letters 

Key Stage Two

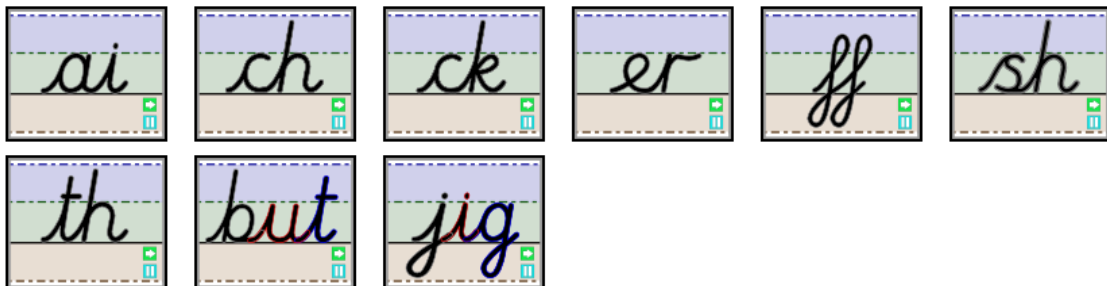
In Year Three, children are taught a fully cursive script, following on from their lessons in Year Two. They begin Stage 3 from the Teacher's Handwriting Website:

Handwriting - Stage 3



Throughout Year Three, children work through the following first three sets, focusing on one set of joins per term. Autumn:

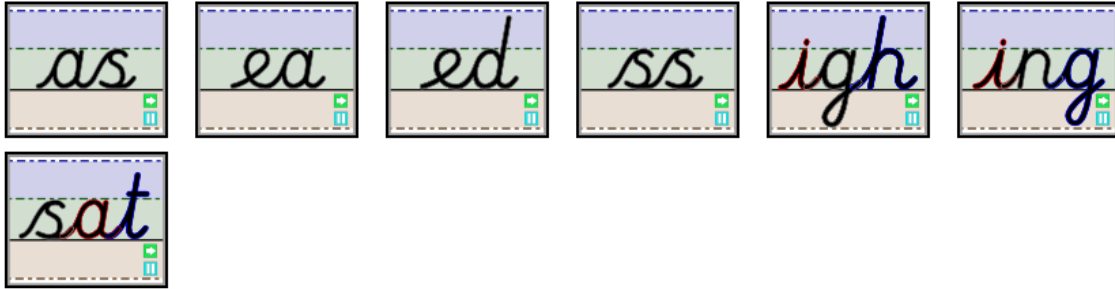
Continuous Cursive Letter bottom joins



'With God, all things are possible...'

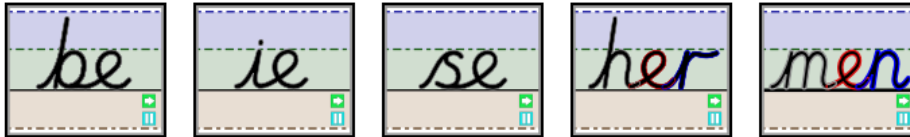
Spring:

Continuous Cursive Letter bottom to c shaped letter joins



Summer:

Continuous Cursive Letter bottom e letter joins

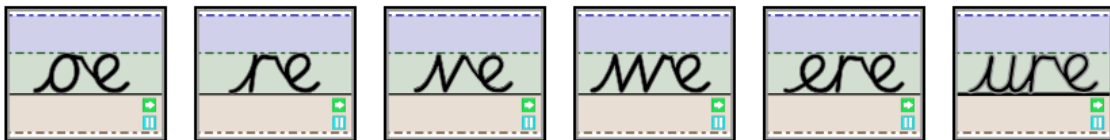


The handwriting join for the week is taught explicitly at the beginning of the week. For the rest of the week, the children are given opportunities to practise each day at the start of the English lesson.

In Year Four, the final two sets of joins are taught, as follows:

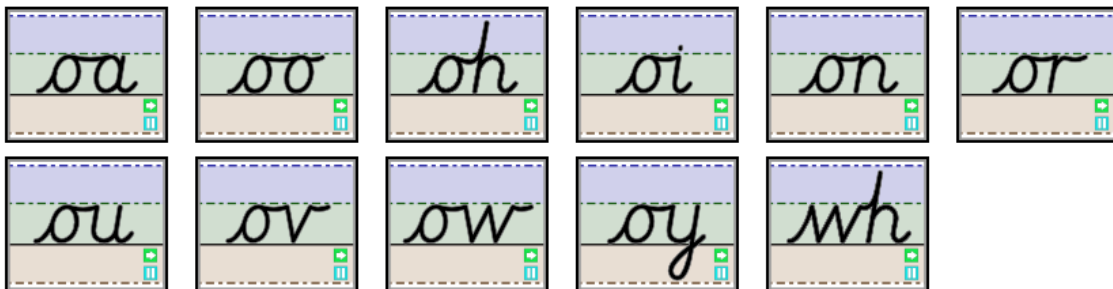
Autumn:

Continuous Cursive Letter top e letter joins



Spring:

Continuous Cursive Letter top letter joins



In the final Summer Term, all of the joins taught in Key Stage Two are consolidated and any misconceptions are continuously addressed.

'With God, all things are possible...'

In Years Five and Six, discrete handwriting sessions do not take place; instead, handwriting is a priority and is promoted during all lessons, across the curriculum. In written work, teachers identify any incorrect letter formation, and children will correct these letters at the bottom of their work, following a model from the teacher. Handwriting interventions take place for those children with an additional need or who are consistently not meeting the expectations for handwriting by Upper Key Stage Two.

2024-2025 only

Due to our focus on improving presentation at St Joseph's in the 2023-2024 academic year, in the 2024-2025 academic year, there will be a slight adjustment to the teaching sequence.

Please see separate document containing interim handwriting sequence.

Creating Conditions for Handwriting Practice

As aforementioned, all teaching staff ensure that children are seated correctly when practising handwriting skills and this begins in Early Years:

- Children are encouraged to be seated with both feet flat on the floor and the chair seated close to the desk
- Left handed children sit to the left of right handed children
- Tables and chairs are at the correct height for the individual so that the child is physically comfortable, and the writing area is supported
- Children are able to clearly see the demonstration without a need for excessive movement, e.g. desks face the board as far as possible.

Pen Licence

Consistently high standards of handwriting are rewarded. Children are awarded their Pen Licence when they show that they can maintain handwriting that is both consistent with the guidelines laid out in this policy and the requirements of the National Curriculum. This will mostly be for children in Year Five and Year Six. A small number of children in Year Four or Year Three may earn their Pen Licence if they are joining consistently correctly. Children are presented with their own, named handwriting pen in Success Assembly which is then used in school. If the standard of handwriting deteriorates at any point, the Pen Licence is revoked but can be earned back at any point; this is at the discretion of the class teacher.

Assessment and Marking

Handwriting is assessed during taught sessions and as part of the ongoing assessment of writing skills. All staff use the same cursive style to reinforce and support handwriting development. Children receive regular feedback about their handwriting and how to improve it until the style is consistently neat, joined and legible. A weekly handwriting and presentation certificate is handed out to one pupil per class in Key

'With God, all things are possible...'

Stages One and Two in the weekly success assembly. The names of these children are included on the weekly Communicator to celebrate good practice.

Equal Opportunities and Inclusion:

More able children and children with Special Educational Needs are supported in their handwriting, dependent upon each individual's need. Teachers put in place suitable interventions and resources based on their knowledge and understanding of the children in their class.

Monitoring and Evaluation

It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. This is done through our monitoring activity. Feedback is used to inform staff of necessary developments in order to raise standards.