

Batheaston Church School

Bath and Wells MAT, School Lane, Northend, Batheaston, Bath, BA1 7EP

"That they may have life, life in all its fullness" John 10:10

Dream...Aspire...Achieve



Handwriting and Presentation Policy



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At Batheaston Church School, we are constantly seeking to raise standards in all aspects of learning and teaching. Our school ethos encourages children to challenge themselves to be active, creative, independent and self-critical learners, unafraid of making mistakes. We want our children to be constantly engaged and stimulated by the richest learning opportunities available. We believe children should take pride in their learning and the presentation of pupil outcomes in books forms a core part of this.

Pupil books form a record of the learning and teaching that has taken place during an academic year and as such needs to reflect a progression of personalised learning opportunities, as well as evidence of pupils making effort and taking pride in their outcomes.

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and joined handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

This policy sets out our agreed expectation for outstanding presentation and handwriting at Batheaston Church School. This policy should be read in conjunction with the teaching & learning policy, marking and feedback policy and behaviour policy.

Aims:

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To ensure the importance of handwriting is recognised and given appropriate time.
- To ensure the progression of handwriting is consistent across the school and that handwriting is acknowledged to be a whole body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- To share this information with parents on a regular basis

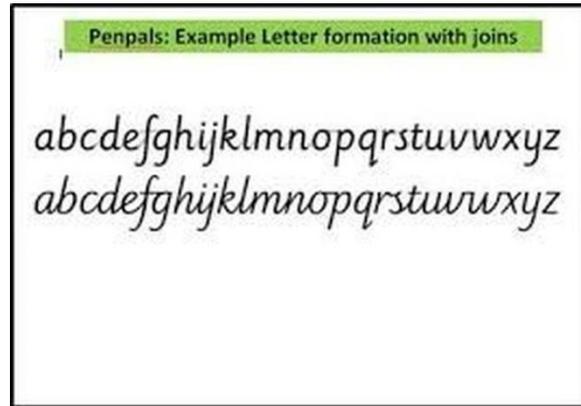
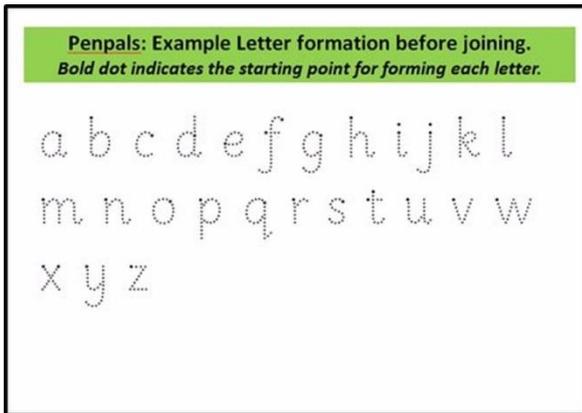
Children will:

- Take pride and care in the presentation of their books reflecting the high standard that is expected. This includes writing their name neatly in pencil (or pens, when ready, in KS2) when working on paper.
- Use pencil for drawings or diagrams.
- When plain paper is used for writing, use a line guide to ensure presentation is neat.
- All learning must include a date and title. In KS1 date and title labels can also be used appropriately to state the learning intention and the date of every lesson.
- Cross out mistakes using a single line or use a rubber.
- Not use felt tip pens to present learning in books.
- Take time to correct and finish off work where appropriate.
- Regularly read and respond to the comments made by adults in their books using purple pens (the use of other colours – except green and pink - may also be used to support spelling learning).
- When sticking work/labels/headings in books, they are straight and cut to size.

Teachers will:

- Model presentation at appropriate times so that all pupils can achieve success. This includes page layout of work and systematic recording methods (The exception to this is in maths books – which are squared paper and pupils are encouraged to experiment with calculation methods).

