



# All Saints Benhilton C of E Primary School

## Handwriting and Presentation Policy

### Mission Statement

Together, within God's love, we nurture and inspire today's minds for tomorrow's challenges.



Reviewed by  
The Governing  
Body

Date: September 2020

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Next review due  
by: October 2022



## **Rational and Aims**

At All Saints Benhilton C of E Primary School joined up handwriting is taught with a sequential and progressive approach. Handwriting is an important skill and children's ability to write fluently for the rest of their lives depends on a good foundation of taught handwriting in the early years of their education.

Handwriting is a developmental process with its own distinctive stages of progression from readiness for handwriting, through to letter joins, practising speed and fluency and higher presentation skills. A flexible fluent legible handwriting style empowers children to write with confidence and creativity. This is an entitlement that needs skilful teaching if each individual is to reach their full potential.

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. Children's self-esteem and pride in their work can be raised by good quality presentation.

### **Aims**

Our aims in teaching handwriting are:

- For all children to develop a well-formed, legible style of handwriting in both pre cursive and continuous cursive styles, with increasing fluency, confidence and speed.
- To raise attainment for all pupils in handwriting through a consistent approach
- That all teachers and support staff must use and model the agreed pre-cursive and continuous cursive style of handwriting when writing on the board or marking work.
- That teachers, support staff and pupils use all opportunities for writing as handwriting practice in all writing across the curriculum.
- To make provision for left handed children, children with fine motor difficulties and children with hypermobility to develop free flowing writing.
- For all children's skills in handwriting to be reflected in the presentation of their work and their joy of writing.

### **Teaching and Learning**

Teachers aim to fulfil the requirements of the Primary Framework and the EYFS curriculum. Planning is based on objectives taken from these frameworks and with additional guidance for progression from the Twinkl Handwriting scheme.

#### **In order to achieve the aims, the following principles are followed:**

- Patterns relating to letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movements and muscle strength. Letters are also introduced in varied, multi- sensory sessions: writing letters in the air, on backs or hands; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials including whiteboards, chalk, paints, felt pens, crayons, plasticine, cornflour mix, shaving foam etc.

- The pre-cursive font and continuous cursive font (see appendix A), is taught as a specific skill, with additional, individual or group practise, where necessary.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with phonics and spelling.
- As digraphs are introduced, their corresponding joins are taught.
- Teachers and support staff model our pre-cursive or continuous cursive script on IWB, whiteboards, flip charts and when marking or writing comments on work.
- Displays around the school and classroom should model clear joined handwriting (where possible) as well as other fonts.
- The pre-cursive or continuous cursive font should be displayed in classrooms to ensure familiarity with the style. Children should have access to copies of the school font for reference.

### **Provision for left-handed children**

All teachers are aware of the specific needs of left-handed children and make appropriate provision. Left-handed children should:

- Sit on the left side of right-handed children so that they are not competing for space.
- Be encouraged to find a comfortable orientation for their paper, usually slanted.
- Not hold their pencil/pen too close to the point as this can interrupt the child's line of vision.
- Be provided with an appropriate pen.

### **Provision for children with fine motor difficulties**

Teachers are aware of the specific needs of children with poor fine motor skills and difficulties and make the appropriate provision for the child. This may include:

- Resources to support pencil grip e.g. pencil grips, triangular shaped pencils, pencils/pens designed to support a tripod grip.
- A writing slope.
- A non-slip mat.
- The use of Theraputty.

### **Presentation**

Children's work

Book covers and folders should indicate with a uniform label/sticker:

- Child's name, class and year group.
- Subject.
- A signed presentation contract appropriate for KS1 or KS2 on the inside front cover.

Date and title of work in books:

- Full written date in all books except in maths, PSHE, science and sketchbooks when the number date format will be used.
- The date and title are written on the top of the page unless there is plenty of space for further work on the page before and must be underlined neatly with a ruler.

### **General presentation**

Children are expected to:

- Write following the agreed handwriting style in all books and across all lessons.
- Write with pencils until the class teacher assesses that they are competently producing consistently formed, joined and sized handwriting. They will be able to earn a pen licence, from the Spring term of Year 4, and will be given a blue handwriting pen to use. Pupils will be allowed to bring in a pen of their own choosing as long as it supports neat, blue handwriting and is not a biro or a gel pen.
- Use pencils in all Mathematics work; for drawing; and completion of diagrams/tables in Science.
- Only use colouring pencils/crayons when illustrating work in books.
- Cross out errors with a single line using a ruler. Erasers should only be used occasionally.

### **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 regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring is supported by the Head-teacher and SLT.

This policy should be read in conjunction with other relevant policies.

## Appendix A

### Pre cursive font

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

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

### Continuous cursive font

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

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

### Numbers

1 2 3 4 5 6 7 8 9 10

### How to Write Continuous Cursive Letters

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt Uu Vv Ww Xx Yy Zz

