



Abberley Parochial V.C. Primary School

Rooted and Grounded in love

Handwriting and Presentation Policy

The National Curriculum 2014 states:

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.

At Abberley, we seek for our pupils to communicate clearly and to have every door of opportunity open. Handwriting plays a key part in expression. Children should leave the school with the skill to form letters precisely, consistently, cursively and with an ease of speed which will allow them to thrive in the future.

"ELG: Writing (page 13)

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others."
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing."

Year 1 (5 - 6 year olds)

Statutory Requirements - Handwriting

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.

Year 2 (6 - 7 year olds)

Statutory Requirements – Handwriting

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.

Lower Key Stage 2 - Year 3 and 4 (7 - 9 year olds)

Statutory Requirements - Handwriting

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 (at Abberley this is just an x and j.
- 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 ascenders and descenders of letters do not touch].

Upper Key Stage 2 - Year 5 and 6 (9 - 11 year olds)

Statutory Requirements - Handwriting

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.

Modelling handwriting and expectations

- Teachers model handwriting using the letter formation and criterion outlined within the National Curriculum and the school's handwriting progression and exemplification.
- Where misconceptions are identified in handwriting, children receive feedback in line with the marking and feedback policy and the age related principles and exemplification.
- Children in reception and year 1 are not expected to use cursive handwriting or use 'lead ins'.
- Children who display specific difficulty with handwriting will have this addressed through interventions e.g. slanted writing boards, rubber pencil grips, and alternative writing media. Individual cases may be referred to the SENCo where necessary, for referral for additional support and guidance.
- Attention to posture and seating arrangements are important. Children who are left-handed face some challenges and should either sit next to each other or on the left side of a right-hander to avoid bumping arms.
- Children should be seated correctly in their seat with two feet on the floor whilst handwriting.

Presentation

- All work should be dated; the date should be written on the upper right-hand side of the page.
 - Exercise Books – long date- e.g. Wednesday 4th September 2019
 - Maths books- short date- 14.09.2019
- Pencil should be used for all drawings and diagrams in exercise books.
- Teacher handwriting will reflect the school style in books, on whiteboards and on displays.
- In Maths books, children will be taught to write one digit in one square (squares will decrease in size as children progress through school).
- Mistakes should be crossed out with a straight line in pencil or rubbed out if appropriate.
- Editing and alterations in response to marking and feedback will be done in purple polishing pens.
- No writing should appear in the margin (this may be utilised within the marking process).
- Capital letters are not joined and when using apostrophes for omission, possession and contraction, there should be a break in the letter joins.
- When sticking in worksheets, sheets should be cut down to size so sheets are not sticking out of the exercise book and are stuck in straight by either staff or children. Where possible sheets should not be folded in books.
- In the instance that less than half a page of an exercise is completed within a lesson, it is expected that the next lesson's work should begin on this same page.
- It is expected that children take pride in their exercise books and keep their books free of doodles or colouring in of letters. The name of the child and the subject will be handwritten by the teacher on the front of the book with the subject and book number.
- Different children develop at different speeds and some find it particularly difficult to write neatly. Whilst expectations should remain high, it is also desirable that a positive and encouraging approach is maintained.

Displays and printed sheets

- Digitally printed text in exercise books must be in print format. If produced by the school, this should be in Sassoon font or Twinkl Cursive Looped

- Printed displays in reception and KS1 must be in print format. If produced by the school, this should be in Sassoon infant.
- In KS2 text should be printed in Twinkl Cursive Looped font for resources which are to be read as part of learning. However, handwriting models and displays may be in cursive writing.