- Include pupils in demonstrating good practice and celebrate effort to progress and improve.
- Monitor standards closely through book scrutinies, praising children's efforts appropriately.
- Teach handwriting using the 'Penpals Handwriting Scheme' which includes: fine motor activities, multi-sensory activities, postural guidance, letter formation and join progression.



- Submit one example per term of outstanding handwriting to the English Lead for inclusion in the 'Outstanding Handwriting Book'. This book will be displayed in the school reception.
- Submit examples of 'before' and 'after' writing from one pupil that shows their improved handwriting to the English Lead. These examples will be displayed on Handwriting board. The Head Teacher will select one pupil to be awarded the 'Most Improved Handwriting Cup'.

At Foundation Stage:

Pupils are taught to take pride in their written outcomes and use a variety of methods to develop fine motor control.

- Children experience the foundation of handwriting through multi-sensory activities.
- Handwriting and correct letter formation is taught daily as part of the daily phonics lesson. Formal whole class handwriting lessons will begin in Term 5 or 6 (teacher assessment will determine the start date).
- Letter formation is taught using the Read, Write, Inc letter rhymes:

Rhymes for letter formation - taken from Read Write Inc.

 Around the apple and down the leaf.	 Down the laces to the heel and around the toe.	 Curl around the caterpillar.	 Around the dinosaurs bottom, up his tall neck & down to his toes.	 Lift off the top and scoop out the egg.	 Down the stem and draw the leaves.
 Around the girls face, down her hair and give her a curl.	 Down the head, to his hooves and over his back.	 Down the body and dot for the head.	 Down his body, curl, dot for his head.	 Down the kangaroo's body tail and leg.	 Down the long leg.
 Down Maisie, mountain, mountain.	 Down Nobby and over his net.	 All around the orange.	 Down the pirates plait and around his face.	 Round her head, up past her earring, down her hair, and flick.	 Down the robots back and curl over his arm.
 Slither down the snake.	 Down the tower, across the tower.	 Down and under, up to the top and draw the puddle.	 Down a wing, up a wing.	 Down, up, down, up.	 Down the arm and leg, repeat the other side.
 Down a horn, up a horn and under head.	 Zig-zag-zig.				

When handwriting is teacher assessed as ready, the pupil will be given a lined papered book. It is expected that by the end of EYFS all children will be able to manipulate a pencil to write their own name with a capital letter. Children will be able to include high frequency words in a simple sentence and take pride in their outcomes.

In Key Stage One:

Pupils will be taught a minimum of two discrete handwriting lessons a week and practise and apply their handwriting skills through E.M.T., phonic and English activities.

All children will be taught and expected to use appropriate word spacing, letter size and proportion, as modelled by the class teacher. When teacher assessed as ready, pupils will be taught to join digraphs, trigraphs and full words to support spelling.

Pupils will be regularly praised for handwriting by being awarded handwriting specific stickers.

In Year 2 pupils will be awarded a special pencil when handwriting has improved and the pupil has achieved the targets set by the class teacher.

The pupil will then be expected to independently and consistently maintain their high standard of handwriting.

In Key Stage Two:

From Year 3 onwards handwriting is taught regularly, according to the needs of the children. Once the joins are secure, children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

By using Penpals and linked Twinkl Cursive handwriting and spelling resources, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

In KS2, children who consistently demonstrate the application of the handwriting objectives in the Penpals scheme and Twinkl Cursive scheme can be awarded a handwriting pen to write in. Biro must not be used.

Equality of Opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered, and progress is monitored, according to their individual action plans.

Left-handed Children:

Left-handed children have different needs from right-handers and will be given extra support to:

- Learn the 'tripod' grasp and to hold the pen/pencil slightly higher up to help them to see what they are writing.
- Sit where elbows do not bump right-handers.
- Hold their writing tool away from the point so that their thumb does not get in the way.
- 'Pull' the pen/pencil rather than 'push' it across the page.

Outcomes of the presentation and handwriting policy:

- ✚ Children of all abilities are able to 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 children and adults.