

Handwriting and Presentation Policy



Policy updated by Mrs Malley (Acting Deputy Headteacher): February 2025

Policy approved by Governors: March 2025

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Chair of Governors

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Headteacher

Policy shared with staff and shared on the school website: March 2025

'Never settle for less than your best'

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HANDWRITING AND PRESENTATION POLICY

Our school motto

Never settle for less than your best.

Our Vision

Following in the footsteps of Jesus, each member of our community will flourish as resilient, respectful and adaptable individuals prepared for life's journey. Along the way we will encourage and inspire each other to continue growing as beacons of light in our own lives and the wider world.

Our Mission Statement

St. George's Central seeks to provide quality education rooted in the Christian faith, serving the spiritual, moral, and educational needs of the community of which it is part.

HANDWRITING

Introduction

This section of this policy is a statement of aims, principles and strategies for the teaching of **handwriting** at St. George's Central CE Primary School and Nursery. It is the decision of the governors and staff to use the *Improvement in Schools through Handwriting and Art (ISHA)* scheme to provide a clear and consistent approach to learning.

Aims

At St George's Central CE Primary School and Nursery, handwriting is taught with a sequential and progressive approach. Handwriting is a taught skill and staff value the importance of teaching and sustaining good handwriting. Teachers and Teaching Assistants are expected to model the handwriting style throughout school. We believe that self-esteem can be raised by good quality presentation. Our aim in this policy is to ensure we have a consistent approach to the teaching of handwriting. Children are taught the correct letter formation and how to join letters correctly and form good handwriting habits. This enables children to write fluently and legibly and by the end of KS2 begin to develop a distinctive style.

Each aim is considered equally important:

- to teach children to write with a flowing hand which is legible, swift and pleasant to look at;
- to support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters;
- to ensure that children of differing abilities are provided with appropriate and achievable goals;
- to assist children in taking pride in the presentation of their work;
- to teach correct letter formation;
- to appreciate handwriting as an art form;
- to display excellent examples of handwriting in every classroom and around the school.

Teaching and Organisation

We use the *Improvement in Schools through Handwriting and Art (ISHA)* handwriting scheme throughout school, thus ensuring there is continuity and progression across classes. We seek to fulfil the requirements of the National Curriculum and the EYFS Curriculum. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress.

Handwriting is taught regularly. In Early Years, many activities are provided daily in continuous provision, outdoors and indoors, to develop the children's ability to hold and use a writing tool correctly and use it with some control. When children are beginning to form letter shapes, specific handwriting will be taught three times a week. In Key Stage 1, specific handwriting sessions take place every day and in Key Stage 2, they take place at least three times per week and children use the back of their English books to practise.

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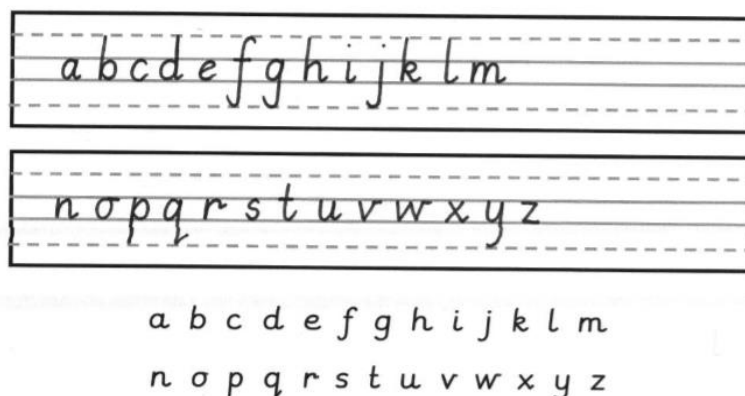


In Early Years and Key Stage 1, whiteboards with handwriting lines on are used to support children's learning. This includes phonic sessions. During lessons we ensure that children sit correctly, position their paper / book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct. It is important that particularly in the Early Years and at Key Stage 1 children are observed closely during lessons to ensure that letter formation is correct.

In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to present and display their work are also planned for. Good examples of handwriting are displayed around school.

