

# St Joseph's Catholic Voluntary Academy



With God's Guidance We Love, Learn, Respect and Forgive

Part of the St Thomas Aquinas Catholic  
Academy Trust

## Handwriting and Presentation Policy

Written	11/6/22
Signed (Chair of Governors)	 Kate Howells Chair of Governors St Josephs Catholic Voluntary Academy
Review (11/06/23)	
Signed (Chair of Governors)	

## Handwriting and Presentation Policy

### Rationale and Aims

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting that has been agreed by the whole staff and Local Governing Body following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of the academy as a learning community.

#### Section A - Aims

To raise standards in writing and maths across the school.

To have a consistent approach to handwriting and presentation across both Key Stage One and Two.

To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.

For pupils to:

Achieve a neat, legible style with correctly formed letters in the adopted cursive handwriting style.

Develop flow and speed whilst writing, so that eventually the children are able to write fluently and with confidence.

#### Section B - Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught weekly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although 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 copy models from a published scheme or worksheet.

The role of the teacher:

To follow the school policy to help each child develop legible and fluent handwriting. To provide direct teaching and accurate modelling

To provide resources and an environment that promotes good handwriting.

To observe pupils, monitor progress and determine targets for development.

### Continuity and Progression

Formal handwriting is taught throughout the school each week for a minimum of 20 minutes. This will be adapted by the teacher to include the adopted cursive styles of joining by following the cursive style preferred by the school and found at the end of this policy.

Five stages are identified and these form the basic organisational structure of the scheme.

1. Readiness for writing: gross and fine motor skills leading to letter formation
2. Beginning to join
3. Securing joins
4. Practicing speed and fluency
5. Presentation skills

### **Foundation Stage**

The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

(For agreed letter formation please see Appendix 1).

To aid movement, close attention is given to pencil grip.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils (for example, additional tracking and tracing of letters at the pre-writing stage) and those with special educational needs are met.

### **Key Stage 1**

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and by the end of year 1, pupils are to be taught to use lead-in and lead-out strokes, following agreed policy before beginning to use fully cursive handwriting starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing.

Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. It is expected that the majority of children will be joining by the end of Key Stage 1.

Handwriting practice is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

## Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in handwriting books but handwriting following the agreed handwriting scheme is expected to be used by pupils in all books and across all lessons.

All children in Key Stage Two will use the agreed cursive handwriting style in all lessons.

### Section C - Presentation Guidance

Children's work book covers should indicate:

Child's name

Class

Subject

Children must not write on the covers of their books.

#### Date of work in books:

In KS 1 : Full date (for English & RE) and number date (for Mathematics & Topic),

In KS 2 : Full date (for English & RE) and number date (for Mathematics & Topic), both underlined with a ruler.

#### Title of work in books:

In KS 2 Titles or learning objectives should be written in all books for each piece of work, underlined with a ruler and aligned to the margin. Titles can be generic for the whole class.

For younger children, teachers are encouraged to work towards this standard as soon as children are able.

#### Underlining:

When underlining a ruler should be used at all times.

#### Handwriting:

All staff to teach the preferred cursive style of handwriting.

In EYFS 1 a "preparation" for handwriting approach is taken with a range of activities related to art and P.E.

The cursive font must be on display in the classroom and available on the table for pupils to access (resources saved in staff shared handwriting). Teachers will model and teach letter formation as part of phonics lessons.

All children should write in pencil in their books until teachers are satisfied that they can consistently write in a fluent cursive style in order to receive a pen licence certificate.

Children will be given a handwriting pen for use in their own work in school, except for Mathematics where all work must be completed in pencil.

Children are to write in black ink only.

**General presentation:**

Children should use colour pencils when illustrating work in books. Teachers must encourage a consistently high standard of presentation in all work across all subjects. Errors should be crossed out with a single pencil line .

Children may occasionally use rubbers at the teachers' discretion. However, no ink erasers may be used.

**Displays:**

Must be stimulating and of a high standard of presentation.

Must include labels and information about the work displayed.

Must include some questions that encourage the children to think and respond.

**Section C - Monitoring and Review**

This policy will be monitored by Andrea Leslie, (Head Teacher), Rachel Abel & Gavin Skye (Assistant HTs,) Julie Spencer (RE Lead and Local Governing Body annually.

**Appendix 1 Agreed letter formation for cursive writing**

