



**ST. AUGUSTINE OF CANTERBURY CATHOLIC  
PRIMARY SCHOOL**

## **Handwriting and Presentation Policy**

### **Mission Statement**

"I called you by your name, you are mine." Isaiah 43  
The mission of our school is to support and further the teachings  
of Christ and His Church.

We welcome and embrace individuals of all abilities and cultural  
backgrounds.

We aim to enhance and celebrate their moral, physical, social and  
emotional development, so that they may reach their full potential  
in an atmosphere of stability, care and respect.

We believe that education is for all and in partnership with  
parents, carers, children and the wider Catholic community: we will  
strive and succeed in a wholly inclusive setting.

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## **Introduction**

At St Augustine of Canterbury School we recognise that handwriting does matter. If a child reaches secondary school being unable to write quickly and fluently they are at a huge disadvantage, even if they can type at speed, formal examinations still use pen and paper and employers take a dim view of poor handwriting. At St Augustine of Canterbury we recognise that legible handwriting is a skill for life and therefore needs to be explicitly taught.

## **Aims**

**At St Augustine of Canterbury School the aims of teaching handwriting are as follows:**

- To enable pupils to write in a clear and fluent, cursive form.
- To write legibly using an upper and lower case when appropriate.
- To use correct spacing within and between words

## **Objectives**

By using the New National Curriculum as a guide, children in:

### **Early Years Foundation Stage**

- Hold a pencil effectively to form recognisable letters, most of which are correctly formed.
- The children's pencil grip is assessed when they enter year R.
- The children are taught how to use ascenders, descenders and flicks.

### **Key Stage 1**

#### **Year 1**

##### **Handwriting**

Children are 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

### **Handwriting**

Children are 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:

### Years 3 and 4

#### Handwriting

Children are 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

### Years 5 and 6

#### **Handwriting and presentation**

Children are taught to:

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

## Teaching strategies:

At St Augustine of Canterbury we teach joined up writing from the Reception class using the Spectrum Handwriting Scheme which is followed through to both key stage 1 and key stage 2. A typical handwriting session will involve:

- The teacher modelling letter formation during a discrete lesson/s approximately 20 minutes per week.

- Children then practise independently with the teacher modelling and then from memory.
- Children are encouraged to have a good sitting posture when they write with both feet flat on the floor and their back touching the chair.
- A short teaching session which is frequent yet fun, varied and multi sensory; letters can be written in the air, in sand, on each others backs or hands. Letter shapes and joins can be orally described as well to remind children of their forms.

Children will be reminded of neat/joined handwriting and presentation in all subjects, they will be encouraged to adopt their own style but bad habits in terms of letter formation will be addressed. Children will be encouraged to join consistently and will be focussed on increasing their speed. All children should be handwriting in pen using handwriting pens provided by the school no later than Year 3.

There is a 'Presentation Celebration Board' in the junior area to praise the handwriting and presentation successes of individual children in each class.

### Presentation guidance

It is essential that all children should have pride in their work and that it is set out well. Where appropriate:

- All work must begin with the date. In Literacy this must be written in the following way: Tuesday 10<sup>th</sup> September 2017 (example)
- The date should be written on the top line and underlined (not in the margin). The learning objective should be on the line below, this should be underlined in Keystage 2.
- Key Stage 1 underlined- as appropriate for ability.
- Underlining should be completed with a ruler.
- Children should write from the margin to the edge of the page.
- Work should be ruled off at the start of the following lesson, leaving the teacher room to comment on the work. Teacher's comments will indicate whether a correction needs to be addressed.
- Children will be encouraged to put a line through a mistake. Where appropriate use a 'white label' to cover a pen error.
- Rubbers will be used within reason to correct pencil work.
- Criteria for presentation of work will be discussed prior to commencement of work.
- Pictures should be coloured in pencil crayons or plastic crayons. Felt pens should not be used in exercise books.
- When squared paper is used for Numeracy 1 digit is written in each box and a line is left between each sum.
- In Numeracy an eraser can be used at the teacher's discretion.

### Left handed writers

Approximately 10% of the population are left handed and will therefore have to be taught the skill of joined up handwriting differently to right handed children.

- Left handed children will be encouraged to tilt their page or book slightly clockwise so that they can see what they are writing without "hooking" their hand.
- Left handed writers may prefer to make their horizontal lines for example on a capital H, from left to right, this may affect their joined up writing.
- When using a pencil or pen encourage the left handed child to hold their hand slightly further up the pencil so that they can see what they are writing and will be less inclined to smudge their work if writing in pen.

### Handwriting and special educational needs

Some children may encounter problems with handwriting because they either have a special educational need (SEND) such as dyspraxia, dyslexia or ADHD. For example:

- A symptom of dyspraxia may result in particularly slow, clumsy and pain staking handwriting. Children with dyspraxia or dyslexia can also find it difficult to vary their handwriting speed, consequently their confidence may suffer.
- Where appropriate pencil and specially designed pens will be introduced.
- Where appropriate specific exercises introduced.

Any teacher who has concerns will seek further advice from our SENCO Mrs Angela Liggins; also teachers will discuss the problem with the child's parent or carer to see if there are any underlying factors and to assist in any support the children can be given from home.

### Assessment and Recording.

Handwriting is assessed throughout every subject and written work using our agreed marking procedures (see our marking and assessment policies). Neat and good handwriting will be highlighted in green when appropriate. Poor handwriting will be addressed in marking and the child will be spoken to about

their overall presentation or given some individual support in a certain handwriting issue if required.

### **Writing on the interactive whiteboard.**

Every classroom is equipped with an interactive white board. There are a few tips that teachers and teaching assistants need to bear in mind when writing on the boards:

- Make sure that the board is calibrated and be prepared to change the thickness of the pen or stylus when required.
- Be aware of the legibility of different ink colours, red for example can be hard to read from a distance.
- Stand at one side of the board when writing so that all children can see.
- Be prepared to explore the IWB software, they will include lined or squared paper that will help guide your handwriting and offer a better model.

At St Augustine's we believe that as teaching and support staff we are modelling good handwriting ; whether that be on the IWB, displays or particularly when we are marking and commenting on the children's work in their books. This modelled handwriting must be neat, in accordance with our school scheme and appropriate to the child's level of development and understanding.