



Handwriting and Presentation Policy

Date	Review Date	Coordinator
June 23	June 24	Mrs Jimenez

At Hurst Hill we believe that all adults and pupils should aim high with their presentation. When pupils are writing, they should ensure that they follow the school handwriting policy which is Kinetic Letters. Staff will model the Kinetic letters format when writing on boards, working walls and when giving written feedback.

Presentation of Work

Alongside the handwriting policy, the school has a policy for the presentation of written work. It details a number of guidelines for good practice which all pupils should be aware of and encouraged to apply across the curriculum.

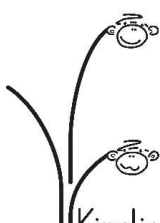
A variety of methods need to be used to suit different types of work and to enable the children to become familiar with different formats.

	Foundation Stage/ Year 1	Years 2-6
Naming Work	Top left and on loose leaf papers only - this may be written by an adult.	Name to appear at the top left, next to margin (loose leaf papers only) Use both sides of the paper unless it is for display purpose.
Date	Long date written by an adult – introduce writing the date in the summer term (year 1).	Full date on English work or written work in topic, short date on other pieces e.g ICT (underlined with a ruler in pencil) Year 2 underlined by summer term.
Titles/ Learning Objective	Date – top left-hand side of page. 'Can I?' displayed-typed	Learning Objective – phrased as a 'Can I?' question and the context (both underlined with a ruler in pencil) 'I can' steps to success printed in whole school format as agreed.
Underlining	None	Underline name, date and learning objective with a ruler and a pencil. Year 2 in place by Summer term
Errors	Crossed through or erased by an adult .	One neat horizontal line through error in pencil, correction written above.
Erasers	Rubbers should be discouraged. No tippex or ink erasers.	Rubbers should be discouraged. No tippex or ink erasers.
Paragraphs	N/A	Start writing using 'miss a line' Year 5 and 6 start writing using an indent and missing a line.

Speech	N/A	New speaker, new line.
Writing Instruments	Pencil. Ensure effective pencil grip (Use of 'Three Special Friends' pillow finger and holding fingers)	<p>Year 2 pencil.</p> <p>Pencils for all maths work.</p> <p>KS2- When children have shown that their writing is legible across all subjects and they are using joined handwriting, they can then be issued with a handwriting pen (blue ink) that will be used for all written work.</p> <p>Teachers will monitor children's handwriting and should it not keep to the expected standard, they will be asked to go back to using a pencil for all written work.</p> <p>Drawing and diagrams always in pencil.</p> <p>Pencil crayons used to add colour.</p> <p>Felt, wax crayons etc, used at teacher's discretion.</p> <p>No felt tips in exercise books.</p>

<u>Maths Presentation</u>	Year 1 and 2	Years 3-6
	<p>Use of White Rose booklets. Children to present work in the format as set out in the booklet. Answers to be written in boxes provided. One answer per box.</p> <p>All work should be dated (short date) typed up by the teacher.</p> <p>Tables and charts may be printed and stuck into books for support.</p>	<p>Year 3- Use of White Rose booklets. Children to present work in the format as set out in the booklet. Answers to be written in boxes provided. One answer per box. One digit per box. Should books be used for other maths work, format below should be followed.</p> <p>Straight lines to be drawn with a ruler, including lines in vertical calculations.</p> <p>All work should be given a learning objective, which should indicate what area of maths is being practised.</p> <p>All work should be dated, even if it is a continuation of previous work (short date)</p> <p>Children should work across the page (where possible) and rule off their work so they continue in the space available on the following day. In some lessons it may be relevant to start a new page, this is at the discretion of the adult.</p> <p>Children should leave NO MORE than one line of squares between each written calculation.</p> <p>Where tables and charts need to be drawn, model this with children so that they are aware of the layout and amount of space needed.</p>

