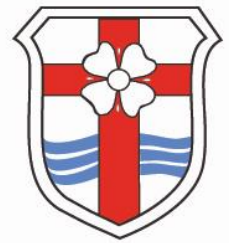


ST. MARGARET CLITHEROW ROMAN CATHOLIC PRIMARY SCHOOL



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Handwriting and Presentation Policy **(School Policy)**

Document Date: Autumn 2024

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Pupils in St Margaret Clitherow Catholic Primary School are happy, confident and very proud of their school. They clearly understand their mission statement, 'Jesus lives in us, our families, our school, our church, our world. Jesus is our guide, let us follow Him.' They can quote scripture to give examples of how they do their best to follow Jesus every day. Pupils explain that if they ever feel worried about something they are confident that adults will help them in a discreet and caring way. They are fully aware of their responsibilities towards the more vulnerable members of society and can reference Catholic social teaching when discussing their work with the local foodbank.

Catholic Schools Inspectorate October 2024

Pupils enjoy school. They respond well to the high expectations of staff. Pupils strive to do their best and achieve well. Pupils are extremely kind and caring. They frequently give up their free time to help each other. Lessons are free from disruption and lunchtimes are a buzz of happy and harmonious play.

Ofsted May 2024

Jesus lives in us, our families, our school, our Church, our world. Jesus is our guide, let us follow Him

At St Margaret Clitherow School we are committed to Safeguarding Children

Rationale:

We want our children to be proud of their efforts and their learning in all subjects and in all forms. A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow.

Presentation across the school:

- All books are named with the school logo on a printed label.
- Every piece of learning is dated and underlined (long date in all subjects except Maths in KS2) on the left hand side of a page.
- All learning has a typed learning objective.
- All drawings and diagrams are in pencil.
- Colouring pencils and not felt tips are used in exercise books.
- Coloured pens are used for specific reasons by children e.g. self –correcting, editing or peer assessment.
- One single line is used to cross out mistakes or edit writing.
- Books are well kept with no writing or doodling on the outside or inside of covers.
- Children start a new piece of learning on a new page, or as directed by adults.
- Poor presentation is challenged through verbal feedback and marking.
- Tippex and correction pens are not to be used by children.

Handwriting across the school – See *Policy and Practice Quick Guide* appendix

- Children use a continuous cursive handwriting style using the school font: Linkpenfont cursive script 2b as seen below:

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

0123456789

- Handwriting is discretely taught daily in the Foundation Stage and the beginning of Y1, at least twice a week in Y2 and once a week in KS2 - as required to secure age related expectations and progress.
- Opportunities for linking phonics and spelling are used.
- Squared handwriting books are used from Reception to Year 2.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed require improvement.
- Children write in pencil until the end of Year 2. From Year 3 onwards pupils are taught to write in black pens (no biro). Some children may continue to use pencil if their writing does not reach an acceptable standard. Personalised support will be put in place to improve handwriting as required.

General Progression

See *Policy and Practice Quick Guide* for a detailed order of teaching and progression

Foundation Stage

- Children draw lines and circles using gross motor movements using one-handed tools and equipment. They may begin to use anticlockwise movement and retrace vertical lines.
- Children are encouraged to hold a pencil between thumb and two fingers. They are then taught to hold a pencil effectively to form recognisable and correctly formed letters.
- Children can copy some letters, e.g. letters from their name
- Children are taught correct letter and number formation in a pre-cursive style, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child-initiated learning.
- Use of rulers is modelled by teachers and rulers are available for child-initiated learning.
- Some children are taught how to write 'on the line' and begin to join letters.

Years 1 and 2

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.

- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- The children are taught to underline and label neatly with a ruler at the end of Year 2.
- The children are taught to begin writing at the margin.

Years 3 and 4

- Children in Year 3 are taught to write in black pen (not biro).
- They work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children are taught to write in paragraphs around a theme.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- Children write in black pen (not biro).
- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

Inclusion:

These expectations apply to the vast majority of children throughout our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment. Children are given the opportunity to learn touch typing.

