

Handwriting and Presentation Policy

April 2024



When communicating ideas in writing it is important that pupils use a handwriting style which is fluent and legible. The importance of handwriting should not be underestimated. It is vital pupils can write quickly, comfortably and legibly as this is a skill needed in many curriculum areas. Pupils' self-esteem is also heightened when they are able to take pride in their handwriting.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

It is an expectation at Powers Hall Academy that all teachers model using cursive handwriting. Teachers and support staff will act as a model when writing on the board or marking work, using a fluent joined style with accurate letter and number formation, as appropriate to the pupils' level of development. All text displayed throughout the environment, whether written or typed, will also model high expectations for handwriting and presentation. Typed text should predominantly use the cursive style *XCCW Joined 16a*.



From Year 3 children will begin the year with a handwriting assessment. This will be used to track: formation, joins, legibility and speed. Children successful at all four will receive their pen licence. Those who require further support will continue to remain writing in pencil. Children with a particular need will also receive weekly transcription interventions.

- Our high expectations for handwriting and presentation will be upheld across all curriculum subjects.
- Attention to posture and seating arrangements is important. Pupils who write with their left-hand face particular difficulties and teachers need to be aware of this. Left-handed pupils should either sit next to other left-handed pupils or on the left side of a right handed pupil to avoid bumping arms or smudging work.
- Pupils who display specific difficulties with handwriting will have these addressed through such resources as slanted writing boards, rubber pencil grips, using alternative writing media, etc. Individual cases may be referred to the Inclusion Team, where necessary.
- Incorrect letter/number formation will be addressed through marking and feedback as appropriate to the developmental level of the pupil as well as through daily handwriting practise.
- Expectations by year group are detailed in Appendix A.

Handwriting practice

- Pupils should be given opportunities to practise handwriting at least four times per week or more frequently, as necessary.
- Correct letter formation will be modelled by the class teacher.
- 'Little and often' is the most efficient and effective way to embed good handwriting habits. Therefore, regular handwriting practice will typically be no longer than 15 minutes.

Basic structure of a handwriting session:

- Relaxation
- Posture check, feet flat on the floor, back touching the chair
- Teacher modelling
- Children practising independently with teacher model, then from memory
- Sessions should be fun, varied and multi-sensory: write letters in the air (sky writing), on backs or on hands, orally describe letter shapes and joins with children 'the patter'
- Whiteboards and pens are ideal for initial formation practice as mistakes can be wiped away (good for children who find it very difficult as mistakes can be rubbed out) but books should also be used to record handwriting practise on lined paper.

All children should be writing cursively by the end of Y3. Initially, handwriting practice will take place in small purple handwriting books.

Earning a pen licence

To write in pen, children need to earn a pen licence which they do by demonstrating the following:

I always use finger spaces
I hold my pencil with the correct grip.
I write on the line with correct ascenders and descenders
I start each letter with an instroke and end with an outstroke.
Most of my letters are the correct size and shape.
Use upper- and lower-case letters accurately
I join my letters most of the time.
Other people can always read my handwriting because it is neat and clear.

- Class teachers should identify pupils who they feel have reached the required standard for a Pen Licence. Pen Licences will then be awarded to pupils by the Co-Headteachers and presented in assembly.
- Pupils will need to maintain a high standard of presentation to retain their licence. Pen Licences will be renewed each academic year.
- When a Pen Licence is awarded, a certificate will be presented to the pupil.
- Please note that it may be appropriate for a specific child to use a supportive pen although they do not hold a pen licence. This will be agreed by the inclusion team.

As a junior school, we are mainly concerned with coverage of the Key Stage 2 Curriculum. However, it is important to know the building blocks of progression throughout the full primary curriculum. KS1 content must be reinforced and revisited as appropriate.