		<p>When writing out a question number it should always be used with a bracket so it doesn't get confused with the calculation.</p>
<p>General Presentation</p>	<p>Writing frames and work sheets. These need to be stuck in straight and must not overlap on to another page.</p>	<p>Writing frames and work sheets: These need to fit the page and not overlap. When children are sticking work, it should be stuck in straight.</p> <p>If a child's handwriting/ presentation is not up to their usual standard then you may ask them to rewrite a section again to practise their handwriting skills.</p> <p>Teachers must model their handwriting when marking children's books. This should be in the Kinetic Letters font.</p> <p>Worksheets should be used as a minimum. In guided reading for example questions can be listed directly underneath the text to enable the child to write directly into the book.</p> <p>Test style sheets should be appropriate and model a variety different organisational layouts.</p> <p>Worksheets that are used, are appropriate and there to help and scaffold learning for children with specific educational needs.</p>



HANDWRITING

1. Introduction

This document sets out the School's approach to handwriting and presentation. It sits within the context of the School's vision and the other policies of the School; it applies to the whole School community – governors, staff, pupils and parents/guardians/carers.

The School follows the national framework for the Early Years Foundation Stage (EYFS), Key Stage

1 (KS1) and Key Stage 2 (KS2) and the handwriting requirements of that framework (see Appendix 4) apply in full to the School.

The outcomes that we will strive to ensure all our pupils achieve are:

- Having fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.
- Having the stamina and skills to write at length, with accurate spelling and punctuation.
- Having competence in transcription (spelling and handwriting) and composition.
- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- Having a comfortable and efficient pencil hold and working position.

2. General Principles

2.1. Handwriting is a physical activity that involves movement and recognition skills that need to be learnt and become part of the automatic cognitive skill set of the pupil. To achieve this, the school has chosen the Kinetic Letters handwriting programme.

2.2. **The programme has four threads.**

- **Making bodies stronger**
- **Holding the pencil (for speed, comfort and legibility)**
- **Learning the letters**
- **Flow and fluency**
-

2.3. The key principles of the programme are:

- Building physical strength underpins handwriting and concentration. This knowledge informs the working positions that children use for writing and the strengthening targets they work on.
- Pupils are not expected to do anything before they are developmentally ready for it.
- The different components of writing are mastered individually before being used in combination.
- Letters are learnt as movements, not as visual shapes, and movement remains central to developing automaticity in letter formation, flow and fluency.

- Posture is important in developing the correct position for handwriting and so children are taught how to organise their working position and paper position to enable comfortable and fluent writing from the start.
 - Correct pencil hold is taught from the start (e.g. as soon as a tri-pod grip is developmentally appropriate).
- 2.4. Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

3. Year Groups

- 3.1. The Kinetic Letters programme is commenced in Foundation Stage and is used throughout the School. By the end of KS1, each pupil should be working at the national standard and most should be working at a greater depth (see Appendix 2). Children will be using some of the strokes needed to join letters; teaching this will start during Year 2.
- 3.2. By the end of KS2, the vast majority of pupils should be working at a greater depth than the expected standard, the exceptions being those pupils who started their primary education elsewhere, and statemented pupils. Pupils should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).
- 3.3. Handwriting practice takes place in dedicated sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem.
- 3.4. Pupils in nursery will engage in a range of activities, such as, Write Dance and Dough Disco to develop the core strength needed for writing. Fine and gross motor activities will be embedded into continuous provision in both nursery and Reception to enhance this further. Reception, KS1 and KS2 will spend 20 minutes during the school day a discrete handwriting session, as part of the Kinetic Letters programme. This will be reviewed over time so long as appropriate progression continues to be made.
- 3.5. The majority of the time, sessions are taught to the whole class with differentiated targets; reinforcement may take place in small groups and/or individually.

4. Assessment

- 4.1. The assessment framework in the national curriculum will apply to each pupil when their progress is being assessed at the end of KS1 and KS2 (see Appendix 2). Prior to these two measurement points, teachers may choose to use the Kinetic Letters assessment guides on a daily basis (Appendix 3). Marking of work by teachers will be positive and self-correction by pupils will be encouraged. A pink highlight and three by the tree will be used to identify any corrections.

5. Special Educational Needs and Disability (“SEND”)

- 5.1. The School’s SEND policy applies. However, it should be noted that the Kinetic Letters programme is applicable to pupils with dyslexic and dyspraxia (developmental co-ordination disorder).