Celebration and Motivation:

All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard, including homework, in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy (Praise, Headteacher Awards).
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children.

Homework:

Parents are encouraged to support their children to produce quality work following the policy guidelines. Children are expected to take the same care with homework as they do in their class books.

Monitoring:

Presentation is monitored through work scrutiny, lesson visits and pupil interviews. Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to good practice.

Handwriting Policy and Practice Quick Guide

Progression in Handwriting

The school's handwriting font is Linkpenfont cursive script 2b as seen below:

abcdefghijklmnopqrstuvwxyz
ABCDEFGHIJKLMNOPQRSTUVWXYZ
0123456789

Letters are taught in their families in the following order:

ilzjuycadsgqarrmnbbkpefvwxz

- One star letters - *i, l, z, j*
- Two star letters - *u, y*
- Rainbow letters - *c, a, d, g, q, o, r*
- Jelly letters - *r, n, m*
- Ice lolly letters - *b, h, k, p*
- Candy cane letters - *e, f*
- Ice cream letters - *v, w*
- Present letters - *x, z*

The four joins

1. To letters without ascenders, for example: *ai ee er ir as ee air*
2. To letters with ascenders, for example: *at sh ed*
3. Horizontal joins, for example: *oo oi oa or*
4. Horizontal joins to letters with ascenders, for example: *at*

Handwriting Guidance

- Some children will need support to use the correct grip, they may need a thicker pencil/pen or a rubber grip.
- The correct formation will be modelled at all times, close monitoring of individuals is important to fully ensure they are forming letters correctly.
- Children should adopt the correct posture when learning to form their letters, sitting comfortably and upright, with feet flat on the floor. (Be aware that sitting upright for some children is difficult, reasonable adjustments should be used to ensure success).
- Ensure the lighting is supportive of the task, providing as much natural light as possible.
- Ensure the children are able to access suitable implements before they begin, teach children how to sharpen pencils and check that pens are appropriate and suitable for fluent writing (no damage to the nib).
- When teaching handwriting joins it may be helpful to link these to spelling patterns.
- All class based staff will act as models of best practice.
- Children with additional needs may benefit from a writing slope.
- Please refer to full Handwriting Policy and Practice for further information.

	Nursery	Reception	Year 1	Year 2
Learning Objectives	-I will be able to give some meaning to the marks I draw and paint	-I will be able to shows a preference for a dominant hand -I will begin to use anticlockwise movements and retrace vertical lines -I will begin to form recognisable letters -I will be able to use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed	-I will be able to sit correctly at a table, holding a pencil correctly -I will be able to form lower-case letters in the correct direction, starting and finishing in the right place in line with the cursive script -I will be able to form capital letters -I will be able to forms digits 0-9 -I will understand which letters belong to which handwriting 'families' (i.e. rainbow, lollypop, ice cream letters) -I will be able to make distinctions in most writing between letters that go under the line or reach the line above (e.g. q y p g j, t h l) I will be able to show the difference between similar looking letters: h/n, a/g Writing Milestone: To write lower case letters in the correct direction, starting and finishing in the right place	-I will be able to form lower-case of the correct orientation & size relative to one another -I will be able to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters -I will be able to Use spacing between words that reflects the size of the letters I will be able to start writing on the line and leave the end ready to join later, e.g. with a flick sometimes joining Writing Milestone: Form 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
Oder of teaching	<ul style="list-style-type: none"> • Hand and finger strength • Physical preparation • Tracing • Patterns • Children form letters in the air • Finger trace over tactile letters • Write over highlighter pen • Write in sand with finger or stick • Write with chalk on chalkboard • Finger trace the outline of letters on the back of the person in front of you. • Rainbow writing 	Single letters -One star letters – i, l, z, j -Two star letters – u, y -Rainbow letters - c, a, d, s, q, o, z -Jelly letters – r, n, m -Ice lolly letters – b, h, k, p -Candy cane letters – e, f -Ice cream letters – v, w -Present letters – x, z		Introduction of the four handwriting joins <ul style="list-style-type: none"> • First join; <i>un um is id ed es an or in suns</i> • Second join; <i>ch sh th tl ll ill sti slu ck ack st sti ink unk</i> • Third join; <i>od pg re ve oon oom</i> • Fourth join; <i>wl vl of fl fla</i> • Practise the break letters; <i>b p g q y j z</i> • Practise capital letters.

