

YSGOL IAU MOUNT STREET JUNIOR SCHOOL



# **Ysgol Iau Mount Street Presentation and Handwriting Policy**

## **Document purpose**

This document outlines Mount Street's policy in relation to presentation and handwriting in children's work. It sets out a framework within which teaching and non-teaching staff can operate, to establish a broad, consistent approach to the way learners' presentation and handwriting is taught. It is acknowledged that we are a Junior school where our pupils have been taught handwriting in the Foundation Phase in our partner school Mount Street Infants, and we are aware that it is not always appropriate to amend a handwriting style once it has been developed.

This policy has been developed in consultation with Staff, pupils and MSI

## **Vision**

*Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils to go on to develop a faster and more mature hand ready for secondary school and adult life. The surest way to ensure consistent teaching and the development of legible, fluent joined handwriting throughout the school is to have a written policy agreed and put into practice by all staff. Handwriting is a movement skill, children need to practise handwriting movements correctly and often. The most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. The correct formation of all letters needs to become quite automatic and may require a lot of practice.*

**Suzanne Tiburtius of the National Handwriting Association**

At Mount Street Junior School, we believe that neat presentation of written work with well-formed handwriting helps to raise standards, as the pupils take pride in and have a sense of ownership of their work. As a school we are adopting the cursive method of handwriting.

## **Aims:**

- To raise standards in writing across the school.
- To have a consistent approach across the school 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.

For pupils 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.

## **Strategy for Implementation**

## **Entitlement and curriculum provision**

Handwriting is taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside

Literacy lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

### **Teaching and Learning**

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning. A mixture of whole class, small group and individual teaching is planned.

### **The role of the teacher:**

To follow the school policy to help each child develop legible and fluent handwriting.  
To provide direct teaching and accurate modelling.  
To provide resources and an environment which promotes good handwriting.  
To observe pupils, monitor progress and determine targets for development.

### **Continuity and Progression**

#### **Key Stage Two**

The target for children is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words.

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style, or specialist handwriting books.
- Pupils will be given a pen in year 3 when displaying the appropriate standard
- In Year Six children most children will use a handwriting pen.
- Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.
- Pencils will be used in Numeracy or for drawing and completion of diagrams.

#### **Presentation guidance**

**It is essential that all children should have pride in their work and that it is set out well.**

**From Year 3 pupils must be encouraged to use a neat, cursive style in all written work, except Numeracy.**

- All work must begin with the date.
- The date should be written on the top line and underlined (not in the margin). An appropriate title should be written and underlined.
- Underlining should be completed with a ruler.
- Children should write from the margin to the edge of the page.
- Teacher's comments will indicate whether a correction needs to be addressed.
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- Rubbers will be used within reason to correct pencil work.
- Criteria for presentation of work will be discussed prior to commencement of work.
- Pictures should be coloured in pencil crayons or plastic crayons.  
Felt pens should not be used in exercise books.
- When squared paper is used for Numeracy 1 digit is written in each box

and a line is left between each calculation.

- In Numeracy an eraser can be used at the teacher's discretion.
- Errors should be crossed out with a ruler and a pencil
- Staff should discourage doodling on books

Staff are encouraged to make use of various ICT resources such as suitable websites which are readily available.

### **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the ALN co-ordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher. Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **The role of parents and carers**

Parents and Carers should be regularly informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising together, playing joining up games which encourage left to right directionality.

All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

Parental workshops are held to advise parents on the curriculum and these include the school policy for the teaching of handwriting.

### **Monitoring and Evaluation**

- This will be undertaken by the class teacher and will also be assessed as part of each term's literacy writing assessments.
- When undertaking scrutiny co-ordinators will monitor all subjects for neat presentation and the use of cursive writing.

## **Pupil View**

Front Covers OK...Just a few with over writing and smudges.

Crossings out/Not always in pencil.

Good- responding in red.

Good- Underlining of titles. Sometimes a pen is used.

Good- overall presentation.

Good- organisation of work.

All joined up handwriting.

Good- dates in Welsh.

Very Good-Neat in Maths, One digit per square.

Well -formed numbers.

Tidy looking after their books inside.

Sometimes a pen is used.

Not many missed pages.

As a school we are adopting the fully cursive method of handwriting, which will begin, as pupils are developmentally ready.

## **Evaluation and review**

This policy will be reviewed on an annual basis.

The next review will be in September 2019.