

Holy Family Catholic School

Presentation and Handwriting Policy



We live, love and learn together in the light of God by...

Praying together

Learning together

Playing together

And

Respecting each other

Approved by: Linda Mockler

Date: 20th March 2025

Next review due by: March 2026

INTENT

The purpose of this policy is to produce a consistent approach in the presentation of work throughout the school. We are continually seeking to raise standards in all aspects of teaching and learning. We take pride in our learning and presentation; we strive to be the best we can be. Books form an essential record of the teaching and learning that has taken place during an academic year and as such needs to reflect a progression of personalised learning opportunities. Children should all be aware of the high standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and engender in all children a sense of pride in how their work should look.

This policy should be read in conjunction with the Teaching and Learning Policy, Marking and Feedback Policy and Behaviour Policy.

Overall Aims:

In accordance with the National Curriculum 2014.

- To raise standards in writing across the school.
- To have a consistent approach to the teaching of handwriting across both Key Stage One and Two when teaching both handwriting and in the presentation of work.
- To establish and maintain the link between handwriting and spelling across Key Stage One and Two.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources
- To enable each child to develop a personal style of handwriting that is: - neat,
with correctly formed letters
 - legible
 - fluent and cursive
- To enable the children to have an awareness of the necessity to have more than one handwriting style for different purposes and audiences.

EYFS

In EYFS, writing, mark-making and pre-writing skills are crucial. Being able to hold a tool to make marks and represent words and communicate meaning is a skill that needs to be modelled by staff with time to practise with support and to work independently. Across the EYFS curriculum there are opportunities for our children to take part in these important activities which will develop both gross and fine motor skills. Physical development helps to promote these important skills too.

In Reception our children are taught the correct formation of letters through Sound Start Phonics.

Rec - Linking letters to sounds:

- s, a, t, p, i, n

'straight down', 'back up again', 'over the hill',

Shape Families: the four groups are:

- ***Letter l (long ladder) - b, i, j, l, t, u (v, w with rounded bases) - down and off in one direction***
- ***Letter r (one-armed robot) - b, h, k, m, n, p, r (numbers 2,3,5 - clockwise direction) - down and retrace upwards***
- ***Letter c (curly caterpillar) - c, a, d, e, g, o, f, s; numbers 0, 6, 8, 9; - anti-clockwise***
- ***Zigzag letters - k, v, w, x, y, z; numbers 1, 4, 7***

IMPLEMENTATION

In KS1 and KS2

The teacher follows **the English Programme of Study**. This sets out objectives for teaching as well as the progression in handwriting, from Year 1 to Year 6.

The English Programmes of Study for writing at key stages 1 and 2 are:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing)

Requirements for Years 1- 6 in handwriting

Programme of study (statutory requirements)	Notes and guidance (non-statutory)
Key Stage 1: Year 1 Pupils' writing during year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.	
Pupils should be taught to: <ul style="list-style-type: none">• sit correctly at a table holding a pencil comfortably and correctly• begin to form lower-case letters in the correct direction• Pupils should be able to form letters correctly and confidently and finish 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.	<p>Handwriting required frequent and discrete, direct teaching.</p> <p>The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left handed pupils should receive specific teaching to meet their needs.</p>

Key Stage 1: Year 2

In writing, pupils at the beginning of year 2 ... should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

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,**

Pupils should revise and practise correct letter formation frequently.

They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower Key Stage 2 Years 3-4

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

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, e.g. 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 (non-statutory)**
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Pupils should be using joined handwriting throughout their independent writing.

Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

<p>Upper Key Stage 2 – Years 5-6 Pupils should</p> <p>be able to write down their ideas quickly.</p> <p>By the end of year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7</p>	
<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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 • choosing the writing implement that is best suited for a task (e.g. quick notes, letters). 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).</p> <p>They should also be taught to use an unjoined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>

These correct habits are encouraged, reinforced and built upon throughout the school, not only when lessons concentrate on specific handwriting skills but through written work across the Curriculum.

At Holy Family School we believe that as soon as children in KS1 can form all the letters correctly and consistently, they need to begin to develop their joined handwriting and to use it across the curriculum. This joined-up handwriting style, with a focus on speed and fluency, will continue to be developed throughout Key Stage 2.

Links with handwriting and Spelling

Developing a fluent joined style is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked.

- Handwriting sessions. As children are taught the basic joins, they can practise joining digraphs as one joined unit. This can develop into practising letter strings and

complete words linked to the specific focus for teaching in the spelling unit (e.g. joining w-a to support work on the w-special).

- Common-exception words/Y3-4 and Year 5-6 words can be demonstrated and practised as joined units e.g. *the, was, said*).
- Spelling sessions. The children need to see the target words written in joined script as frequently as possible and practice writing words in dictations, using joined script themselves.

At Holy Family School, we use Sound Start Phonics, Babcock No Nonsense Spelling and Nelson Handwriting to support the teaching of spelling and handwriting.

Organisation and Methodology

We aim to develop handwriting through systematic and regular practice. The use of our agreed script (see above), ensures a consistency of style and approach.

There is a minimum concentrated period of handwriting practice per week:

- **Foundation** - Daily Handwriting - linked to Sound Start Phonics Programme
- **Year 1/2** - as above: including the use of Babcock (No Nonsense Spelling) patterns/word lists as appropriate
- **Year 3/4** - 1 session per week with daily follow up using Nelson
- **Year 5/6** - 1 session per week with daily follow up using Nelson
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During discrete handwriting sessions, all children who are being taught the skills of letter

Display work such as:

- Headings
- labels
- explanatory texts
- captions

All of the work undertaken by the children from Reception to Year 2 will be written in pencil. However children should have the opportunity to write with a variety of pencils and felt-tipped pens, though the latter are used at the teacher's discretion

Teaching Points

When demonstrating patterns or letters, which are made in the air, it is important for the teacher to face away from the children, so that the children are 'seeing' the correct letter formation. Any visual demonstration should be accompanied by oral instructions, e.g. over the top, round, up, down and flick. Use of the visualiser to support handwriting is part of teaching focus.

The teacher should ensure:

- the child is sitting comfortably and at a table of a suitable height
- the free arm is resting on the tabletop holding the paper/book steady
- the child is holding the pencil/pen correctly
- left-handed children are seated with other left-handed children or at the left-hand side of the writing table (see appendix 1)
- a note is kept of all left-handed children so that the above is facilitated

Children should be encouraged to develop an awareness of space and layout from the earliest stages, thinking about the placing of headings, margins and the look of the text on the page. Later, during Key Stage 2, pupils should consider the effect of different computer-generated font styles and layout formats to create special effects for different purposes.

General

When marking children's work and writing comments in books, teachers adopt the style in which the children are taught to write. **Issues concerning progression in handwriting will be tackled quickly by the teacher, rather than commented on repeatedly in marking.**

It is expected that children use the same handwriting in all their writing across the curriculum – not just as an isolated subject during the handwriting lesson.

Display writing throughout the school will include print, the taught handwriting style and computer-generated writing.

Assessment of Handwriting

Assessment will be continual. It will be based on the class teacher observing in the early stages how the children are forming their letters and later, by monitoring handwriting style and presentation.

Periodic assessment will be required, to ensure children are making progress against national agreed criteria. Appropriate action will be taken for individuals/groups of children who need further support.

Presentation

At Holy Family School, presentation is an important aspect of children's learning. The quality of this presentation reflects the effort and pride a child has taken in their work. Children should all be aware of the standards expected of them and know that this will apply whichever teacher is taking the class. It will ensure expectations are raised by all staff and engender in all children a sense of pride in how their work should look. We recognise that how work is presented will also depend on the on the purpose and audience of the work being produced.

IMPACT

Our children will be able to write with confidence and accuracy which will help them to be creative and resilient in their work. They will also have high expectations of their work and how to present their handwriting in all curriculum areas.

General Points

- Presentation needs to be modelled so that all pupils can achieve success. This includes page layout of work, systematic recording methods and an expectation of neat and presentable staff handwriting in line with school policy.
- Pupils will be included in demonstrating good practice and celebrated for the effort to progress and improve.
- We will monitor standards closely through book looks, praising children's efforts and doodles or scribbles on books will not be tolerated in line with the school behaviour policies.
- When sticking work/labels/headings in books ensure they are straight and cut to size.

We expect children to:

- Regularly read and respond to the comments made by adults in their books.
- Take pride and care in the presentation of their books, reflecting the high standard that is expected.
- Take time to correct and finish off work where appropriate.

- Cross out mistakes using a single line.
- Not to use felt tip pens to present work in books.
- Use quality writing equipment appropriate to the Year Group.
- Consistently use either pen or pencil, not moving between them.
- Use a pencil for drawings or diagrams.
- Coloured pens will only be used for specific reasons.
- Black or blue is used for children to write; green is for marking, purple is for children to edit work.
- Rubbers are discouraged; errors can be scored with one line using a ruler. However, teachers and support staff can use discretion when they feel it would enhance the quality of work or motivate the pupil to make more considerable progress.
- Labels can be used to state the learning objectives and ITP's.

Outcomes of Presentation Policy

- Pupils of all abilities can present their work to the highest possible standard, increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all pupils and adults.

Monitoring of Presentation Policy

- SLT will monitor via the awarding of Head Teacher's stickers for exemplary work.
- Regular Book Looks by staff, including subject leaders, will ensure the policy is being adhered to.
- This ensures that the policy leads to good practice in facilitating useful feedback, learning and teaching.