

Langmoor Primary School Presentation and Handwriting Policy

Summer 2019

Cursive Handwriting for all children

Langmoor, and the academy trust, is committed to enable pupils to achieve through a high standard of handwriting and presentation of written work, through the use of effective and efficient pen control, good concentration, mark making and writing that starts on the line. Following a whole school approach theme will enable children to develop great legible fluency at speed by the end of year 6.

The benefits of a cursive style of handwriting:

Research shows that the cursive script has an impact on children's reading and writing ability where this script has been promoted throughout the whole school. As a result, the physical act of writing in cursive leads to increased comprehension and participation. Learning to write in cursive has shown to improve brain development in the areas of thinking, language and working memory; therefore, the whole school approach is vital in children's development.

Font exposure:

In school, children will be exposed to both cursive handwriting and print styles, as well as commercial print and fonts. Display work will promote cursive where possible; however, children must develop comprehension of all styles of handwriting fonts. Teachers and Teaching Assistants will promote cursive style by modelling cursive this at all times in books (marking) and when writing onto the white boards within lessons.

Handwriting rules:

1. Each lower case letter starts on the line with an entry stroke (*can be called a swoop in EYFS/KS1 in line with instructions for letter formation*)
2. Letters which finish at the top join horizontally
3. Letters which finish at the bottom join diagonally
4. All rounded letters are closed
5. All similar letters are the same height
6. Each letter should be written in one flowing movement
7. Each words should be written in one flowing movement
8. Some letters may be not joined if this benefits the style for the individual

Year Group Expectations:

Foundation Stage:

EYFS use a variety of strategies in line with the EYFS curriculum to encourage mark making and the development of both fine and gross motor skills. Scrimbling is used up until Christmas to encourage prewriting and writing skills in a fun way. By the Summer term all children will have been introduced to the all letters of the alphabet with the entry stroke and capital letters. Teachers, through assessment, will differentiate the children that are developmentally ready to be introduced to the cursive script; however, this is the final expected outcome. Exposure and practise is vital throughout the year for encouragement and progression (*only few children will not be able to access the cursive script by the end of the year if SEND needs are assessed*).

Key Stage 1

Year 1

Children develop the basic handwriting patterns found in letter formation. Skills acquired in EYFS are continued and consolidated. Sounds are closely linked to handwriting patterns and the children's visual awareness of words is harnessed. Practise of particular High Frequency Words helps to develop good visual and writing habits. Alongside handwriting skills, we feel it is important for children to practise the style with spelling patterns that are closely linked with handwriting activities, assisting the children with phonic skills required for successful reading as well as writing. By the summer term all children should be able to recognise and use the cursive style (*only few children will not be able to access the cursive script by the end of the year if SEND needs are assessed*).

Year 2

Children develop more intense skills of concentration, correct formation and more self-confidence in UKS1. Less confusion with b/d reversal should be more evident through using cursive style, which will develop further in year 2. By the summer term all children should be able to use the cursive style and some children will be joining letters. At the start of the summer term, if children are not accessing the cursive style then a support intervention programme should now be in place.

Key Stage 2

Children will continue with the fully cursive handwriting style taught in Key Stage 1. The expectation will be that all children are forming and joining letters correctly by the end of year 3, most letters should now be joined by the end of the year (*with the exception of specific SEND needs*). Teachers and Teaching Assistants should continue to model the fully cursive style when writing on the whiteboard or in children's books. At the start of year 3, and throughout the year, if children are not accessing the cursive style and showing signs of joining with appropriate letter size - then a support intervention programme should be in place.

Children will be awarded a pen when they show correct joining and improvement in their writing style from Year 3 to Year 5, whereas children in Year 6 all have a pen.

Left handed children:

Ensure that:

- The writing surface and chair are suitable for the child's height
- The child sits towards the left of their partner
- A writing tool which moves smoothly across the paper is used
- The paper is supported by the right hand

Children with difficulties:

Teachers should be aware that children with Dyspraxia, ASD, Cerebral palsy and Down's syndrome or any other motor functioning impairment may have ongoing difficulty with handwriting due to the nature of their special need. Deviation from the policy will be implemented where necessary to support all children with specific needs in order for them to be successful in their writing and reading progress. This could be through extra practise, pencil grip tools, special pens or pencils as required.

Book and Work Presentation:

- The date should be on the top line where possible. If a child is less than halfway through the page, then the previous piece of work should be ruled off, a line should be missed and the new date written
- If editing or when a piece of work is continued over two or more lessons, then the short date will be added to the margin – a new WALT and full date is not needed
- The full date i.e. Monday 14th February 2019 should be adopted for all pieces of work EXCEPT Numeracy and Worksheets which should be the short date i.e. 14.02.19
- Both the title and the date should be underlined in pencil and with a ruler
- Use of rubbers should be limited
- Black handwriting pens provided by the school should be used where the teacher sees fit. (*Year 3 upwards*)
- Year 5 and Year 6 will use biro for development to longer writing tasks and transition to high schools (children must use the school provided pens)
- Children to stick on own sheets in from Year 2 upwards
- If children need to cross out when writing with pen, they should cross out with one line in pencil with a ruler
- Pens should be used in all books except Numeracy and when drawing
- Maths books have squares, larger in LKS2, children should put one number digit or operation symbol in each square
- There should be no writing on the front of books other than children's names, class and subject
- All books must appear well looked after, English, Math and Big Wrote books will have a plastic cover sleeve
- No correcting fluids should be used in books due to health and safety regulations
- All children should be made aware of these procedures and work within these books should reflect the policy in practice

Handwriting Practice:

- EYFS and Year 1 will do lots of handwriting practise through fine motor skill activities and on white boards
- Years 2 and 3 will have formal handwriting books, where they will draw margins in with a pencil and with a ruler, write the date and then practise modelled patterns and words (link to spelling where possible)
- Years 4, 5 and 6 will show handwriting in their main English book under a subheading after the date 'Handwriting:' before the main lesson WALT is written. Words could be linked to the lesson, spelling or grammar vocabulary needed.

Praise and Rewards:

It is good practice to display neat work and well-presented work in the classrooms – across the curriculum subjects. Children can gain a 'pen licence' certificate in assembly when they receive a pen, and this is shared in the school newsletter with parents and guardians. Stamps and stickers are used in books, as well as the square marking symbol to show where neat work is.

Policy reviewed by: Mrs K Mayer-Gibb, English Co-ordinator