



**Ss Peter & Paul
Catholic Primary School**
Part of The Romero Catholic Academy



Handwriting & Presentation Policy



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow
www.romeromac.com

Ss Peter & Paul Catholic Primary School
Arkle Drive, Off Woodway Lane, Walsgrave, Coventry, CV2 2EF

t: 02476 615 665 f: 02476 604 661
e: admin.sspp@romeromac.com

w: www.sspeterandpaulcoventry.co.uk

Principal: Mrs L Stanton



Our Mission Statement

'Learning and loving on our journey with Jesus'

Presentation & Handwriting Policy

At Ss Peter and Paul 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 a school we adopt the cursive method of handwriting.

Aims:

- To raise standards in the presentation of writing across the school.
- To have a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books and during shared writing on the board.

For pupils to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside Literacy lessons, although shared and guided writing also provides additional opportunities for the modeling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skills, correct modeling of the agreed style by the teacher is very important. We follow the RWI programme for the early stages of taught handwriting across EYFS and KS1. In KS2 we follow Linkpen Primary Font Family designed by Carol Cockeram and published by Linkpen Handwriting Fonts.

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 modeling.
- To provide resources and an environment which promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.



Continuity and Progression

Formal handwriting is taught following the expectations of the National Curriculum. We embed handwriting skills from the phonic scheme Read Write Inc. and progress into a cursive style. We acknowledge handwriting is a developmental process with its own distinctive stages of sequential growth.

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

1. Readiness for writing: gross and fine motor skills and pre-writing patterns
2. Form letters in print
3. Secure letters in print, including capital letters
4. Beginning to join
5. Securing joins
6. Practicing speed and fluency
7. 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. Pupils are to be taught letter formation in conjunction with their daily phonic Read Write Inc. programme. Children are taught phrases (as set out by RWI) to aid retention and skill when forming each letter. Handwriting is taught daily within RWI sessions. A clear focus on posture, pencil grip, fine motor skills and hand-eye coordination is planned for and provided within these lessons and the wider curriculum. The formation of numbers 0 - 9 are also taught.

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. In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning. Pupils are given the opportunity to experiment with a range of writing materials and implements; a multi-sensory approach is used to help pupils feel the movement in the hand. Teachers are encouraged to have daily sessions to encourage both gross and fine motor skill development.

Key Stage 1

Building on the foundation stage, pupils in Year One will secure their handwriting style and ensure letters are consistently formed in size and capital letters are used correctly.

In Year Two children develop a legible style and begin to use join letters using a cursive style. This is dependent on ability not the age of each child. Handwriting practice is to be carried out in handwriting books. Additional handwriting lined paper can be used for cross-curricular writing and stuck in book.



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, in the agreed handwriting style.
- Children will write with pencils until the class teacher assesses that they are joining competently and consistently. When children reach year three they will be able to receive a pen license. They will then be given a handwriting pen to use.
- Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.
- Pencils will be used in Maths or for drawing and completion of diagrams.





R	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Hold a pencil effectively- using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing. • Write recognisable letters and numbers, most of which are correctly formed.
Yr 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly - form lower-case letters in the correct direction, starting and finishing in the right place <ul style="list-style-type: none"> • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways • leave spaces between words.
Yr2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.
Yr3	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters increase the legibility, consistency and quality of their handwriting • (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Yr4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Yr5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choosing the writing implement that is best suited for a task
Yr 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed • choosing the writing implement that is best suited for a task





Presentation Guidance

Book covers should indicate:

- Child's first name
- Class
- Subject
- Children should not write or draw on the covers of their books
- All books to include the school's religious picture

Date of work in books:

- Children will use the full written date in all books except Maths when the digital date will be appropriate. A line will be left after the date.
- By the Spring term in year one, teachers are encouraged to work towards this standard.

Title of work in books:

- The LO: should be written in their books for each piece of work.
- In the Foundation stage/KS1 will be written or typed by the teacher.

General presentation:

- Children should use colour pencils when illustrating work in books.
- Teachers should encourage a good and high standard of presentation overall.
- Errors should be crossed out with a single pencil/pen line.
- Children may use rubbers at the teachers' discretion. However, **no** ink erasers may be used.
- Purple pens will be used for editing work.



Appendix 1

Reception and Year 1

Model used

Ss Peter & Paul Primary School use the letter print from the phonic program Read Write Inc.



HANDWRITING PHRASES FOR HELPING YOUR CHILD TO FORM LETTERS

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side





Year Two – Focus on the new looped letters

Linkpen 7a

abcdefghijklmnopqrstuvwxyz
nopqrstuvwxyz

abcdefghijklmnopqrstuvwxyz
nopqrstuvwxyz

ABCDEFGHIJKLM
NOPQRSTUVWXYZ

Years Three to Six

Linkpen 7a Join Connect Guide

Single FREE font - try out the joins

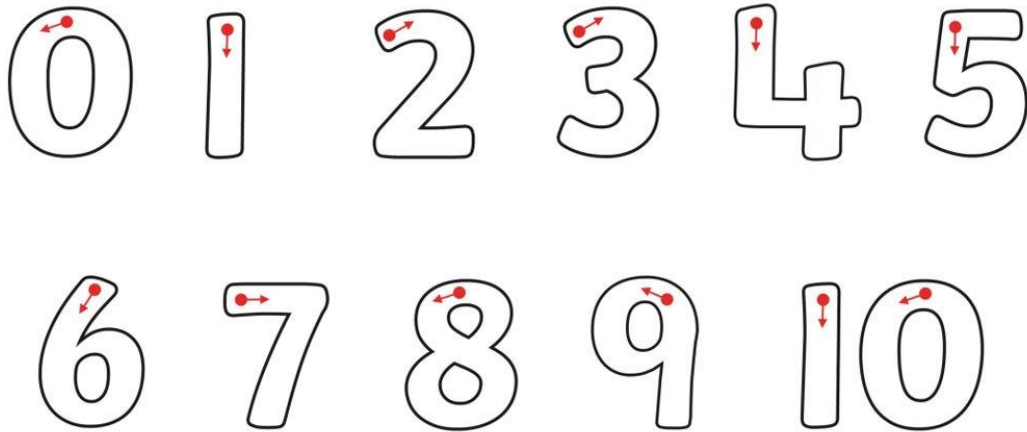
abcdefghijklmnopqrstuvwxyz





**Ss Peter & Paul
Catholic Primary School**
Part of The Romero Catholic Academy

Numbers



**The Romero
Catholic Academy**
Nurturing the Talent of Tomorrow
www.romeromac.com

Ss Peter & Paul Catholic Primary School
Arkle Drive, Off Woodway Lane, Walsgrave, Coventry, CV2 2EF

t: 02476 615 665 f: 02476 604 661
e: admin.sspp@romeromac.com

w: www.sspeterandpaulcoventry.co.uk

Principal: Mrs L Stanton