6. Home involvement

- 6.1. It is important that parents/guardians/carers are involved in supporting the learning of handwriting. Parents will be given details of the handwriting programme.

7. Presentation

- 7.1. The school will endeavour to use the Kinetic Letters font for all class and display work produced in the School, ensuring consistent presentation that reinforces handwriting teaching. The general protocols for pupils’ work is set out in Appendix 5.
- 7.2. Class teachers will model handwriting in line with the Kinetic Letters Programme. E.g. when marking, modelling and when writing for display.

Appendix 1

KL Font

Lower case: abcdefghijklmnopqrstuvwxyz

Upper case: ABCDEFGHIJKLMNOPQRSTUVWXYZ

Numbers: 1234567890

Letter Groups

Jumper Family:

h b n r m p

Abracadabra Family

c o a d g q s

Special Squirter

e

Window Cleaner Family:

l t i u

Fisher Family:

g j y f

Slider Family:

v w x z k

Pushing numbers:

2 3 5 7

Pulling numbers:

6 8 9 0 1 4

Appendix 2 Teacher assessment framework for a pupil's performance - end of Key Stage 1 and 2 – handwriting

This statutory interim framework is to be used only to make a teacher assessment judgement on an individual pupil at the end of the Key Stage following the completion of KS1/KS2 curriculum. It is not intended to track progress throughout the Key Stage.

The expected standard	Key Stage 1			Key Stage 2		
	Working towards	Working at	Working at greater depth	Working towards	Working at	Working at greater depth
Forming lower-case letters in the correct direction, starting and finishing in the right place	All	All	All	All	All	All
Forming lower-case letters of the correct size relative to one another	Some	All	All	All	All	All
Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	Some	All	All	All	All	All
Using spacing between words	All	All	All	All	All	All
Using spacing between words that reflects the size of the letters.		All	All	All	All	All
Use of question marks and exclamation marks		Most	All	All	All	All
Using the diagonal and horizontal strokes needed to join letters			Most			All
Producing legible joined handwriting			Most			All
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.				Most	All	All

Key: A child demonstrates attainment of a standard **some** or **most** or **all** of the time by the end of the Key Stage. **Source:** 2016 national curriculum assessments - Key stage 1 and 2: Interim teacher assessment frameworks at the end of KS1 & KS2 *March 2016*

Appendix 3 Assessment opportunities for working towards expected standards

Learning objective for expected standard	New pupil's writing questionnaire	Pencil hold diagnostic sheet	Writing samples	Peer feedback in "3 by the Tree" task	Peer feedback in group sand tray work	Monkey face targets
Forming lower-case letters in the correct direction, starting and finishing in the right place	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forming lower-case letters of the correct size relative to one another	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Forming capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters that have the correct relationship to the line (either sitting on it or descending below)	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using spacing between words	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Using spacing between words that reflects the size of the letters.	<input type="checkbox"/>		<input type="checkbox"/>	<input type="checkbox"/>		<input type="checkbox"/>
Use of question marks and exclamation marks	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Using the diagonal and horizontal strokes needed to join letters	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Producing legible joined handwriting	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Maintaining legibility, fluency and speed in handwriting through choosing whether or not to join specific letters.	<input type="checkbox"/>		<input type="checkbox"/>			<input type="checkbox"/>
Able to sit correctly for concentration, and flowing and fast handwriting	<input type="checkbox"/>					<input type="checkbox"/>
Able to maintain optimal grip on pencil	<input type="checkbox"/>	<input type="checkbox"/>				<input type="checkbox"/>

Appendix 3 (continued)

The **New Pupil's Writing Questionnaire** may be completed with pupils beginning the programme in KS2 and pupils joining from another school, in order to establish starting points.

Peer feedback is an integral part of the programme, being part of the teaching and learning, particularly in the “3 by the Tree” / “3 done better than before” and sand tray work.

