



Archdiocese of
Birmingham



St Maria Goretti Catholic Academy

Handwriting & Presentation Policy



ST MARIA GORETTI CATHOLIC ACADEMY

POLICY FOR HANDWRITING & PRESENTATION

At St Maria Goretti, all pupils are encouraged to take pride in their workbooks through good presentation. Children are taught how to present the layout of their work across all subjects. All children are taught how to form neat, legible and fluent handwriting, which allows some room for creativity and distinctiveness as they mature, and which reflects positive behaviour for learning.

AIMS

- To ensure children develop neat, legible joined 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.

Presentation in Workbooks

In Key Stage 1, pupils are taught how to lay out their work as follows:

English – date in writing

Title – Written accurately, with correct use of capital letters at the appropriate stage

Maths – date in numbers, introduced at the appropriate stage

Key stage 2

Date – top right of page

Title – must be underlined, with accurate and consistent use of capital letters.

Paragraphs – must be made clear and a line missed out to indicate a new paragraph.

If pupils are asked to edit their work, or have made errors, they should not be asked to cross-out the words or sentences. Preferably, a X should be placed between the words, or sentences, as below:

eg. spelling error X *soldiers* X

The correct spelling should be written above or in the margin, if the child self-corrects.

eg. Sentence/phrase error X *It is not unusual for this to happen* X

Current Practice, Organisation and Delivery

The teaching of handwriting requires close supervision so as to ensure pupils use correct pencil grip and develop accurate letter formation. It is school policy that handwriting is taught in small groups, or whole classes, whilst closely monitored by both the class teacher and teaching support staff to ensure that inaccuracies are immediately addressed and children form letters and joins accurately and consistently. During continuous provision and independent writing activities, staff should remain diligent about ensuring correct handwriting formation and presentation.

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. An example of the letter formation used can be found in Appendix A of this policy. It should be noted that children are taught to write individual letters from the top. As letter formation becomes more accurate and controlled, children are taught to join digraphs (two letters) and trigraphs (three letters) in conjunction with high frequency words and spelling patterns. Once the fully cursive script is introduced all lower case letters lead in from the line.

Handwriting lessons occur at least twice a week up to Year 3. We recognise that as well as taught sessions there are also opportunities to promote handwriting across the curriculum. Staff are required to model the school's adopted style in their teaching exposition and marking. It is also important that children are exposed to other types of script and these will also be evident in displays.

Progression

Letter formation is taught as part of the structured daily phonics session, as outlined in section 3 of "Developing Early Writing" (see Appendix B). The school's approach is to reinforce knowledge of visual patterns and spellings through the teaching of handwriting.

When letters are introduced children are encouraged to recognise the common patterns of formation. The letters of the alphabet are grouped according to their starting movements.

1) c o a / g q d/s

2) b h l k t / i j

3) r m n

4) u y

5) v w

6) e f p x z

Letter formation is initially taught using the phonic sequence laid out in "Letters and Sounds".

Creating Conditions for Handwriting Practice

Teaching staff must ensure that children are seated correctly when practising handwriting skills.

- Children should be 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.

Resources and Materials

In Early Years Foundation Stage and Year 1 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.

Some children may need specialist equipment which will be specified as part of a Pupil Passport or intervention plan.

All pupils from Year 1-3 will use handwriting books to practise and develop cursive script. Children who have mastered a clear, fluent style of joined, cursive handwriting will be awarded a pen licence certificate. Handwriting pens are available in school and are preferable to ball point pens. Younger children are awarded a green pencil for consistent appropriate letter formation.

Some pupils may require further practice and will continue to practise in the handwriting book until handwriting is consistently neat, joined and legible: Additional homework activities may be provided.

Assessment and Marking

Handwriting is assessed during taught sessions and as part of the ongoing assessment of writing skills. All teaching staff are expected to 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. Children enter a termly handwriting competition which is judged by the Executive Head Teacher. Winning entries are displayed centrally and awards are given to one individual in each class.

This policy was agreed by staff on	14 th February 2017
Policy approved by the Academy Committee	March 2017
Date of policy review	March 2018
Signed	Executive Headteacher
Signed	Chair of Academy Committee

Letter Formation