Handwriting Progression:

The anticlockwise letters:

a c g o q

The tall letters:

b d f h k l t

The long letters:

j p y

The lumpy letters:

m n r s

The vowels:

e i o u

The other letters:

v w x z

Presentation

At Powers Hall Academy, we believe that good presentation is an essential part of effective learning. We aim to promote an ethos of responsibility and ownership so that children take pride in their work. Research shows that good presentation can promote children's ability to organise their thinking, communicate their ideas clearly and become more effective at self-editing and improving.

Aims:

- To help pupils to present their work to the highest standard.
- To make sure pupils know the expectations we have of them.
- To create consistency in standards of presentation across the school.

We value all work by ensuring there is a pride in everything we record, present, display and publish. To support this we have the following expectations of our children when they are doing the same.

General principles:

- All pupils' work should be presented neatly with joined handwriting
- All learning is dated
- When starting a new piece of work, leave a line and carry on with the next piece as pages should not be wasted.
- All books should have clean, plastic covers
- A sharp pencil must always be used to write with
- When writing in pen, UKS2 children will use a blue biro pen (except in Maths) and LKS2 will use handwriting pen
- Pens should be used for writing by all children who have achieved a consistent, cursive style. *It is our aim that all children will achieve this by the end of year 3.*
- Any sheets that are stuck in must be cut to the right size, stuck in straight and with minimal folding
- All books should have a printed label on the front with the pupil's full name, the subject of the book and the year/class name
- Pupils should not graffiti, doodle or draw anything otherwise inappropriate on/in their books. Teachers should be vigilant and address this if it occurs to avoid it happening again.
- Pupils should not 'doodle' on the front cover, or on the pages inside.
- Books which are not kept well-presented may be remedied through the use of an eraser or pupils should be asked to re-write work on paper to be stuck over messy work – unacceptable presentation must be rectified and doodles removed.
- Incorrect work is crossed through with a single line and rubbers used sparingly, e.g. to rub out a drawn shape or part of a graph.
- A ruler is to be used to draw lines in maths, for example geometric shapes, tables, graphs
- Inadequacies of presentation will be addressed through marking and feedback.
- At no point, should pages be torn out of books by either pupils or teachers.
- Felt tip pens should not be used in pupil books.
- Pupils should not draw bubble writing or fancy lettering unless this is a requirement of the task
- Pupils will only use pens provided by the school.

Books

Exercise books reflect a pupil's progress over time. They also reflect the quality of teaching over time. It is therefore absolutely essential that the teacher reinforces their expectations frequently and accepts nothing but a child's best.

If there is sufficient space on the page, after the teacher's feedback, the children will miss a line and then draw a straight line with a ruler to show that piece of work is finished. The next piece of work will start, with the date and LI underlined, under that.

Presentation guides are stuck in the front of the book (Appendix 1).

Maths:

- All work completed in pencil
- Pre/post assessments completed in pencil in journals
- Any lines drawn will be done so with a ruler and where shapes are drawn they should be accurate, using appropriate mathematical knowledge and resources
- Date must be neat and follow routines etc. – non-negotiable
- Write the date in figures on the right- hand side using the 'short date' format e.g. 6/9/23 in journals
- Write the 'short date' where indicated in the Practice Book
- For some SEN children, the date can be pre-typed and stuck in their books before the start of the lesson or written by the LSA/class teacher.
- Question numbers should be represented using a bracket e.g. 1)

English:

- Pupils complete all work in pencil until they demonstrate sufficient ability to write fluently and legibly, thus earning a 'pen licence'.
- Write the date using the 'long date' format e.g. Wednesday 6th September 2023 at the start of a unit and independent write. All other times the short date in the margin is acceptable.
- For some SEN children, the date can be pre-typed and stuck in their books before the start of the lesson or written by the LSA/class teacher.
- Date must be neat and follow routines etc. – non-negotiable
- Write answers in sentences unless specified otherwise by the teacher
- Children write from the edge of the page or margin

Other subjects:

