

COPPICE SCHOOL



Coppice Primary School **Presentation and Handwriting Policy**

Presentation

Purpose

The purpose of this policy is to ensure a consistently high standard of presentation across the whole school which all children and staff recognise, understand and follow.

5 Key Aspects

Staff will ensure that presentation of work is actively taught. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year. It is important that children take pride in their work regardless of the subject or the book they are working in which is why pride will be a value we focus on one half term.

The 5 aspects staff should push when encouraging good presentation in books are:

- ✓ Neat handwriting
- ✓ Writing on the line
- ✓ One digit per square in maths
- ✓ Use of a pencil when drawing/diagrams
- ✓ Crossing out mistakes with a ruler and pencil

These aspects are universal across the school and will be discussed with the children. Each year group must display them in their classroom.

A child will be selected each week to visit Mr Green or Mr Leeming with their work who has demonstrated excellent presentation. This pupil will then be rewarded with a presentation privilege. Likewise, poor presentation can also be sent to senior leadership.

Monitoring

Presentation will be monitored by the Leadership Team on a regular basis through:

- Work scrutinies
- Lesson observations
- Learning walks
- Pupil interviews
- Presentation privileges

Handwriting

Aims

The aim of teaching handwriting at Coppice Primary School is that by the end of Key Stage 2 all children will have developed a handwriting style that is fluent, clear, joined and legible. This is in-line with the programmes of study for handwriting transcription in the new English curriculum.

A child's ability to write comfortably and legibly affects performance in many other areas of the curriculum and can have an effect on an individual's self-esteem. Children should therefore be helped to develop an appropriate handwriting style with which they are comfortable. In order to raise attainment for all pupils we would like to have a consistent approach to the teaching of handwriting throughout the school and so the following policy and guidelines have been developed.

Handwriting Expectations

End of year targets have been set for each year group which is in line with the Early Learning Goals, National Curriculum and the high expectations which we have at Coppice. These targets show progression throughout the school.

EYFS

EYFS
Begin to use anticlockwise movement and retrace vertical lines. <i>ELG 4</i> To have the correct pencil grip. <i>Coppice Expectation</i>
Begin to form recognizable letters. <i>ELG 4</i> To sit correctly at a table. <i>Coppice Expectation</i>
To form all lower-case letters in the correct direction, starting and finishing in the right place.

To use finger spaces. <i>Coppice Expectation</i>
To form all digits 0-9.
To have an awareness of which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these Group 1: c o a d g q s e Group 2: r n m p u y i j t f z Group 3: b h l k Group 4: v w x
Use a pencil and hold it effectively to form recognisable letters most of which should be correctly formed. <i>ELG 4.</i>

Year 1

Year 1
1.1.d.1 Sit correctly at a table, holding a pencil comfortably and correctly. <i>National Curriculum</i>
To keep letters on a line. <i>Coppice Expectation</i>
1.1.d.2 Begin to form lower-case letters in the correct direction, starting and finishing in the right place <i>National Curriculum</i>
All children should be able to form letters in the correct direction, starting and finishing in the correct place by the end of Year 1. <i>Coppice Expectation</i>
All children should be able to form lower-case letters of the correct size relative to one another. <i>Coppice Expectation</i>
1.1.d.3 Form capital letters <i>National Curriculum</i>
1.1.d.4 Form digits 0–9 <i>National Curriculum</i>
To focus on patterns of numbers above 10 e.g. 12, 14, 12, 14. <i>Coppice Expectation</i>
1.1.d.5 Understand which letters belong to which handwriting 'families' (i.e. <i>letters that are formed in similar ways</i>) and to practise these <i>National Curriculum</i> Group 1: c o a d g q s e Group 2: r n m p u y i j t f z Group 3: b h l k Group 4: v w x

Year 2

Year 2
2.1.d.1 Form lower-case letters of the correct size relative to one another <i>National Curriculum</i>

2.1.d.2 Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. *National Curriculum*

Pupils hold a pencil with the correct grip and can use the diagonal and horizontal strokes needed to join letters in most of their writing. *Coppice Expectation*

2.1.d.3 Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters *National Curriculum*

2.1.d.4 Use spacing between words that reflects the size of the letters *National Curriculum*

Year 3 and 4

Years 3 and 4

3.1.d.1/4.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined *National Curriculum*

Pupil can consistently and confidently sit correctly at a table, hold a writing implement comfortably and correctly form and join all their letters in accordance with the school's agreed house style. *Y3 Coppice Expectation*

Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters unjoined. *Y4 Coppice Expectation*

3.1.d.2/4.1.d.2 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch *National Curriculum*

Pupil's writing can be easily read; joined handwriting is the norm which is written at a pace that keeps up with what pupils want to say. *Y4 Coppice Expectation*

Years 5 and 6

Years 5 and 6

5.1.d.1/6.1.d.1 Write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters *National Curriculum*

Pupil can almost always make choices over letter shapes and joins to ensure fluency, legibility, good presentation and individuality. *Y5 Coppice Expectation*

To produce legible joined handwriting. *Y6 Coppice Expectation*

5.1.d.2/6.1.d.2 Write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task *National Curriculum*

A typical handwriting lesson in KS2

Handwriting will be taught in a weekly 30 minute session. Handwriting books or lined books may be used according to the needs of the children. Handwriting books can be used as a tool for learning joins as they enable pupils to see them more clearly.