Year group principles

Reception & Year 1

- Modelling will show the lead in starting from the line
- Children's letters do not need to be joined – formation and size is the learning focus
- Printed texts to be read by children are always in Sassoon infant (this matches Little Wandle Letters and Sounds font)

Year 2

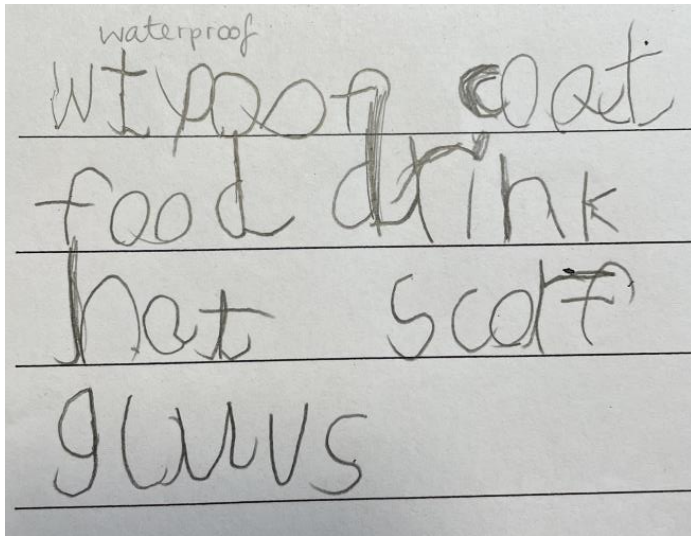
- Children will be expected to start key letters on the line and to start to join letters when writing
- All letters should be accurately formed
- Letters should be consistently sized
- r v w onward connections letters do not go back down to the bottom of the line
- x, z and j do not need to join unless this is a naturally applied by the pupil

Year 3

- Children should begin writing in pen in their English books from year 3 unless this causes additional challenges with handwriting
- Letter formation should be accurate and consistent in size
- Styles of writing should not change in the same piece of text

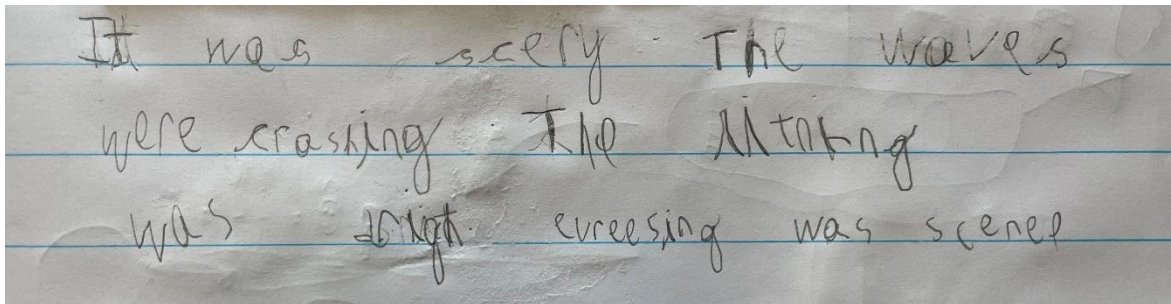
Handwriting progression examples and exemplification

Reception



Children practice accurate mark making and letter formation. Lines are used to indicate where the letters should sit. The focus of teaching is on formation of letter and pen flow. In this example the child has removed their pencil to complete the flick on some letters, such as a. The letter g also does not descend. Individual letters should be practice to develop greater accuracy in formation.

Year 1



Writing is mostly sat on the line. The w has a tendency to dip below. Descenders and ascenders are increasingly clear, but letter sizing is not always consistent.

I can see the house of me
I can smell cup cakes in t
I can taste cheese pazz
can hear people chatting

Lead ins are evident but are not used to join. Letter formation is precise and ascenders and descenders are increasingly clear. Writing in this example does not yet sit precisely on the line. It should by the end of KS1.

The rock is different cubs and
different shapes. The fish blow
bubbles in the water. The fish
are in families.

Letter formation is good. Sizing is mostly consistent. Descending letters are not secure (see letter p)

Year 2

I can see smoke, red glances and people
running everywhere. I can hear loud screaming.
I can hear smell disgusting rats.
I can feel a heavy diary.

The letter n and m are not precisely formed. Joins used used accurately, but at times this impacts negatively on the clarity of the ascenders and descenders. Letter sizing is inconsistent.

The Tear Thief carefully crept into town, she climbed into a tree. She' delicious
rhubarb crumble and the beautiful smell of soap. She heard babies
crying. She went to the house to collect the tears.