- Pupils complete all work in pencil until they demonstrate sufficient ability to write fluently and legibly, thus earning a 'pen licence'.
- Write the date in figures on the right- hand side using the 'short date' format e.g. 6/9/23
- Pupils are taught the skills and knowledge required through a series of enquiry questions
- Write legibly and present work appropriately for the task.
- Use templates and scaffolding, where appropriate, to help organise and set out written work.
- Word processing can be used where appropriate for presentation purposes

- Pages should not be missed out, however if you miss a page by accident, you should return to that page as soon as possible and use it

Sketchbooks

- Sketchbooks should be dated for each lesson they are used and a clear underlined learning intention – these can be taken from the Cornerstones lesson titles.
- Sketchbooks should be owned by the pupils. As such, sketchbooks should be individual and develop personality, therefore a class of sketchbooks should not look the same.
- Where practical work/larger final pieces are completed as part of the **Innovate stage** project, photo evidence should be stuck into the sketchbooks.
- During the **Express stage**, children can write about what they did, the skills they used, what they enjoyed and any feedback they shared with you. This can effectively demonstrate the 'evaluate' and 'reflect' part of art and design curriculum.



3 Egypt class
 2023_24

Introductory knowledge lesson

- Pupils are provided with a copy of the knowledge organiser and glossary to support their learning throughout the project.
- Project title page trimmed and stuck into book to signify new sequence of learning
- Pupils ask and record questions in their book

Innovate journals (history and geography)

- include the thematic problem, challenge, provocation or scenario to provide the context for learning
- success criteria provided for each pupil to support self-assessment

- high expectations of presentation, spelling and handwriting
- provide modelled example of outcome to establish a standard that pupils must be aiming to achieve
- encourage creativity - model and practise creative ways to present information that supports engagement and understanding.
- document outcomes of 3-D or collaborative projects through photographs glued into the journals
- provide engaging templates and backgrounds for pupils to record and showcase their learning
- pupils reflect on and evaluate their learning against agreed success criteria

Express stage

- End of project tests and quizzes are recorded in pupil books to assess pupils' knowledge gained during the project
- Pupils reflect on their learning and celebrate their achievements.

Below is a list of each exercise books we will be using for each subject.

English – A4 Purple Lined

Maths – Year 3 – Yellow A4 1cm Squared Year 4, 5, 6 – Yellow plain

Science – A4 Dark Green Lined

Geography / History – A4 Buff Lined

Reading Comp – A4 Red Lined

Spelling / Handwriting – 9x7 Purple Lined

French – A4 Orange Lined

Art & Design/Design & Technology – A4 Black Sketch Books

RE / PSHE – A4 Pink Lined

Homework book – A4 Blue

Appendix 1

Key Presentation Guidelines

Your book is a record of your learning and progress. It should demonstrate the positive and proud way in which you approach your learning.

Expectations:

- Write the date at the top of the page. Underline neatly using a ruler and pencil.
- A sharp pencil must always be used to write with
- Use a joined, legible handwriting style

Lower Case Letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

0 1 2 3 4 5 6 7 8 9

- Keep your book neat and tidy-no graffiti or doodles.
- When starting a new piece of work, the previous work should be ruled off as pages should not be wasted.
- Drawings, diagrams, tables and graphs should be done in pencil.
- Always respond to teacher feedback where indicated
- Ensure all worksheets are trimmed and secured in your book straight.
- Use a ruler to draw straight lines/arrows
- If you make a mistake, put one neat line through the error and correct.
- Take pride in your work

Marking Code

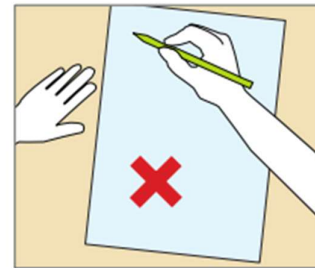
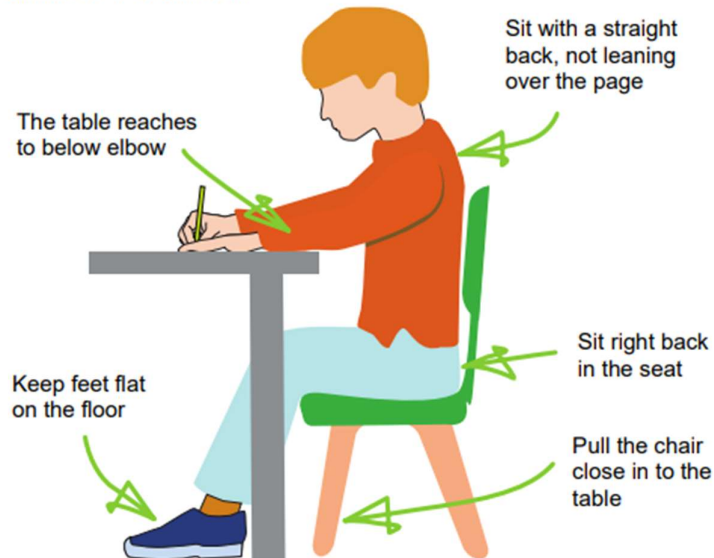
Symbol	Meaning
	I'm tickled pink! This part of your work is correct.
	I'm green for growth! This part of your work could be improved.
*	Take a look at this part again and edit.
✓	Correct/good point/well written
.	Incorrect/wrong point
SP	Correct a spelling mistake
P	Correct a punctuation mistake
?	This does not make sense/sentence needs to be clearer.
^	You need to add a word.
//	You need to start a new paragraph.
e.g.	Provide examples.
H	Handwriting needs to be improved

Appendix 2

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

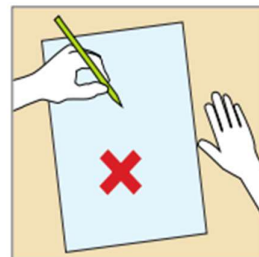
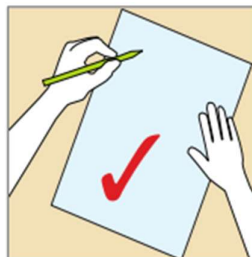


Paper position for right-handed children.

Left-handed children

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

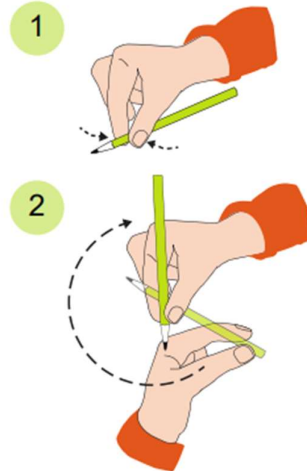
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

THE TRIPOD PENCIL GRIP

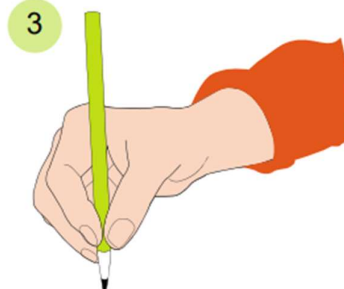
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



1) Grip the pencil with your index finger and thumb with the nib pointing away.

2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.



Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

Appendix 3: Handwriting Expectations by Year Group

Nursery:

Children should:

- Use a range of mark-making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of pattern
- Develop a language to talk about shapes and movements
- Begin to use three fingers (tripod grip) to hold writing tools
- Imitate drawing simple shapes such as circles and lines
- Begin to show a preference for a dominant hand
- Develop gross motor control by drawing lines and circles
- Draw lines and circles using gross motor movements
- Use one-handed tools and equipment, e.g. makes snips in paper with child scissors
- Hold pencil between thumb and two fingers, no longer using whole-hand grasp
- Hold pencil near point between first two fingers and thumb and uses it with good control
- Copy some letters, e.g. letters from their name

