



## Embleton Vincent Edwards C of E Primary School

Policy	Handwriting and Presentation	
Ratification Date	Autumn 2023	
Review Date	Autumn 2025	
Signed	<i>Alan Craft</i>	Chair of Governors

### Introduction

A high standard of presentation and handwriting in children's books reflects the effort and pride a child has taken in their work. Each child should have a clear understanding of what is expected from them when producing a piece of work and know that this will apply whichever class they are in. The expectation is of the highest possible standard appropriate to the ability of the child and should develop a sense of pride and ownership.

### Presentation Guidelines

#### *Use of pens and pencils*

- Pencils should be used in all maths books throughout the school.
- From Year 4 children will be allowed to use pens when writing.
- Only school handwriting pens should be used by children. No ballpoint, felt-tip pens or pens from home should be used.

#### *Pictures and diagrams*

- Felt-tip pens and gel pens should not be used in exercise books for any purpose, although they can be used on paper at the teacher's discretion.
- Colouring pencils only should be used to colour in.
- Drawing or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch.
- If children are producing a drawing or diagram in a subject where the exercise book contains lined pages, a piece of plain paper should be trimmed and neatly stuck in for this purpose.

#### *Page layout (KS2)*

- All work should follow the 'DUTUM' rule (date, underline, title, underline, miss a line).
- The long date is to be used for all subjects other than maths.
- Children should write on every line unless otherwise instructed. One complete line should be used to indicate the start of a new paragraph.
- Line guides are to be used when children are writing on plain paper.
- Sheets of paper should always be trimmed and stuck neatly into exercise books.
- Corrections should be made by a single ruled line through the mistake.
- Corrections in maths should be written out again as a new calculation, rather than being altered on the original calculation.
- In maths, one square should be used for each digit but when writing the book should be treated as if it is lined.

#### *Page layout (KS1)*

- All work should have the date on the first line of the book.
- The short date should be used for all work. In English books the day of the week must be added when a child is deemed capable of doing so.
- Children should write on every line unless otherwise instructed.
- Line guides are to be used when children are writing on plain paper.
- Sheets of paper should always be trimmed and stuck neatly into exercise books.
- Corrections should be made by a single ruled line through the mistake.
- Corrections in maths should be written out again as a new calculation, rather than being altered on the original calculation.
- In maths, one square should be used for each digit but when writing the book should be treated as if it is lined.

### **Handwriting Guidelines**

All staff, including teaching assistants, are expected to model the handwriting taught to the children during teaching, and when writing comments on children's work.

Across all key stages, handwriting is taught in a structured and multi-sensory way. Where teachers are undertaking word-level work, links with correct letter formations are reinforced. The importance of correct posture is taught.

Teachers ensure that there is a balance between the teaching and practising of letter formations and joins. Children are expected to apply taught formations and joins in their work.

When children are practising writing, they are to do so next to, or under, the teacher's writing. This is to ensure that they are writing using a letter size that is comfortable for them and appropriate for their age and stage of development.

The English Curriculum 2014 sets out year by year statutory requirements for handwriting.

### **The Aims of Handwriting**

- To adapt fluent, legible, joined and, eventually, speedy handwriting.
- To adapt lettering styles for different purposes.
- Pupils take pride in the presentation of all their written work.

### **The School Font**

The school uses the twinkl font (EY and KS1) and twinkl cursive looped font (KS1 and KS2). There are a range of resources on the twinkl website to support the teaching of these fonts.

### **Foundation Stage**

It is noted that the ability to form letters correctly is based firmly on a child's physical development. As a result, resources and activities are available to children from an early age to support core stability and crossing the midline; and gross and fine motor, especially relating to pivoting joints in the shoulder, elbow, wrist and fingers.

Children are encouraged to use whichever hand is more comfortable for them when using mark-making tools, and it is noted that some children do not express a preference for one hand or the other through the whole of the foundation stage.

Children are encouraged to use a tripod pencil grip as soon as they have the physical development to do so.

When a child becomes interested and able to start writing graphemes, they are to be

encouraged to use correct formation (including, for example, the 'flick' on an 'i'). The RWI ditties are to be used to remind children of how the letter is formed.

As part of the RWI programme in Reception, children receive handwriting practice. When writing independently, correct formation is rewarded and reinforced as part of verbal feedback.

### **Key Stage One**

Handwriting practice will continue for KS1 children as part of the RWI programme. As children become more familiar with the graphemes, and their physical dexterity increases, the focus is on maintaining letters of the same size, appropriately sized ascenders and descenders, with letters sitting on the line.

Additional, short, discrete handwriting practice takes place at least three times a week.

All children receive feedback on their handwriting as part of the verbal feedback process.

Once a child is confident and fluidly printing using correct letter formations, they are to move on to joining.

During some handwriting sessions, children should be given the opportunity to use pen. This gives them the chance to practise prior to using a pen full time.

### **Key Stage Two**

Handwriting practice in some form or another takes place daily for 10 minutes, whether it be through specific handwriting practice, or during SPAG work.

During some handwriting sessions, children should be given the opportunity to use pen. This gives them the chance to practise prior to using a pen full time.

### **Adaptations**

Pencil grips, thicker pencils and wider lines will be used by children who experience problems with writing. It is noted that most problems associated with poor handwriting are due to physical development and intervention to support rapid improvement in physical development should go hand in hand with any adaptations to writing equipment.

### **Use of Pens and Erasers**

All children in KS2 will use a black Berol handwriting pen for use in their handwriting books. This enables the child to practise with a pen. Year 2 children may also be given pens to practise in their handwriting books.

All children from Year 4 will be allowed to use a pen when writing. Children will be encouraged to think about whether they make few enough mistakes to maintain neat presentation whilst using a pen.

Pencils should be used for all maths work in books.

The use of an eraser is discouraged in school. Pupils should draw a neat line through errors.

### **Learning Environment**

Letter formations are displayed prominently in all classrooms, both on the walls, and as laminated prompt cards. In all classrooms there are typed and handwritten notices in the

school font.

Whenever possible, all worksheets, or other information given to the children will also use the school font.

### **Lettering Styles for Different Purposes**

Throughout the school, children are encouraged to recognise the importance of clear and neat presentation when they are communicating to others. They are also taught to recognise when speed is more important than presentation (eg draft work, note taking).

Children are taught to write in print or capital letters where the purpose of the writing supports this (eg map labels, capitalisation for effect, headlines). They are taught the technical terms for forms of lettering (eg upper case, lower case, italics).

In computing, children are shown how to present lettering in different ways to add effect (eg use of fonts, size and italic/bold.) In displays around the classrooms and corridors, a wide variety of lettering styles is used to enhance the work being displayed.

### **Home/School Support**

Parents are invited to a RWI workshop when their child is in Reception, where letter formation is discussed. They are invited to a handwriting workshop in Year 2.