

A close-up, artistic photograph of a spiral-bound notebook. The metal spiral binding is in sharp focus in the foreground, curving from the bottom left towards the center. The background is a blurred blue surface with some faint, white text that appears to be "PERFORATED FOR REUSE".

# Linaker Primary School & Children's Centre

## Presentation & Handwriting Policy January 2008



Linaker Primary School  
and Children's Centre

# HANDWRITING AND PRESENTATION POLICY FOR Linaker Primary School and Children's Centre

Handwriting is a tool of communication in the written form. All teachers should aim for the best that individual pupils can achieve. Handwriting is often linked to decoration and illustration, leading to a finished product which is pleasing to look at and which can be attractively displayed. Children can achieve a great deal of satisfaction and pleasure from the way they present their work.

## Aims

- A whole school approach to the Learning and Teaching of Handwriting and a consistency in the presentation of work
- Children are taught to write clearly and legibly in both joined up and printed styles
- Children understand and value the need for high quality presentation and handwriting
- Children learn consistency in the format of their presentation.
- That the children can write in fibre tip, biro and other inks by the end of year 6.
- That the children be made aware of the necessity of having more than one style of handwriting for different purposes.
- That the children have experience of dictation before they leave year 6

## ***Principles for Teaching and Learning:***

- Handwriting is a skill that needs to be taught and learnt
- Children need to understand the purpose and audience for their handwriting
- Joined up handwriting also aids spelling

## ***Progression in Handwriting***

The Handwriting programme at Linaker is based on materials from Nelson handwriting. There are four main phases to the development of handwriting. They are:

1. Role play phase
2. Letter formation
3. Linked script
4. Fluency, style, confidence and neatness



Early Writing skills will be introduced in Class to develop fine motor skills.

Spacing and the correct letter formation, with joining tails, will be taught in Key Stage 1. This will be linked to the teaching of phonics. Much revision and practice will take place with an emphasis on the size of the letters and writing on lines.

Children will then advance on to linked script. We acknowledge current research findings which, suggest that children who are introduced to joined-up writing quickly develop confidence and are able to write with speed and enthusiasm.

As the children progress they will concentrate on fluency and a legible style of handwriting. Pupils will also give attention to presentation and layout. Once the children have learned to form letters and to link them, there is no need to teach handwriting as such. The focus of the work switches to flow, speed and presentation. All children, unless their special needs dictate otherwise, will begin to learn the modified cursive shapes the school has adopted. These should suit most special needs.

The use of pen can be introduced at any point in key stage 2, or indeed 1, if the teacher believes it to be appropriate.

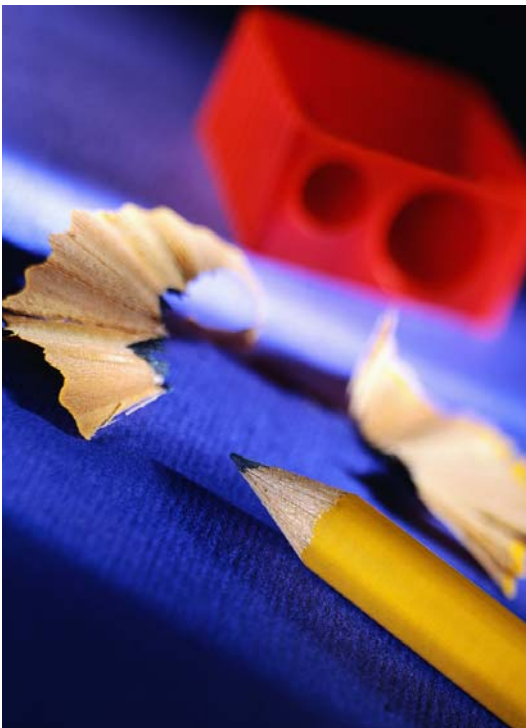
Key stage 2 numeracy is completed in pencil.

**Key Skills:**

- Letters are usually clearly shaped, correctly formed and orientated
- Capital letters are recognised, correctly formed and orientated
- Numerals are correctly formed and orientated
- Upper and lower case letters are accurately produced in one style and used consistently
- Handwriting is joined, fluent, legible and evident in independent writing
- Children start to use a pen
- Handwriting is adapted to a range of tasks

**Teaching Points**

- Teach the correct grip.
- Ensure correct formation at all times, close monitoring of individuals is important while engaged in this formal writing process.
- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor.
- Ensure there is good lighting
- Ensure each child has a suitable implement before they begin, pencils are adequately sharpened and pens are ball point and suitable for fluent writing.
- Capital letters do not join to lower case letters
- The letters g, j, and y are formed as single letters at the beginnings of words
- The letters g, j and y are joined to the proceeding letter, when they appear within a word, but they end as a single letter
- Link handwriting practice to spelling patterns
- The teacher will act as a model

**Suggestions for teaching left-handed children:**

Seating - Consideration should always be given to the amount of space a left handed child needs to write, without interfering with others. This may mean sitting the child on the left side of a table.

Grip – The child should grip the pencil at least an inch from the point so that he / she is able to see what they are writing. The grip should not be too tight. A 'pencil grip aid' may be used to help position the fingers correctly. The pencil should be held with the handle pointing back up the arm towards the shoulder.

Position the paper – Position the paper to the left of the body, at an angle, with the right hand top corner of the paper nearer the body than the left. This develops a freer movement and makes possible the development of vertical writing or even a forward slant.

Writing Implements – It is easiest to use a pencil at first as the push and pull movements are equal. Children should be encouraged to use a ball point pen later on.

## ***Support for Learning***

Children who are experiencing difficulty with their handwriting will be brought to the attention of the SENCO. A programme will be agreed to support the child's progress. Continued concern following the implementation of this programme may result in referral to the Occupational Therapist for assessment and advice.

### ***Resources :***

The Nelson Handwriting Scheme has been adopted

. Children will mainly practice in their handwriting work books from the "modelled" approach, however, worksheets or books may be used to support teaching and learning.

### ***Presentation in exercise books and on paper.***

- The long date will be recorded for literacy based tasks. The short date will be recorded for numeracy based tasks.
- The date and/or title are underlined this will be done with a ruler.
- Work will be ruled off, using a line on the page as a guide and with a ruler.

### ***Presentation in maths exercise books***

- Work will be done on squared paper.
- One digit will be recorded in each square.
- In key stage 2 pages will be folded lengthwise and where appropriately work down in two columns.
- The identification numbers of problems should be distinct from the numbers in the problems. (one square in between the question number and the calculation)
- Problems should be well spaced on the page.

### **Review**

This policy will be reviewed in July 2009 and the SLT will monitor class room practice for evidence of implementation.