Handwriting lessons need to be conducted formally with the children seated in a 'writing position'. Feet on the floor (if possible), backs against the chairs, chairs tucked in. One hand for writing, one hand for holding the book or pen. Pencil grip does need to be reinforced with the black and yellow part of the pencil being gripped not the wood. Explain and demonstrate that this is so you can see what you are writing. If you hold the pencil too close to the lead you hide what your hand is doing – hand eye co-ordination is hindered.

Children should sit up and watch carefully as the teacher demonstrates each letter join. Then the children can copy as the teacher circulates and corrects errors. Handwriting patterns can also be used to encourage flow and movement.

Letter Joins

When teaching joins, aim to introduce vowel consonant or vowel vowel joins. Starting with **a** joins then **u, i, o, e**.

Lower joins – a u i.

Horizontal join – o

Diagonal join - e

Letter combinations are chosen according to spelling patterns so that children can gradually begin to practise joins in their daily writing e.g. ay (days of the week).

Move on to consonant vowel patterns, then consonant consonant and cvc. You could ask more able children to investigate the different patterns formed.

Joins start with vowel vowel and vowel consonant combinations. See attached examples. Then move to consonant vowel and consonant consonant joins. See attached examples.

Children will begin to develop their own style as they work through the joins.

Year 2, will write digraphs and trigraphs from the phonics long term plan which has been modelled to them. In Year 3, pupils should be increasing the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

In Key stage 2, as part of the handwriting session, children should copy from the board a sentence which has been modelled by the teacher that includes words from their weekly spelling focus.

Top Tips and Expectations

Children should be encouraged to view neat legible writing as a skill to be learned just as any other. Explaining the art of calligraphy or how writing is unique to each individual may help to engage pupils.

Children need to understand the difference between a working hand and a presentation hand. Handwriting is a form of communication and like speech we need it to be understood by others. It is something to be proud of and reflects ourselves.

As adults we need to set the standard. Children need to see us with a working and presentation hand but we do need to ensure our writing is legible to children at all times. Sassoon Infant Primary font needs to be used as much as possible but there must also be some handwritten signs etc up in classrooms too.

Ensure that the formation of numbers is also included in handwriting sessions.

All letters, including capitals start at the top except for d and e. The letter t should not reach the top line – think of it as ‘teenage’ which will help the children to remember.

Formation of lower case letters to address common misconceptions:

f t The line across the f and the t is inline with the top of other letters like ‘a’.

o w v These letters when they are first being taught do not need ‘flicks’.

w This letter should be pointed not rounded so that it will match the resources which are printed in the font - Sassoon Primary Infant.

Letters which are unjoined:

s – as a school we have chosen not to join to or from the letter s

g – gi gl gu gy

j – ju ji ja jo ge

p – pi pl pu py pa po pe

q – qu

x – xe xy

y – ya ye yo yu

Pen licences

In Year 3, Berol handwriting pens are introduced and the aim is for children to receive a pen licence by the end of the year. Pen licences will be awarded to children who can write in a fluent cursive style both in handwriting and writing lessons. A penalty point is given if a child is not demonstrating a fluent, cursive style across all of their writing. However, the point can be withdrawn when the class teacher deems appropriate. When three penalty points have been given, the pen licence is revoked.

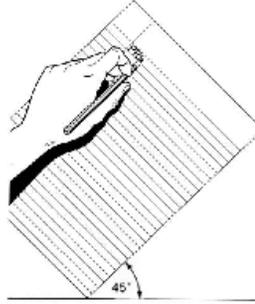
A pen licence may only be awarded before Year 3 if a child has adopted a fluent, cursive style in handwriting sessions and this is also consistently applied to their writing outside of these lessons.

Left-handed children

The following strategies may be useful in supporting left-handed children.

- Model letter formation, sky writing etc with your left hand as well as your right.
- Make sure that left-handed children sit on the left of right-handed children.
- Writing from left to right is more difficult for these children therefore ensure that they do not learn bad habits of position, posture and pen hold which will deter a fast, fluent and legible hand.
- They should aim to hold the pencil at least 2cm away from the tip so that they do not obscure their writing.
- Use a soft pencil, which does not stick or tear the paper. Encourage older children when ready to use a pen that flows smoothly across the page.
- Check for awkward posture when writing. Place the paper to the left of the body mid-line and tilt the top clockwise up to a maximum of 45 degrees. This should

automatically bring the hand into the correct writing position underneath the writing line.



- Once comfortably positioned for a good writing style, make sure left-handers can see the board without twisting round.
- Ensure that the table and chair are a suitable height for the child. A low table makes a child raise his shoulders, leading to the “hooked” writing style.
- Pencil grips, moulded to fit the shape of thumb and finger, help children to develop the correct grip.
- To lighten a tight grip and heavy pressure, try a pencil grip for correct finger position and make a game of writing on 3 sheets of paper with carbon paper between them, the aim being to write lightly enough not to make an imprint on the underneath pages.



Links with spelling

Developing a fluent and joined style of handwriting is an important part of learning to spell and the teaching of spelling and handwriting should be closely linked. As children are taught how to join letters, they can begin practising letter strings and complete words, linked to the specific focus for teaching in the spelling unit. (See Spelling Policy).

SEN

All guidelines can be adapted to the needs of the individual. For example handwriting books can be differentiated.

Date agreed by the Governing Body:

Tony Goddard _____ **(Chair of Governors)**

Richard Green _____ **(Head Teacher)**

Review Date –