	Year 3	Year 4	Year 5	Year 6
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Learning Objectives	<p>-I will be able to Join letters, and understand when letters are best left unjoined -I will be able to show neat, legible handwriting skills consistently</p> <p>Writing Milestone: To use a neat, joined handwriting style with increasing accuracy</p>	<p>-I will be able to be consistent in the use of joining letters, and to know when letters are best left unjoined -I will be able to show neat, legible, quality handwriting skills confidently</p> <p>Writing Milestone: To consistently use a neat, joined handwriting style.</p>	<p>-I will be able to write legibly, fluently and with increasing speed -I will be able to use the writing implement that is best suited for a task; choosing shape and style of writing based on purpose: e.g. unjoined for captions, diagrams, labels, headings in non-fiction, filling in forms and algebra</p> <p>Writing Milestone: To write legibly, fluently and with increasing speed.</p>	<p>-I will be able to be consistent in the use of joining letters, and to know when letters are best left unjoined -I will be able to show neat, legible, quality handwriting skills -I will be able to use presentational features (e.g. bullet lists, headings/subheadings, diagrams, graphs, captions) to organise information and to aid understanding</p> <p>Writing Milestone: Maintain legibility in joined handwriting when writing at speed.</p>
Order of teaching	<p>Revision</p> <ul style="list-style-type: none"> • Practise the break letters <i>b f g q y j z</i> • Practise capital letters. <p>Further practise of the four handwriting joins</p> <ul style="list-style-type: none"> • <i>in ine • ut ute • ve vi • ok ok</i> • <i>sh as es</i> (practise two joins for the letter S) • <i>ri ru ry</i> (practising joining from the letter r) • <i>oa ad as</i> (practising to and from the letter a) • <i>ee ea ed</i> (practising joining from the letter e) • <i>ow ov os</i> (practising joining from the letter o) • <i>by by by</i> (practising joining to the letter y) • <i>ha ta fa</i> (practising joining to the letter a) • <i>od oo of</i> (practising joining to the o) • <i>er ir ur</i> (practising joining to the letter r) • <i>ai al ay</i> • <i>o you oi</i> • <i>re oe fe</i> (practising the horizontal join to the letter e) • <i>fu uu vu</i> (practising the horizontal join to the letter u) • <i>ot ol ok</i> (practising joining to ascenders) • <i>oi ol ow ol</i> (practising all the joins) 	<ul style="list-style-type: none"> • <i>ning ping ting</i> • <i>o cod oo</i> • <i>she one are</i> • <i>fla flo fle</i> • <i>who wha whe</i> • <i>ie in il</i> • <i>inly by my</i> • <i>ap ar an</i> • <i>ick uck ack</i> • <i>he we re</i> • <i>fie fir fin</i> • <i>wra wri kni</i> (silent letters) • <i>ii ll tt rr nn mm cc o odd ss ff ee</i> • <i>ew ev ex</i> (spacing) • <i>th ht fl</i> (proportions) • <i>ac ag af</i> • Capital letters • Decorated capital letters • Practising with punctuation !?-" ' , 	<ul style="list-style-type: none"> • Practise consistency of letter size • Practise using the diagonal joining line • Practising leaving an equal space between letters • Practising joining to the letter <i>y</i> • Practising using a horizontal joining line • Practising the size and height of letters • Practising joining from the letter <i>i</i> • Practising joining to and from the letter <i>v</i> • Practising consistency in the forming and joining of letters • Practise speedwriting • Practise crossing double <i>tt</i> on completing the word. • Practise joining to and from the letter <i>e</i> • Practising joining to and from the letter <i>w</i> • Practising printing • Practising drafting and editing. • Practising joining to the letter <i>t</i> 	