Letter formation is accurate and lead ins are evident. These are not always used to join letters, which is acceptable in year 2. Sometimes the gap between the line and writing increases. This should be corrected in year 2.

The Tear Thief & calmly crept into town. She stopped
listening. She looked around her anxiously. There
were brightly lit orange street lamps glowing
in the darkness. Lines of houses with red,

In year 2, children should start to join letters accurately and writing should be on the line. Joins may not always be applied and some misconceptions around how to join specific letter patterns may be evident.

Year 3 & 4

Is all of the metal in your village going
missing? Do you want to keep your family
safe? Well you've come to the right place.
Follow these instructions to destroy the Iron
Man.

Letter formation is accurate, but sizing is not always consistent. There should not be a join across an apostrophe.

Thursday 19th January.
Hogarth's Dad still had a gun but forgot it.
The farmer had a remington 870 and shot
THE IRON MAN "But he's made of iron!" shouted
Hogarth's Dad he ran as quick as The Iron
Man thesodad he stood no chance.

Letter sizing is not always consistent. Ascenders are the same height at times as lower case letters. Joining is accurate but not always consistently applied.

Today was just another normal, usual night with my lovely daughter and wife
when my son Hogarth bolted the door open. He told me that he saw the Iron Man!
I know right! Can you believe it? ✓
I wanted to protect my wonderful family so I brought my Shotgun and
sped off in the car as fast as a Cheetah. The rain poured down even faster now.

Writing is consistent in size and mostly accurately joined. There is a clear and established style. There is some errors with joins from an 'o' as the following letter still have a lead in, but the o is mostly joined from the top.

Year 5 & 6

Sona arrived. It was three in the afternoon. The massive place her college rented for the goodbye party was lusciously green yet boring, with nothing to do. She turned up an hour late, like usual, the scruffy hedges waned to and fro as the "adults" were fooling around. Sona's eyes scavenged for anything to do other than weird, unrelated discussions. Then, Josh came strutting into the tiresome area, Sona stared at him curiously and her

Letter formation is clear, but not always consistent. The gap to the line is too large on occasion. There is a consistent line across the top of lower case letters. Some joining is evident and accurate.

Crash! Bandersnatch splintered shot in the sky like a meteor hit the ground Sophie jumped in fear this mighty Bandersnatch cleanly evoked her. The blood dripping teeth got the corner of her eye. Sophie ran as fast as she can to get away from this pestiferous beast. Sophie saw hundreds and thousands of them they were leading the bandersnatch to Sophie.

Writing is joined cursively accurately and is mostly consistent in size. The formation of the letter r needs correcting. See 'her' and 'ran'

From out of nowhere, the booming Bander-snatch came whizzing through the tulgey wood. Bonnie spun round, and saw the destructive beast. Bonnie stood, terrified of the gigantic monstrosity. Its roar shook the ground as Bonnie backed away in horror. She watched hurtle down "What is that thing, hello?" asked Bonnie. But no-one answered, they were too busy standing in fear of the Beast. Bonnie sighed and faced the creature, face to face. Her hands sweated, she looked around

Letter formation is consistent and joins are accurately applied. Letter sizing increases at points and is a little inconsistent as a result.

She stopped. Amber turned to look at the beast. Why was it doing this? The creature's teeth started to close around her. ~~Why~~ The mouse was cure-struck "Kick its mouth! Move around! Don't stand still!" screamed Mallymkun. ~~S~~ Amber kicked sharply at the the largest tooth like a football. She crawled through the gap and dashed off to the left.

Sizing and form are consistent. Joins are used most of the time but not applied to every word.

Her dress shines in the dark for fungi
had grown on her dress. The snakes chatter to
each other almost as if they're planning there next
move. Medusa's face is so ugly that when you look at
it. Bang! You turn into stone. Her red lips look
like she's eaten someone alive! She's like a sneaky
snake hiding away in her case.
She is just like an evil queen sitting on her throne.

Joins are accurate and precise. Letter formation is clear and there is an accurate use of descenders and ascenders. A misconception around the letter o join (see 'you') may exist as the o looks like an a. The f in 'if' and s in 'case' are not precisely formed. The writing has a secure style and expresses clearly.