Reception begin to use writing portfolios in the Summer Term to record their best written work. Their portfolios then stay with them throughout Key Stage 1 and 2, showcasing final pieces of writing from a variety of genres. Writing kept in portfolios must be on blank paper and may be accompanied by art work. Art work in the portfolios must be of a high standard and no borders are to be used.

It is important for teachers to set a good example to children by modelling good handwriting when writing on the board, interactive whiteboard or when marking children's books. Teachers strive to model the *ISHA* style and use the appropriate joins, demonstrating the fluency and legibility of the style. Appropriate joins are clearly outlined in the *ISHA* scheme of work, which all teaching staff have access to. Example of correct letter formations are on display in all classrooms with letter joins on display in KS2 classrooms. The image below shows the formation of each individual letter.



Early Years Foundation Stage

During their Nursery and Reception years, the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs and labels. Children also experience a variety of activities which help to develop their physical skills and enable them to use a tripod grip to hold their writing tool for drawing vertical lines and circles in preparation for writing.

Children experience a wide range of handwriting-related skills. For example, letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media.

For those children that are ready for handwriting practice, pencils can be used in conjunction with guidelines or unlined paper. If children are using lined paper, they must use the correct line guides and the size used will be appropriate to each individual child. Teachers will decide whether the children need thick or thin pencils.

Teachers model correct letter formation for children to practise this alongside. Correction of letter formation takes place on an individual basis. Children practise name writing in non-joined style.

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Year 1

Children work on handwriting skills daily and in a variety of activities. For example, writing in books, multi-sensory approaches and through phonic work. Exercise books and whiteboards with guide lines are used. Children use standard sized pencils. Specific handwriting lessons take place at least four times per week.

Year 2

Children continue to work on handwriting skills daily and in a variety of activities. They are encouraged to use joined-up handwriting in their daily work. In addition, handwriting is often practised through the teaching and learning of phonics. Exercise books and whiteboards with guide lines are used. Children use standard sized pencils.

Year 3

When it is felt they are ready, children will be allowed to work using black Handwriting pens. Biro and gel pens are not permitted. By the end of Year 3, all children should be using a black Handwriting pen. Exercise books with guidelines are used. There may be some exceptions for SEND children. In circumstances where children work on plain paper, guidelines are to be used.

Across Key Stage 2

Children use handwriting pens which must be kept in good working order. Black pens should be named so that each child has their own pen. Exercise books with guidelines are used. There may be some exceptions for SEND children. In circumstances where children work on plain paper, guidelines are to be used. Pencils should continue to be used throughout the school for all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line.

Presentation in Books

Children must ensure that all work is presented neatly. The full date and learning challenge of all work must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed out. In Maths the short date may be used. Any drawings in books must be done in pencil. Pencils should continue to be used throughout the school for all maths work, diagrams, charts and maps. Children should be encouraged to always write with a sharp pencil and to use rubbers to correct mistakes, or cross through with a single line. Borders are not used.

Resources

Each class has its own set of resources to support handwriting. There are also central resources stored in the stock cupboard.

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PRESENTATION

Introduction

This section of this policy has been developed in order to create consistency in standards of presentation across the school and provide a baseline for judging acceptable standards of presentation. As our school motto is 'Never settle for less than your best', it is essential that we establish high expectations and pride in everything we do – both ourselves and of the children.

Aims

In creating this policy, we aim to:

- Create a clear and consistent set of guidelines for the presentation of children's learning.
- Motivate each individual to present their work in the best possible way.
- Make progression in presenting work between each class clearly evident and understood by all children and adults.
- Ensure that children of all abilities are able to present their work to the highest possible standard, increasing their confidence and self-esteem.
- Ensure each child knows the standard of presentation that is expected of them.
- Ensure that children are producing their best effort and meeting agreed standards of presentation.

Organisation

Foundation Stage

By the end of Reception, most children will begin to write on lines (lines will be 12mm in depth), and handwriting should be reasonably sized with letters correctly formed.

Key Stage 1

All work to be done in pencil.

