

The Ivory Federation

Propps Hall Junior, Infant and Nursery School Springhead Infant and Nursery School Rushcroft Primary School

Handwriting and Presentation Policy

RATIONALE

Handwriting is a skill that requires teaching. It is not a natural skill that will grow and develop like speaking or walking, it is a motor activity, a movement stored in the body rather than in the conscious memory. Our hands and fingers control the movements involved in handwriting.

PURPOSE

An effective handwriting policy is based on a style that is quick and easy to learn. It should be neat, legible and fast. Children should eventually develop the ability to produce letters without thinking. An automatic style then allows the brain to concentrate on other ideas i.e. spelling and grammar. In our schools, we use Pen Pals as a scheme to support our teaching of handwriting.

Effective teaching of handwriting can only be achieved through modelling. Teachers must demonstrate letter formation and joins regularly and children must practice by carefully copying and repeating. It is important to observe children writing to ensure they are forming letters correctly.

BROAD GUIDELINES

- Handwriting should be taught explicitly, in short, frequent sessions. It should be modelled by the teacher then supervised
- Teachers need to model good handwriting at all times, e.g. when writing on the whiteboard and when marking the children's learning.
- PenPals handwriting scheme is to be used in every class.
- All children are to have their own handwriting book to practise in.
- Handwriting is to be taught weekly (recommend 30 minutes each week).
- Handwriting lessons must start with teaching using the PenPals interactive resources and then practising.
- Handwriting sessions are to be calm, quiet sessions. We recommend using background classical music.
- Children are to use sharp pencils for handwriting sessions. We recommend using different handwriting pencils and keeping the pencils separate from their daily writing materials.
- Because handwriting is differentiated, a learning objective is not required.
- Alongside taught handwriting sessions, teachers are expected to encourage children to apply their handwriting skills across the curriculum.
- **In the Early Years** all the children will be taught to form the letters of the alphabet correctly, those not on track to achieve this before the end of Reception will have targeted interventions during their year in Reception.
- **In Key Stage One**, children can achieve a 'pencil pal'. 'Pencil pals' are awarded by senior leaders as recognition for handwriting progress. To achieve a 'pencil pal' children must be able to show that their writing consistently follows the handwriting scheme in all books for their age and stage, it is expected that:
 - Writing is legible and neat
 - Writing sits on the line
 - Letters are formed correctly
 - Letters are consistently sized

Using pens

We actively encourage all children to be aspirational and to aim for using a pen. The criteria for this is as follows:

Stage 1- Trialling a pen

- *If a child has neat legible writing with clear ascenders and descenders, with the orientation correct and a consistent size of letters in all their books, they can ask to be considered for a handwriting pen. The child in question needs to take their handwriting book and another school exercise book to the Headteacher for consideration. If in agreement, the Headteacher will give the child a pen with their name on to **trial in their handwriting book.***

Stage 2-Using an ink license

- Whilst trialling a handwriting pen in their handwriting book a child can be considered for an ink license, to be considered for this a child must demonstrate that they can:
 - Continue to write legibly with their handwriting pen in their handwriting book.

- Correctly orientate all letters ensuring ascenders and descenders are clear and the size of the letters is proportionate in their handwriting book (with a pen) and in every other book (with a pencil).
- Use the correct joins in all their writing.
- Should a child get their ink license, they will have a license to use ink all the time and in any school book. They will be issued with 3 small licenses, one for home and one for the school wall and 1 for their handwriting book.

Presentation Agreed Principles

Nursery	Date on pieces of learning - written by an adult
Reception	As above plus: Writing on the lines, start writing and work to the right Children will start to write their own date in the summer term L/O written or stuck into books neatly (underlined) Felt tips are not to be used in writing Teachers are to mark in a green pen
Key Stage One	Date on top line on the left Long date in English, short date in maths and the foundation subjects. Learning objective (L.O) written underneath and underlined Children write to the end of the line In maths, it's 1 number per square A new page is to be started for each piece of new learning Correcting mistakes: one neat line through mistakes, erasers are not allowed (excludes art & D.T) Children are not to draw boxes around learning or rule their learning off Pencil is to be used for all pieces of learning Felt tip pens are not allowed Teachers are to mark in green pen
Key Stage Two	As above plus: Pencil is to be used for all pieces of learning unless the above in the 'using pen section' applies

****Any learning that is to be stuck in the childrens' books has to be done so in a neat manner. A4 pieces of paper must be reduced so that they fit into the book neatly***

**** All of the above principles on handwriting and presentation are to apply to any modelled and shared writing being demonstrated by any teaching staff. When writing notes / words etc on flip chart boards and paper, the notes must still be neat, legible and conform to handwriting policy. Adults must scribe in a way they want the children to write.***

****All scribing by the teacher (including marking) must be neat, legible and grammatically correct.***

**** There is an acceptance that the presentation of learning and agreed principles will not always apply to art and design as a trial and improve methodology is in place.***

Conclusion

The consistent approach that we have in school and the value that we place on the progressive skills required to be successful handwriters is enabling. The effective implementation of this policy will develop the skill progressively and enable the children to become fluent writers, producing pieces of learning that they are proud of.

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