In Reception the children continue to develop their knowledge, skills and understanding from Nursery in addition to:

- Show a preference for a dominant hand
- Begin to use anticlockwise movement and retrace vertical lines
- Begin to form recognisable letters
- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed
- Form the capital letters that start their names
- Use clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels, captions
- Attempt to write short sentences in meaningful contexts
- Start to leave spaces between words
- Once basic letter formation is mastered, children are provided with large pieces of paper (turned landscape) with a single line

Guidance for Foundation Stage Teachers

Letter formation should be taught alongside phonics using the Read, Write Inc phonics scheme. Implements such as chunky triangular pencils, large chalks and chunky pens should be used by pupils to rehearse skills on paper, chalk boards, pavement etc. Children should be introduced to the pre-cursive script at the earliest stages of writing to enable an easier transition into Year 1. By the end of Reception, pupils should start to transfer towards a cursive script depending on their skill and ability. Displays in both Nursery and Reception should include models of the school's cursive script. Left-handed pupils should receive specific teaching to meet their needs.

Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- 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.
- form 'kicks' and 'flicks'
- use a comfortable and efficient pencil grip
- leave appropriate-sized spaces between words

Guidance for Teachers in Year 1

Handwriting in Y1 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.

Posture: Children's backs should be straight and their feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child, the book should be slanted to the right. Always make sure that the hand that is not holding the pencil or pen holds the paper.

Year 2

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 in the school's cursive style 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 correct spacing between words that reflects the size of the letters
- form and use the basic cursive handwriting joins

Guidance for Teachers in Year 2

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. Joins are taught in sets (as outlined below) – all letters need a lead-in and a lead-out.

Years 3 and 4

Pupils should be taught to:

- write legibly (Year 3) and fluently (Year 4) using joined handwriting in the school's cursive style
- 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 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]

Monday 15th April 2024

The Happy Prince narrative

Prepositions
Adjectives
Precise verbs

Above the city and between the bustling streets, ~~there~~ stood the statue of the happy Prince with eyes of ~~two~~ shining eyes.

The Prince was encrusted with glittering gold, ~~precious and precious~~ and bright. His eyes were sapphires, ocean blue and azure. His golden sword covered in rubies, ~~crimson~~ and cherry.

Swarming in and out of the pitch black sky, a tiny swallow saw a safe resting place in the distance.

Rhetorical question
Sub-ordinating conjunction

The swallow nestled his wings between the Prince's feet and sobbed for the night. Tears rippled and rolled. Tears glowed and fell. Tears ~~swelled~~ gathered and gushed.

Why did water just drop on my head? The swallow ~~then~~ the little swallow realised the Happy Prince was sobbing ~~in tears~~ "I'm

The sad, Happy Prince explained, "I never felt cried

when I was alive because I was hidden from the real world. I never ~~or~~ ~~super~~ cried I ~~was~~ because I didn't know suffering would be bad. I never cried because my life was full of opulent pleasures.

Use full stop and inverted commas to correctly punctuate your direct speech.

19/04/24

Conjunctions
Synonyms
Complex Sentence

In a sparsely-furnished, draughty house a little boy was lying sick in his bed. He was asking for a ~~downy~~ ~~and~~ scented pillow but his Mother only had a rough sandbag as a pillow. The Happy Prince ~~that~~ ~~didn't~~ ~~seem~~ very comfy at all.

The Happy Prince looked so ~~tearful~~ that he told the little Swallow to ~~take~~ the extract a cherry coloured ruby from his sword. He

He passed over the river and at last came to the little boy's house, where he dropped the ruby onto the table. Drifting over rooftops and rivers, the little Swallow felt ~~dated~~ after doing this.