Automaticity can be assessed according to the extent that skills practiced in the Practice Patch are applied to the writing task that then follows

Appendix 4

Handwriting requirements – National Framework

This document sets out National Curriculum 2015 handwriting requirements for Early Years, Key Stage 1 and Key Stage 2. The Framework document makes the following statements about the outcomes that must be achieved by teachers:

- Ensuring all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- It is essential that teaching develops pupils' competence in transcription (spelling and handwriting) and composition. ("Writing" p16)
- Pupils who do not learn to read and write fluently and confidently are, in every sense, disenfranchised. ("Purpose of Study" p14)
- Pupils should develop the stamina and skills to write at length, with accurate spelling and punctuation. ("6.3 Language and literacy - Reading and Writing" p11)
- Writing also depends on fluent, legible and, eventually, speedy handwriting. ("Programmes of study and attainment targets - Aims of English" p16)

References

Statutory framework for the early years' foundation stage - effective September 2014

Early Years Foundation Stage Handbook 2015 – Standards & Testing Agency 2014

EYFS profile exemplification – Physical development – ELG 04 – S&TA 2014

Early Years Foundation Stage – exceeding description

National Curriculum – Framework documents 2014 and Primary Curriculum 2015

Statutory requirements	Non-statutory requirements
Early Years Foundation Stage	
Literacy development involves encouraging children to begin to read and write. Fine motor skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing Writing: Children write simple sentences.	Expected descriptors: Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.
Key stage 1 Year 1	
Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing.	
Pupils should be taught to: <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly;• begin to form lower-case letters in the correct direction, starting and finishing in the right place;• form capital letters;• form digits 0-9;• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these;• write from memory simple sentences dictated by the teacher	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs

Year 2	
<p>In writing, pupils at the beginning of year 2 should be able to compose individual sentences orally and then write them down, and to form individual letters correctly, so establishing good handwriting habits from the beginning.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another; • 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 un-joined; • write 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. 	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
Lower key stage 2 Years 3-4	
<p>Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; • increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>Pupils should be able to write down their ideas with a reasonable degree of accuracy and with good sentence punctuation.</p> <p>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</p>
Upper key stage 2 Years 5-6	
<p>Children should be able to write down their ideas quickly. By the end of Year 6, pupils' writing should be sufficiently fluent and effortless to manage the general demands of the curriculum in Year 7.</p>	
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> □ write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> ○ choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters, ○ choosing the writing implement that is best suited for a task. 	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an un-joined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).</p>

Appendix 5

School Presentation Handwriting Protocols				
	EYFS (Rec)	Year 1 Year 2	Years 3 & 4	Years 5 & 6
Writing implements - for Handwriting practice for Classwork -for display	Sand trays. When developmentally appropriate, whiteboard pens on whiteboards with a triangular tip to support correct pencil hold. A variety of different sized writing equipment is readily accessible for children as part of their continuous provision e.g. chalks, pencil crayons and brushes.	Whiteboard pens on whiteboards for handwriting practice. Sand trays for any children who are struggling with pencil grip.	All children to use handwriting Practice Patches with 10mm lines to practice their handwriting. Larger lines can be used if needed, at the discretion of the teacher. These will be stuck into English books. Pencils/handwriting pens when recording on a paper. Whiteboard/sand trays can be used for any children who are struggling with pencil grip.	
	Children with poor pencil control to be provided with a triangular pencil grip for support.			
	Triangular pencils in EYFS to support with correct pencil grip.	Pencils/handwriting pens (at the discretion of the teacher- see presentation work above- KS2).		
Ruler use	N/A	All straight lines to be drawn with a ruler.		
Un-joined / Joined writing	All writing will be un-joined. Year 2 to start joining when developmentally appropriate- usually during Summer term 2. Fluency targets as part of the KL programme to have been established before joining commences.	Joined writing gradually integrated into independent work.	Joined writing fully integrated.	
		Un-joined writing used for dates, titles, labels, data, email addresses, algebra.		
Writing surface (whiteboard / paper)	15mm lined paper in Literacy books. Children to mostly write directly into their books. Writing templates may be used to scaffold and aid children's learning.	Lined paper- 12mm Squared exercise books for maths.	Narrow lines- 10mm and small squared exercise books or maths.	
	Wide lines and large squared exercise books for some pupils at teacher discretion.			