

The Bellbird Primary School



Presentation and Handwriting Policy

January, 2021

(To be reviewed Autumn 2023)

Introduction

All teachers have high expectations with regard to the presentation of work in all areas of the curriculum. Across the school a consistent approach is used. **All staff, including teaching assistants, are expected to model the cursive Letterjoin handwriting style when modelling writing and when writing comments on children's work.**

Across all key stages, handwriting is taught in a structured and multi-sensory way. Where teachers are teaching phonics or spelling, links with correct letter formations are reinforced.

Teachers ensure that there is a balance between the teaching and practising of letter formations and joins and children are expected to apply taught formations and joins to their work.

The English Curriculum 2014 sets out year by year statutory requirements for handwriting.

The Aims of Handwriting

- To adopt fluent, legible, joined and, eventually, speedy handwriting.
- To adapt lettering styles for different purposes.
- Pupils take pride in the presentation of all their written work.

The School Font

The school uses the letter-join 6 font from the Letterjoin programme.

The Letterjoin Handbook contains a suggested teaching order for Key Stages 1 and 2.

There are a range of resources on the Letterjoin site including worksheet generator for teachers to use.

Teachers are expected to share their Letterjoin log in details with the teaching assistant who usually supports the children in their class.

Classroom teacher accounts:

Account number: 1	User name: bellbird_1	Last Logged In: 16-Oct-2020 12:52
Account Password: <input type="text" value="bellbird1"/>	<input type="button" value="Change"/>	
Class Name: <input type="text" value="Year 1"/>	<input type="button" value="Change"/>	
Year Group: <input type="text" value="Year 1"/>	<input type="button" value="Change"/>	
Account number: 2	User name: bellbird_2	Last Logged In: 03-Jan-2020 12:34
Account Password: <input type="text" value="bellbird2"/>	<input type="button" value="Change"/>	
Class Name: <input type="text" value="Year 2"/>	<input type="button" value="Change"/>	
Year Group: <input type="text" value="Year 2"/>	<input type="button" value="Change"/>	
Account number: 3	User name: bellbird_3	Last Logged In: 20-Oct-2020 12:55
Account Password: <input type="text" value="bellbird3"/>	<input type="button" value="Change"/>	
Class Name: <input type="text" value="Year 3"/>	<input type="button" value="Change"/>	

User name: bellbird_4	Last Logged In: 09-Oct-2020 05:16	
Account Password: <input type="text" value="bellbird4"/>	<input type="button" value="Change"/>	
Class Name: <input type="text" value="Year 4"/>	<input type="button" value="Change"/>	
Year Group: <input type="text" value="Year 4"/>	<input type="button" value="Change"/>	
Account number: 5	User name: bellbird_5	Last Logged In: 21-Sep-2020 03:32
Account Password: <input type="text" value="bellbird5"/>	<input type="button" value="Change"/>	
Class Name: <input type="text" value="Year 5"/>	<input type="button" value="Change"/>	
Year Group: <input type="text" value="Year 5"/>	<input type="button" value="Change"/>	
Account number: 6	User name: bellbird_6	Last Logged In: 13-Mar-2020 04:07
Account Password: <input type="text" value="bellbird6"/>	<input type="button" value="Change"/>	
Class Name: <input type="text" value="Year 6"/>	<input type="button" value="Change"/>	
Year Group: <input type="text" value="Year 6"/>	<input type="button" value="Change"/>	
Account number: 7	User name: bellbird_7	Last Logged In: 13-Oct-2020 08:27
Account Password: <input type="text" value="bellbird7"/>	<input type="button" value="Change"/>	
Class Name: <input type="text" value="Reception"/>	<input type="button" value="Change"/>	

Details for pupil accounts / home learning:

Desktop log-in	<input type="button" value="Login"/> <input type="button" value="Desktop"/> <input type="button" value="Tablet"/>
Username:	<input type="text" value="lj8538"/>
Password:	<input type="text" value="home"/>

Tablet log-in	<input type="button" value="Login"/> <input type="button" value="Desktop"/> <input type="button" value="Tablet"/>
Username:	<input type="text" value="lj8538"/>
Swipecode:	<input type="text" value="A 3x3 grid of circles with a path connecting the top-left, middle-left, bottom-left, and bottom-middle circles."/>

Exercise Books

Teachers or teaching assistants use the yellow and black pen to handwrite the following information on the cover:

E.g.

The child's first name and surname
Year group (Y1, Y2, etc.) dash class
Subject then book number

<u>Fred Harris</u>
<u>Y1 - Sparrows</u>
<u>English 1</u>

**Adults must handwrite using the letterjoin font.
Sticky labels are not to be used on the front covers of exercise books.**

This information should be aligned to the left of the lines.

Children should be discouraged from writing or drawing on the covers of all books.

In years 1-6 on the inside cover of all English books, there will be the handwriting checklist appropriate for the year group and a WAGOLL for presentation.

Foundation Stage and KS1

- Formal handwriting practice is to be undertaken regularly in the Foundation Stage. When children are taught graphemes, they are taught the correct letter formation for those graphemes and they are expected to use this.
- The mnemonics linked to the Storytime phonics programme are used to support the teaching of letter formations.
- By the end of foundation stage, it is expected that the majority of children can form letters correctly.
- In the Foundation Stage, children are taught how to grip a pencil correctly using the tripod grip. In years 1 and 2, teachers continue to model the tripod grip.



