

Handwriting and Presentation Policy

2021-2022

Purpose:

At St Charles Primary School we follow the Martin Harvey method for teaching handwriting along. This means that we do not follow a bought 'scheme'; rather we use a consistent approach of teaching handwriting throughout the school using Martin Harvey's guidelines and clear terminology. The approach progresses through the school with an emphasis being placed on the use of consistent language. Specific handwriting displays in each classroom will reflect the consistency of language and approach used throughout school.

Our Aims:

- To raise standards in writing across the school.
- To have a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Progression in presenting work between each class is evident and understood by all children and adults.
- Post pandemic to ensure high standards are expected and achieved by all pupils. Research shows that pupils who take pride in their work demonstrate positive learning behaviours and attitudes. At St Charles' we support pupils in 'being the best' versions of themselves.

For pupils of all abilities to:

- Achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.
- Have pride in their work and have a consistent approach to presentation across all subjects across the school

Handwriting Sessions

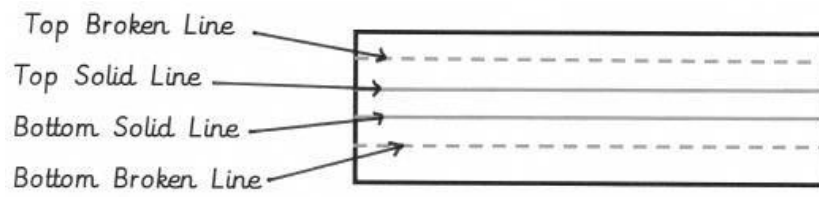
Prior to a handwriting session, staff will ensure that the children are prepared to write

by... BBC – Bottom Back in Chair

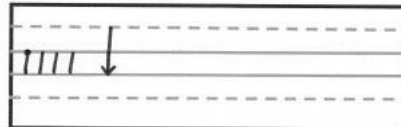
TNT – Tummy Near Table

Six feet, two hands – chair and child feet plus one hand to write and one hand to hold the page

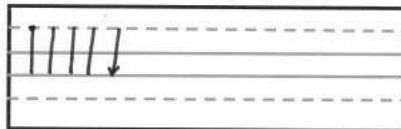
During a handwriting session, staff will remind children of the following key elements of letter formation and where letters sit on the line by...



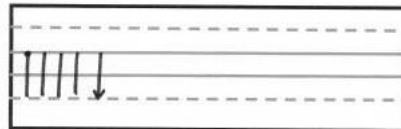
Short Lines



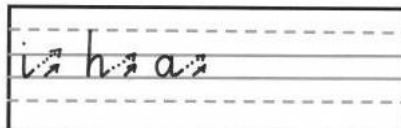
Tall Lines



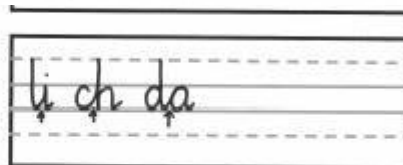
Tail Lines



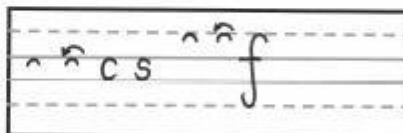
North-east Joining Line
Le^or
Diagonal joining stroke



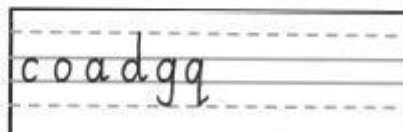
Joins with triangles



Coat hanger hooks



Egg shapes in the
coat hanger letters



Shoe lace k



All staff will refer to the document '**Achieving Excellence in Handwriting**' (see Staff Shared Drive) for clarification on letter formation, positioning on the line and joining.

Structure and progression through school

When children enter Reception, they practice their fine motor skills through a range of activities in preparation for mark making and beginning to form letters. Activities are provided for children to rehearse letter formation including writing in sand with fingers, painting and sky writing. Children ready for more formal writing will begin to use the large A4 landscape line guides as appropriate. To ensure correct pencil grip and good fine motor skills, children will have regular practise at the activities in Martin Harvey's **Fine Motor Skills** document.

Key Stage 1

During the initial phase, children in Years 1 and 2 will have a minimum of 3 handwriting sessions per week. This may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period.

Sessions will be no longer than 20 minutes and will always start with a warm up activity taken from the Achieving Excellence document.

Handwriting practice will be in handwriting exercise books which have pre-printed guidelines.

Key Stage 2

During the initial phase, children in Years 3-6 will have a minimum of 3 handwriting sessions per week. This may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period.

Sessions will be no longer than 20 minutes and will always start with a warm up activity taken from the Achieving Excellence document.

Handwriting practice will be in handwriting exercise books which have pre-printed guidelines.

Initially, the children will continue to write in their existing books which have preprinted guidelines. As children move into Year 6, they will progress to narrow lined exercise books without guidelines.

The role of the teacher:

- *To follow the school policy to help each child develop legible and fluent handwriting.*
- *To provide direct teaching using the Achieving Excellence in Handwriting.*
- *To provide resources and an environment which promotes good handwriting.*
- *To observe pupils, monitor progress and determine targets for development.*
- *To ensure that in most cases handwriting which is on display for the children should be neat, joined and legible where appropriate.*
- *To ensure that all children's work is marked in green according to the agreed marking policy.*

Presentation guidance

- *It is essential that all children should have pride in their work and that it is set out well.*
- *All work must begin with the date. In Literacy this must be written in the following way: Tuesday 10th September 2018. In mathematics short date can be written in the following format: 10.9.18.*
- *LO to be either be printed off and stuck in neatly using agreed format or handwritten by teacher until the child is able to do it independently.*
- *The date should be written on the top line. The next line should be missed and the LO copied.*
- *Children should write from the margin to the edge of the page.*
- *Each new piece of work should continue on from the previous lesson, in which case, the new, short, date can be added in the margin.*
- *Teacher's comments will indicate whether a correction needs to be addressed.*
- *Children draw a single pencil horizontal line with a ruler for mistakes.*
- *Worksheets are to be trimmed and stuck in neatly.*
- *Criteria for presentation of work will be discussed prior to commencement of work.*

- *Pictures should be coloured in crayons or pencil crayons. Felt pens should not be used in exercise books.*
- *Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.*