

## **Presentation & Handwriting Policy for the Primary Department**

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting at Argyle House School. It provides guidance for all staff, new and experienced and it will underpin the continued development of the school as a learning community.

### **Aims:**

- To have a consistent approach to presentation and handwriting across both Key Stage 1 and 2.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the interactive board, on displays and resources.
- To raise standards in writing across the school.

### **For Pupils to:**

- Develop flow and speed whilst writing, so that the children are able to write fluently and with confidence.

### **Strategy for Implementation**

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provide 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.

### **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 that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

## Continuity and Progression

Formal handwriting is taught which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. This will be adapted by the teacher to include the adopted cursive styles of joining.

### EYFS

The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility. Pupils are to be taught to use lead-in and lead-out strokes.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.

### Key Stage 1

Building on the EYFS stage, pupils at Key Stage 1 develop a legible style and begin to use fully print handwriting in Year One. This is dependent on ability not the age of each child. This is achieved in Year One by developing a comfortable and efficient pencil grip and by practicing handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year Two. It is expected that the vast majority of children will be joining by the end of Key Stage One. Handwriting is to be carried out in separate handwriting books but is to be modelled and expected in all writing in all books.

### Key Stage 2

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between letters and words. Children in lower Key Stage Two will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in handwriting books, but handwriting following the agreed handwriting style is expected to be used by pupils in all books and across all lessons. Children will write with pencil until the class teacher assesses that they are joining competently and consistently. When children reach Key Stage Two they will be able to earn a pen licence. They will then be given a handwriting pen to use.

## Pen Licences

When children reach Key Stage Two they are able to work towards a pen licence. To achieve this, they work towards specific criteria starting at bronze and progressing through to gold. When children feel they are consistently writing at a standard which would enable them to achieve the next level they are allowed to submit their work to the handwriting panel who will decide if they agree.

## Presentation Guidance:

Book covers should indicate:

- Child's full name;
- Class;
- Subject;
- Children should not write on the covers of their books.

At the start of a piece of work:

- A general title.
- The Success Criteria which are going to be addressed in this particular piece of work.
- Work must be dated.
- Title must be underlined using a ruler and at the end of the work it must be indicated by a ruled line.
- When writing in mathematics books or on squared paper, the expectation is one number per square.

## General Presentation

- Teachers should encourage a good and high standard of presentation in all work across all subjects.
- Teachers are to provide written feedback in the school handwriting style, following the directions of the marking policy.

## Monitoring and Evaluation

This will be done by the Curriculum Working Group under the direction of the Head Teacher. Work will undergo a half-termly evaluation and problems which are seen will be addressed in an action plan to the specific teacher to address with that group of children or even an

individual child.

**Review:**

This policy will be reviewed in line with the school's academic review program.

Policy Date: April 2024

Review Date: April 2026

## **Pen Licence Criteria Key Stage 1**

Year 1

### **Bronze Pen Licence Criteria**

Form all letters and numbers correctly.

### **Silver Pen Licence Criteria**

Finger spaces and correct letter size for upper and lower case.

### **Gold Pen Licence Criteria**

To use both letters and numbers formed correctly and letter sizing in their writing.

Year 2

### **Bronze Pen Licence Criteria**

Upper and lower case letters the correct size, numbers correctly formed, finger spacing, letters sitting on the line.

### **Silver Pen Licence Criteria**

To know stop letters, to use diagonal and horizontal strokes to join and write joined legibly.

### **Gold Pen Licence Criteria**

To write independently, fluently and neatly and ensuring all of the above consistently.

## **Pen Licence Criteria: Key Stage 2**

### **Bronze Pen Licence Criteria**

To achieve a bronze pen licence, you should consistently and accurately:

- Write your lower-case letters of the correct size, next to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters.
- Understand which letters, when next 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 match the size of the letters.
- Keep your letters sat on the line.

### **Silver Pen Licence Criteria**

To achieve a silver pen licence, you should consistently and accurately:

- Use the diagonal and horizontal strokes that are needed to join letters.
- Understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of your handwriting for example, by marking sure that the downstrokes of letters are parallel and equidistant that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch.

### **Gold Pen Licence Criteria**

To achieve a gold pen licence, you should consistently and accurately:

- Write legibly, fluently and with increasing speed by:
  1. Choosing which shape of a letter to use when given choices;
  2. Deciding whether or not to join specific letters.
  3. Choosing the writing implement that is best suited for a task.