

Robert le Kyng School

Handwriting and Presentation Policy

Introduction

A Robert le Kyng, we promote a consistent high standard of handwriting and presentation, which all staff recognise, understand and follow. For children and teachers, this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Presentation across the school:

- Every piece of work is dated on the first line on the page i.e. not the broad margin at the top (short date for Maths)
- After missing a line, children will write the learning question (EYFS/ KS1 may be typed)
- In KS1 almost all work will be completed in pencil. When children are consistently using appropriate neat handwriting they can move onto using a handwriting pen. Maths books will be completed in pencil across the school
- Only school handwriting pens are to be used
- All diagrams and drawings are in pencil
- To cross out mistakes, a single ruled line, in pencil, is used
- Children use a green biro to edit their work, both independently and after discussions with an adult. Children should be encouraged to keep this writing as neat as their other work
- Redrafting is completed with their handwriting pen
- Children use line guides when writing on plain paper (Y3 onwards)
- Books are well kept with no doodling or writing on the outside or inside covers
- Poor presentation is challenged through verbal feedback

Handwriting

At Robert le Kyng, our aim is that pupils will be supported to develop a handwriting style which is clear, joined and fluid. Children will be encouraged to take pride in their written work, but also to be aware that different degrees of neatness may be appropriate for different tasks. They should be helped to see that there is a balance between speed and legibility which is dependent on the purpose of writing: the product, or the final draft of a piece of writing, will need the greatest attention to handwriting skills.

Although there are many opportunities to practise handwriting across the curriculum, we will also provide weekly lessons for teaching and revising these skills. The frequency and length of these lessons will vary according to the age and competence of the children but generally there will be a formally taught session and a chance to rehearse.

Formal handwriting skills will be taught regularly and systematically through the use of the PENPALS Handwriting scheme (Cambridge University Press).

- Children will experience the foundation of handwriting through multi-sensory activities. Correct letter formation without 'lead ins' is taught initially (EYFS)
- Correct letter formation with 'lead ins' is taught, practised, applied and consolidated. Diagonal joins are introduced only after correct letter formation is used automatically (Y1)
- In year 2, horizontal joins will be a key focus of the teaching
- Joins are introduced systematically and cumulatively (Y1–Y6)

- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y5/Y6)

Knowledge, Skills and Understanding

Pupils should be taught to:

Year 1:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction
- form capital letters
- form digits 0-9
- begin to use some diagonal and horizontal strokes to join letters

Year 2:

- form lower-case letters of the correct size relative to one another
- Use 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

Year 3/ 4:

- 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

Year 5/ 6:

Write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding as part of their personal style, whether or not to join specific letters

At least 10% of the population are left-handed. All teachers are aware of the specific needs of left handed pupils and appropriate provision given.

A variety of resources are available to support children who find it difficult to write. This can include pens with specific grips, pencil grips, slopes and alternate methods to communicate.

Written by: Michelle Fisher

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To be reviewed: December 2020