22/04/24

Dialogue
Command

The little swallow gently landed on the Happy Prince's shoulder and ~~informed~~ ~~him~~ "I need to ~~emigrate~~ ~~to~~ Egypt because it is getting cold here and if I stay here I might freeze to death." The little ~~swallow~~

3 Egypt class

2023_24

Guidance for Teachers in Years 3 and 4

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.

Year 5 & 6

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

Tuesday 23rd January 2024

LI: to write an adventure story

Success Criteria	Tick when completed (student)	Tick when completed (teacher)
Relative Clause	✓	✓
Repetition	✓	✓
Complex Sentence	✓	✓
Modal verbs	✓	✓
Speech (properly punctuated)	✓	✓
Commas for clarity	✓	✓
Passive Voice	✓	✓

It's arrived, the day is finally here: I ~~could~~ ^{see} it clearly very ~~clearly~~ clearly. I ~~could~~ ^{saw} nothing but an infinite amount of sand: distinct colours and shades of yellow, orange and gold. Behind a suitcase, ~~which~~ ^{was} under a shelf, ~~was~~ ^{bins} bins of food. Extra wheels got at the back of the campervan. At the front of the campervan, metal pieces ~~shone~~ ^{like a} like a star in the sunlight. On my bed were blankets: soft and warm. Beneath them was a ~~box~~ ^{large} large brown box filled with board games: fun and amazing. ~~Next~~ ^{to} to them were jackets: safe and supporting.

Oh As I ~~scrutinised~~ ^{looked} through the window the sun: bleached sand sparkled, travelling to the horizon. With the fragrance of cactus blossom and the aroma of desert shrub, I could wait in curiosity. Paying attention on only the sand I ~~didn't~~ ^{realised} realise the shadows that appeared: a herd of hungry zebras; a mound of marvelous meerkats and electric like elephants running ^{rapidly} along.

24.1.24 Seconds bleached into minutes. Minutes drifted into hours. Hours became days. Days faded ~~on~~ ^{then} then came weeks. Thoughts flooded my mind. ~~Will~~ ^{Will} I survive? Could maybe I have packed more belongings? ~~Would~~ ^{Would} we be back in time for my birthday? ~~While~~ ^{As} a tornado of sand cuddled me, I ~~carved~~ ^{carved} dropped ~~to~~ ^{into} the orchestra of the desert: the harmonious buzzing of ~~me~~ ^{the} insects; the tune of occasional trickling and gushing of water and the ~~staccato~~ ^{staccato} of happy parents.

Crackle! Rumble! Smash! Without warning, a sand storm interrupted the tranquillity of the desert. It strangled, throttled and was a roaring lion. The storm camouflaged the colours and ~~muted~~ ^{muted} the engine. Paralyzed in my crumbling concentration, I sat silently in the campervan ~~examining~~ ^{examining} the storm destroy my area.

The lights flashed uncontrollably, the campervan swerved suddenly and the campervan ~~veered~~ ^{veered} veered wildly. Arrgh! Heatstroke! Sand in my eye! Plonk! Plummet! Leap! Booming! Hot! I've been thrown out the camper!

6 India class

2023_24

Guidance for Teachers in Years 5 and 6

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 un-joined 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

Appendix 4

Hand gym/miming activities to relax fingers and hands before writing

- Washing
- Wringing, rubbing, shaking and folding clothes
- Brushing hair
- Stroking a cat
- Playing a musical instrument
- Playing with snow, bubbles, feathers, balloons
- Picking up sweets to put in a dish or your mouth

Once basic principles have been established:

- Sit in the writing position but with arms dangling limply. While in this position let the hands flutter loosely
- Let the forearms lay limply on the table in the correct writing position. Raise and lower the elbows several times
- Place elbows on the table with the forearms held upright. Let the hands flap loosely backwards and forwards
- Clench and unclench the fists
- Drum lightly with fingers on the table
- Circle the hands, inwards, then outwards
- Hold the pen in the tripod grip lightly. With the forefinger tap the pencil lightly

Progression in pencil gr

