



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



# Handwriting & Presentation Policy 2021 - 2022



### **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.

#### **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. The agreed style in Reception and KS1 is Letter join scheme and Nelson handwriting scheme in KS2.

#### **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 through the use of Letter join and the Nelson schemes, which acknowledges 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 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. Pupils are to be taught to use lead-in strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see **Appendix 1**).

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. 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 at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by 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 practicing 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. Handwriting practice is to be carried out in handwriting 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 the Nelson scheme, in the agreed handwriting style. Handwriting practice is to be carried out in literacy books.
- 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.

### **Presentation Guidance**

#### **Book covers should indicate:**

- Child's first name (KS1) and child's full name (KS2)
- 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 standards.

#### **Title of work in books:**

- WALT (We are learning to...) should be written in their books for each piece of work and the abbreviation WALT is to be underlined.
- In the Foundation stage some WALT's will be written or typed by the teacher.

#### **.Handwriting:**

- All staff to teach from the Letter join and Nelson handwriting scheme.
- In EYFS a "preparation" for handwriting approach is taken with a range of activities related to art and P.E. Teachers will model and teach letter formation as part of Read, Write Inc lessons.
- From Reception onwards the scheme gives clear and specific guidance about letter formation and letter joining.
- All children should write in pencil in their books until teachers are satisfied that they can consistently show neat presentation in all areas and then they will receive a pen license certificate.
- Children will present work to the Vice Principal or Principal when their handwriting is consistently neat or using a fluent cursive style.
- Children will be given a handwriting pen for use in their own work in school, except for Maths 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 should encourage a good and high standard of presentation overall.
- Errors should be crossed out with a single pencil line.
- Children may use rubbers at the teachers' discretion. However, **no** ink erasers may be used.
- Once a child has started a piece of work it should be finished, unless there are exceptional circumstances. Teachers must insist on this, and not leave it to the children's discretion.
- Teachers are to mark work in books in pink for positive comments and green to indicate next steps.
- Children are to answer marking in pencil.

### **Parental Support**

- Parents will be informed on how to support their children's letter formation whilst completing homework.
- All children will have the correct formation of letters displayed in their homework book.



## Appendix 1

### Model used

Ss Peter & Paul Primary School use Nelson Thornes Handwriting Scheme with the following letter formation.

### **Lower case letters**

abcdefghijklmnopqrstuvwxyz

### **Capitals**

ABCDEFGHIJKLMNOPQRSTUVWXYZ

### **Numbers**

1 2 3 4 5 6 7 8 9 0

### **The Four Joins**

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

abcdefghijklmnopqrstuvwxyz

**The break letters** (letters that aren't joined **from**) are:

b g j p q x y z s



**Examples of the break letters**

big

green

jelly

happy

unique

xylophone

zebra

swans





## Examples of the joins

I fell asleep in class  
today  
as I was awfully bored  
I laid my head upon  
my desk  
and fell asleep and snored