



Lapal
Primary School

Handwriting & Presentation Policy

Updated September 2022

1 Aims and objectives

The school sets out an agreed set of guidelines for the presentation of written work. It details an expectation for the style of handwriting, and presentation guidelines for good practice which all pupils should be aware of and encouraged to adopt. These are stuck in the front of pupil's school and homework books, and are also on display in the classroom to remind pupils what they mean.

A variety of methods need to be offered to pupils to suit different types of work and to enable the children to become familiar with different formats. This policy is intended to complement, not dominate, other criteria for a successful piece of work.

2 The Role of the Teacher

The teacher should make pupils aware of whole school guidelines for the presentation of work and reinforce them consistently. They should ensure almost daily opportunities are provided to develop and enhance their handwriting through the rehearsal of kinetic letters. This skill then needs to be filtered through all of the children's work, demonstrating the application of their learning.

3 The Role of the Pupil

The pupil should strive to present work in accordance with guidelines set out for KS1 and KS2, provided they ensure that they have the necessary tools available in school to do so.

As the children develop their kinetic letters style of handwriting, they can then be awarded with a 'scribe' or 'master scribe' award, meaning they are able to use pen as they have achieved a high standard of handwriting and the expectations for using a pen. Children may use a roller ball pen or fountain pen once a scribe or master scribe licence has been achieved. This may also be withdrawn if handwriting and presentation starts to slip.

4 The Role of the Parent

Parents should encourage their child to present their work in line with school expectations and provide them with the necessary writing tools to achieve this. Parents are provided with the guidelines for presentation of work to help encourage this at home.

We use the Kinetic Letters scheme of work to ensure the outcomes 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.

General Principles

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.

The programme has four threads.

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

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 (ie as soon as a tri-pod grip is developmentally appropriate).
- Reading and writing are reciprocal processes; strengthening handwriting skills will support reading and writing development as a whole.

Year groups

The Kinetic Letters programme begins in EYFS and is used throughout the School. By the end of KS1, children will be using some of the strokes needed to join letters; teaching this will start in Year 2.

By the end of KS2, the vast majority of pupils should be working at the expected standard, the exceptions being those pupils who started their primary education elsewhere, and pupils with an EHCP. Pupils should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version).

Handwriting practice takes place in sessions that are outside English lessons, since handwriting underpins the majority of curriculum areas and is integral to self-esteem.

Pupils in EYFS and KS1 will spend at least 20 minutes at the beginning of school day on activities that are part of the Kinetic Letters programme. Handwriting is taught in discrete sessions, separate from Phonics. Thereafter time allocation to maintain handwriting development and increase speed and flow, will be regular but at the discretion of the class teacher so long as appropriate progression continues to be made. Handwriting practice takes place on the 6-lined (or 3-lined if appropriate) Kinetic Letters white boards, with a transition to books via the “practice patch”.

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.

Assessment

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. Prior to these two measurement points, teachers will use the Kinetic Letters assessment and self-correction by pupils will be encouraged.

Parental involvement

It is important that parents/guardians/carers are involved in supporting the learning of handwriting. Parents will be given details of the handwriting programme and encouraged to purchase Kinetic Letters resources that are used by the School

Presentation

We use the Kinetic Letters font for all class and display work produced at Lapal, ensuring consistent presentation that reinforces handwriting teaching.

Kinetic Letters Font

Lower case: abcdefghijklmnopqrstuvwxyz
Upper case: ABCDEFGHIJKLMNOPQRSTUVWXYZ
Numbers: 1234567890

Letter groups (in teaching order)

Jumper Family: hbnrmp
Abracadabra Family: coadgqs
Special Squirter: e
Window Cleaner Family: ltiu
Fisher Family: gjyf
Slider Family: vwzk
Pushing numbers: 2357
Pulling numbers: 689014

Handwriting Requirements – National Framework
Curriculum expectations for handwriting and presentation

Year 1

Writing – handwriting

Statutory requirements

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

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

Writing – handwriting

Statutory requirements

Pupils should be taught to:

- 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 unjoined
- 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.

Notes and guidance (non-statutory)

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.

Year 3/4

Writing – handwriting

Statutory requirements

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting [for example, 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].

Notes and guidance (non-statutory)

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.

Writing – handwriting and presentation

Statutory requirements

Pupils should be taught to:

- 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
 - choosing the writing implement that is best suited for a task.

Notes and guidance (non-statutory)

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, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

Handwriting Reward Scheme

Good handwriting, both during handwriting lessons and practice sessions as well as in writing across the curriculum, can be rewarded using the normal reward systems within the classroom. In addition to this we are introducing special handwriting certificates to reward those reaching the key developmental stages.

Apprentice Scribe – Kinetic Letters pencil

These children are writing in pencil and are able to:

- Correctly form all letters of the alphabet when printing, both lower case and capital letters.
- Form letters that are of the correct size and shaping according to kinetic letters criteria.
- Produce writing that sits mostly on the line with descenders travelling below.
- Successfully join some key letters, such as diagraphs.
- Letters are snugged where appropriate.
- Having a comfortable and efficient pencil hold and working position.

Scribe – (Ideally Year 5 & 6)

These children are writing in blue roller-ball pen and are able to:

- Correctly join all letters where appropriate across a range of writing.
- Form letters that demonstrates consistent size and spacing, including length and direction of ascenders and descenders.
- Maintain an even pressure on the page.
- Have the stamina and skills to write at length, with accurate spelling and punctuation.
- Have fluent, legible and speedy handwriting that can be performed automatically, so that the attention of the brain is on the content of the writing.

- Writing clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.

Master Scribe – (Year 6)

These children are writing in blue fountain pen and are able to:

- Write with a clear, fluent style.
 - Use neat joined up handwriting consistently across all areas of work, including homework.
 - Adapt their writing to a range of purposes, for example using CAPITALS or *italics*
- Certificates, and fountain pens will be presented to children in assemblies.

Guidelines for the Presentation of Work

	Years 1 and 2	Years 3, 4, 5 and 6
Naming Work	Top left and on loose leaf papers only. In the case of younger children, this may be written by an adult	Name to appear at the top left, next to margin. (loose leaf papers only)
Date	Short date – Maths Full date – English (this may be written by an adult)	Short date – Maths Full date – English (on the first line down to allow a line above for letter heights)
Aim	At the top of the page on the next line under the date.	
Title	In the middle of the page under the aim (leave a line spacing between these)	
Underlining	None – start in Y2	Underline date, aim & titles with a ruler and a pen/pencil
Margins	None, unless already printed.	Always. Number and letters in margins.
Errors	One neat horizontal line through error using a ruler and pencil (always), correction written above or to the side or symbol placed in margin for children to self-correct	
Erasers	Rubbers should be discouraged – cross out errors to demonstrate learning	
Writing Instruments	Pencil. Correct pencil grip in line with kinetic letters	Pencil for maths Roller ball point pens, fountain pens (cartridge) with blue ink - <u>once a scribe or master scribe licence has been achieved.</u> Drawing and diagrams always in pencil. Pencil crayons used to add colour Felts, wax crayons etc at teacher's discretion. No felt tips in exercise books.
Maths	Each lesson to be on a separate page. All work should be dated All work should be given an objective to indicate what area of maths is being learnt	Where appropriate, pencil margins used in the middle of the page to show two columns of work per page. All work should be given an objective, which should indicate what area of maths is being learnt. All work should be dated, even if it is a continuation of previous work.