

Handwriting & Presentation Policy



Garfield Primary
Today's children, **tomorrow's** future.

Raised at Teaching & Learning Committee: 15th January 2024

Ratified by Governing Body on: 11th March 2024

Chair of Governors: K Carrano

This policy will be reviewed as part of the school's agreed policy review schedule.

Rationale

The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Handwriting is a skill which must be learned in order to provide a style which becomes simple to produce and easy to read. Cursive handwriting helps children to learn and remember spelling patterns. It is an integral part of the multisensory technique enabling pupils to make the automatic symbol-sound relationship for spelling.

Aims for our pupils are to:

- know the importance of clear and neat presentation and how this communicates meaning effectively
- write legibly in both joined and printed styles with increasing fluency and speed by: having a correct pencil grip; forming all letters correctly; knowing the size and orientation of letters
- promote confidence and self esteem
- take pride in their work
- recognise that handwriting is a form of communication and as such should be considered important for it to be effective.

Teaching time

There should be a minimum of two 15-minute handwriting lessons each week. These can be delivered during the soft-start sessions if desired.

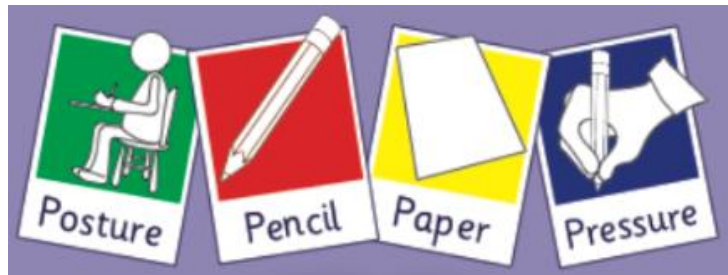
The Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words)
- Independence.

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children to form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Write in sand with finger or stick (EYFS)
- Write with chalk on chalkboard (EYFS)
- Form letters with plasticine (EYFS)
- Finger trace the outline of letters on the back of the person in front of you.

Getting ready to write



The P Checks

This is a visual reminder of how to prepare for the process of handwriting. They are taught to all children as soon as they are ready to begin sitting to write (usually in Reception class). This ensures that good handwriting habits are established early and practised constantly.

Seating and Posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partner.

Pencil Grip

- Children should write with a pencil.
- Pencils should be reasonably sharp.
- When children have achieved a good standard of writing in cursive style, they will be rewarded with a 'pen licence'. This usually happens in Year 5.

For Right Handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper.

For Left Handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20-30°
- Use the right hand to steady the paper

- NB: it is very important that a right-handed child is NOT seated on the left of a left-handed child as their elbows will collide.

Progression in Handwriting

National Curriculum – English Programmes of Study

Foundation Stage

Early Learning Goal: Writing

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed
- Write simple phrases and sentences that can be read by others.

Key Stage 1

Year 1:

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Year 2:

Pupils should be taught to:

- 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 and understand which letters, when adjacent to one another, are best left unjoined
- 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.

Key Stage 2

Year 3 & 4

Pupils should be taught to:

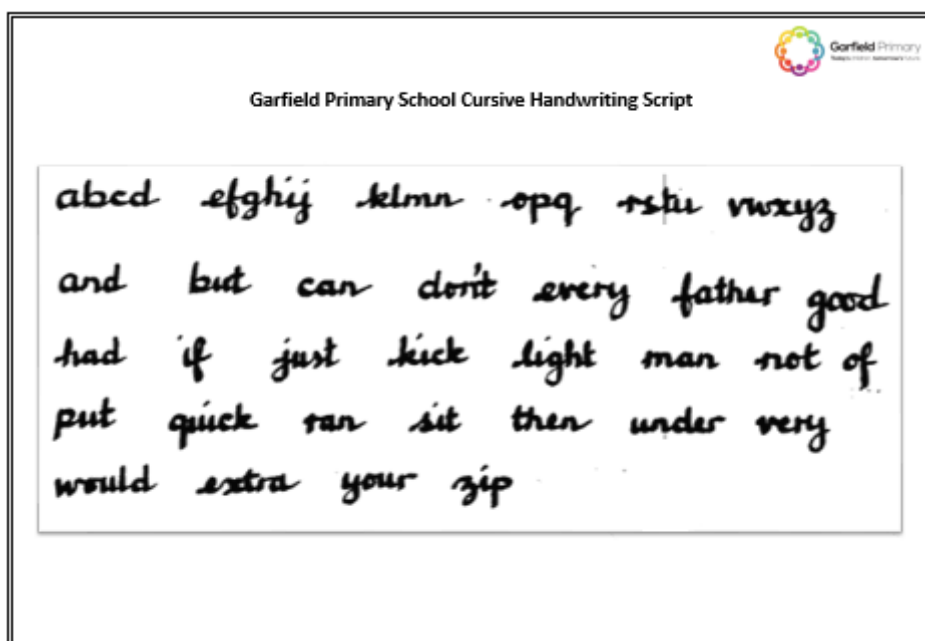
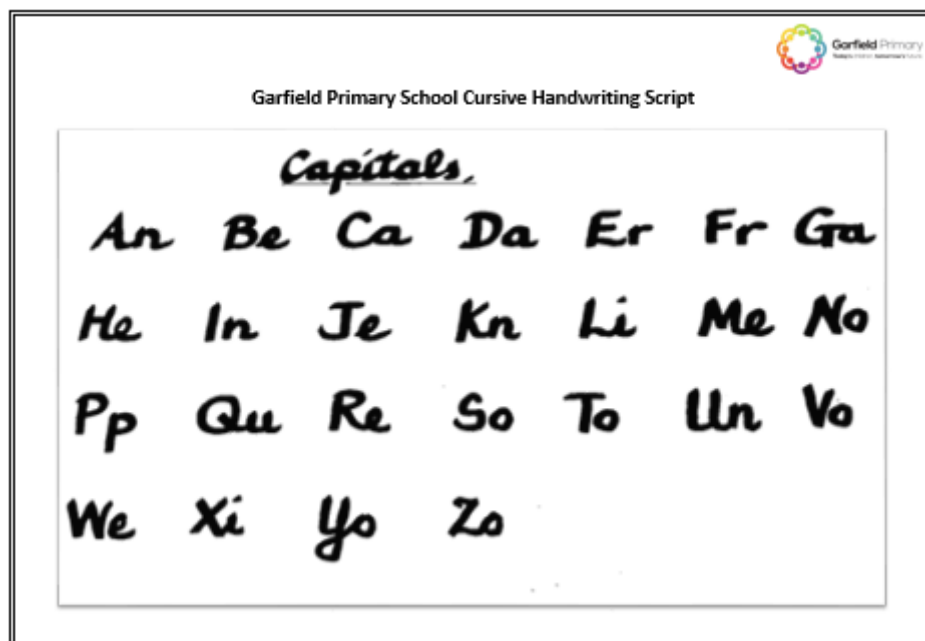
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Year 5 & 6

Pupils should be taught to:

- write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices; deciding whether or not to join specific letters; choosing the writing implement that is best suited for a task.

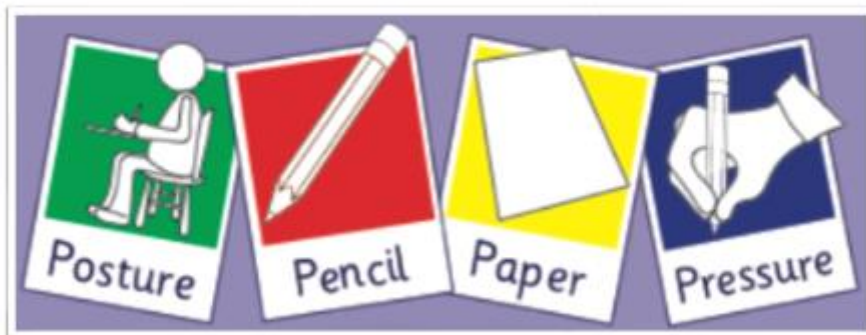
Handwriting posters displayed in classrooms



Garfield Primary School Cursive Handwriting Script

abcdefghijklmnopqrstuvwxyz
 abcd efghij klm nopq rstu vwxyz
 and but can did every father got
 had in just kick let might not
 on put quick run sit then under
 very would mix you zip

Garfield Primary School Cursive Handwriting Script



Presentation of work

Children are given a range of exercise books to use in school depending on the year group they are in. All books are used to record the children's work and maintaining a high standard of presentation is part of the life skills they learn.

The following elements of presentation are uniform across the school:

All books will have printed labels on the front showing:

- the child's first name and surname
- the child's class
- the subject of the book.

Writing & curriculum books will have margins on the left-hand side of the page.

Where there is no printed margin, from Year 2, children will be required to draw their own, using a ruler and pencil.

Each new piece of work will have the day & date written in full at the start, e.g. Monday 8th January 2024. This will be underlined using a ruler and pencil.

In Maths books, the date will be the short date in the style preferred by the class teacher.

Dates to be written on the left of the page.

The title of the work will be underlined using a ruler and pencil.

When a mistake is made, a single line will be used to score through the word, number or phrase.