Children will begin to use 'DUMTUMS':

- D** – date (written long or short on the left side of the page)
- U** – underline the date
- M** – miss a line
- T** – title (usually in the form of a Learning Challenge indicated by 'LC')
- U** – underline the title
- M** – miss a line
- S** – start work

Year 1 – initially the date and title will be recorded by an adult with the children beginning to do this, as appropriate, during the second half of the summer term. The short date will be used for all pieces of work except English (when the full day, date and month and year will be written). Children will write on lines as appropriate to the individual child **with 10mm depth lines being the target.**

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Year 2 – children will begin to record the title and the date (full date [Monday 24th February 2025] for English, short date [24/02/25] for all other work). Maths books will have 10mm squares and one number will be written in each square. Diagrams in all subjects should be labelled with ruled, horizontal lines. By the end of KS1, the expectation for handwriting is that children will be writing neat, correctly formed letters that sit on the line, with joins as appropriate. Children will write on **8mm depth lines**.



Key Stage 2

All children will use 'DUMTUMS' consistently:

- D** – date (written long or short on the left side of the page)
- U** – underline the date
- M** – miss a line
- T** – title (usually in the form of a Learning Challenge indicated by 'LC')
- U** – underline the title
- M** – miss a line
- S** – start work

A pen will be introduced from Year 3 at the discretion of the teacher. From year 3 onwards children will write on 6mm guidelines in exercise books.



Handwriting should be joined where appropriate, correctly formed, neat, sitting on the lines and legible in order for children to move onto writing in pen. Children who move on to using pen will write in black ink using the handwriting pen given to them by school. In maths, all children's work to be done with a sharp pencil, in all year groups. In all subjects with the exception of maths, the day, date and month will be written at the top left-hand of the page and underlined once, e.g. Monday 24th February 2025. In maths, the short date will be written at the top left-hand of the page and underlined once e.g. 24/02/25.

All children will write the title (relating to the learning challenge), copied accurately. Teachers will take steps to ensure that titles copied are accurate and without error for all pieces of work. In maths, all children will use books with 7mm squares (books with 10mm squares may still be used at teacher's discretion). In all subjects, diagrams and drawings are to be done in pencil with labels or annotations oriented in pen/pencil horizontal, ruled lines. All colouring to be done in coloured pencil/pencil crayon. No felt pens are to be used in books.

General (EYFS/KS1/2)

When sticking work/labels/headings in books ensure that they are straight and cut to size (trim A4 sheets down so they fit within the book). At the start of a new piece of work, miss a line under the last piece/teachers comments, rule off and start on a new line. If a child makes a mistake, they are to draw a neat line through the mistake and start again – do not over-write. Do not write in the margin (unless it is question numbers).

Maths

All figures must be written neatly and clearly with one figure to each square. The question number should be clear and one empty square should be left before the calculation. Decimal points should be written in the centre of squares.

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Books

Electronically printed labels will be placed on the front cover of each book:

Name

Subject

Book number and Year Group

Classroom Organisation and Resources

All tables should have containers with the appropriate equipment (rulers, pens, pencils, colouring pencils etc), as well as boxes containing maths equipment to support children's learning. Each room has individual whiteboards available for all the children to use. Children and staff should check the floor and other surfaces before leaving the room e.g. at break time, for spare equipment. Resources should be tidy, clearly labelled and accessible for children.

Monitoring of Handwriting and Presentation Policy

It is the role of the English subject leader to monitor the teaching and learning of handwriting throughout the school. Monitoring of handwriting will be completed in the following ways: trawling of exercise books (samples will be requested by either HT, SLT or subject leaders as part of the ongoing Improving Learning Calendar), lesson observations and staff and pupil discussions. All subject leaders have a responsibility to monitor the presentation of work in their subject area. Monitoring of presentation will be completed in the following ways: book reflection using exercise books (samples will be requested by either HT, SLT or subject leaders as part of the ongoing Improving Learning Calendar), lesson observations and staff and pupil discussions. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching and high standards of presentation. Monitoring information will be communicated to governors on a regular basis to ensure effective implementation of the policy. This policy will be reviewed every 2 years unless there are reasons to review earlier.

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