- Triangular chunky pencils are used by the children in Foundation Stage. Where appropriate, pencil grips and specially adapted pencils are provided for children to use. Triangular pencils with rubberised grips are located in the stationery cupboard.
- Advice is to be requested from other relevant agencies to help with specific individual problems.
- To support the development of the fine motor and perceptual skills necessary for effective handwriting, teachers can use **Write from the Start** by Ion Teodorescu. Copies are located in the PPA room.
- Children are taught the importance of correct posture when writing.
- In Years 1 and 2, correct letter formations are taught and reinforced on a daily basis within the daily phonics session. In addition to this, at least 3 times a week letter formations and joins using horizontal and vertical strokes are modelled and the children are given the opportunity to practise these joins. It is recommended that short sessions on a regular basis work better than long sessions just once or twice a week.

Overview of Progression

Foundation – Gross & fine motor skills. Use the letter formation chart linked to storytime phonics to teach the basic shapes of letters.

Year 1 – Teach the letters with a lead in.

Year 2 – Teach the letter joins

KS1 and Lower KS2 – Securing the joins, leading to speed and fluency.

Higher KS2 – Speed and fluency.

Key Stage 2

- Pencil grips, thicker pencils and wider lines will be used by children who experience problems with writing.
- When using the *Babcock Spelling Programme* links with handwriting are made.

General Teaching Guidance

- Children across the school have a regular handwriting session which lasts approximately 10- 15 minutes and this needs to happen 3-4 times a week.
- During these sessions, teachers model letter formations and/or joins.
- The teaching sequence of teach, practice and apply is also recommended.
- Children should have the opportunity to practise formations and joins with and without line guides for example, once children have completed a line of joins on a sheet with line guides it is good practice for the children to complete a line of the same join/letter formation in their spelling and or handwriting book. This approach ensures that children apply taught formations and joins to their class work. Teachers to use exercise books or folders that are appropriate to the age group.

Checklists for Golden Pencils and for Handwriting Pens

- In Years 1 and 2 the children can work towards being given a golden pencil. In the front of their English book, they will have a handwriting checklist with a list of age related criteria. Once the teacher has put their initials in each column for all of the criteria, then the children are given a golden pencil.
- In years 3 and 4, once the teacher has put their initials or a tick in each column for all of the criteria, then the children are given a handwriting award and a sticker for their chart. The award is displayed in the classroom and a copy is sent home.
- In the summer term of year 4, all children are given a handwriting pen with their name clearly marked on the pen. This is to be used during handwriting sessions. This enables the children to practise writing with a pen before moving to year 5.

- In years 5 and 6, the children can work towards receiving a pen licence. Pen licences are displayed in the classroom and a copy of the licence is sent home. Once the class teacher has put their initials in each column for all of the criteria on the checklist then the children are given a school handwriting pen. All pens which are issued need to be named. If the standard of handwriting and presentation declines, then the pen licence will be taken away and the child will need to start with a new blank checklist.
- When children move from one class to the next, they will be given a blank checklist.
- Checklists can be found in the handwriting folder on the school server.
- Pens are not to be used for drawing tables and diagrams.

Use of Erasers

- The use of an eraser is discouraged in school. Pupils should draw a neat line through errors.

Handwriting and Presentation Awards

At the end of the autumn and the summer term, class teachers will choose 2 children from the class to receive handwriting awards. One child will receive an award for outstanding handwriting and the other child will receive an award because they have made outstanding progress with their handwriting and general presentation. The children will be awarded a special certificate and medal in an assembly and a piece of their written work will be displayed on the board along the corridor.

In the summer term, the teachers will choose different children to those selected in the autumn term.

Learning Environment

Letter formations are displayed prominently in all classrooms and are referred to by the class teachers and teaching assistants. In all class rooms, there are typed and handwritten notices. Typed notices, where possible, should be devised using the school cursive font. Prompts showing BBC (bottom back of chair) and FFF (feet flat on floor) will be shared and displayed in the classroom. Children will also regularly be reminded of the importance of correct posture and of the correct pencil grip.

The General Presentation of Work in all Books

In key stage 1, dates and learning intentions are quite often stuck in for the children. In year 2, many of the children will be starting to copy dates and learning intentions. By the time children reach year 3, the expectation is that the majority of children will be accurately copying the date and learning intention. In the autumn term of year 3, the children practise and become more confident at underlining dates and titles with a ruler. For some children,

who have specific needs, the date and learning intention may be copied down or stuck into the child's book by an adult.

In each classroom, the teacher displays an example of how work should be set out in all books.

Lettering Styles for Different Purposes

- Throughout the school, pupils are encouraged to recognise the importance of clear and neat presentation when they are communicating to others. They are also taught to recognise when speed is more important than presentation (e.g. draft work, note taking).
- Pupils are taught to write in print or capital letters where the purpose of the writing supports this, (e.g. map labels, newspaper headlines, and advertisements). They are taught technical terms for forms of lettering (e.g. upper case, lower case, italics).
- In computing, pupils are shown how to present lettering in different ways to add effect (e.g. Word Art). In displays around the classrooms and corridors, a wide variety of lettering styles is used to enhance the work being displayed.

Home/School Support

Copies of letter formations are in the parent section of the school website.

Where appropriate, some children may be given additional handwriting tasks to practise at home.

All children can access the Letterjoin site at home and if children are needing additional practice teachers can direct parents and children to specific tasks. The Letterjoin log in details for home use are:

