



Adopted: January 2024

Review: January 2025

Handwriting and Work Presentation Policy

At Unique Academy, 'joined up' handwriting (continuous cursive script) is taught with a sequential and progressive approach. Children are introduced to this style from Early Years as it is considered to be the most natural development of children's earliest attempts at writing.

Teachers, support staff and children are expected to model the handwriting style by writing in cursive.

Aims

Handwriting is a taught skill and it is important that teachers are seen to put a high value on teaching and sustaining good handwriting. We believe that children's self-esteem and pride in their work can be raised by good quality presentation.

Our aim in this policy is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly to develop a distinctive style.

Each aim is considered equally important:

- To teach children to write with a flowing hand that is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting
- 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 with 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.
- To adopt a common approach towards handwriting by all adults when writing in children's books, or on displays/resources.

Teaching and Organisation

In order to achieve these aims, the following principles should follow:

1. We seek to fulfil the requirements of the National Curriculum 2014 and EYFS framework. Planning is based on objectives taken from these, which ensures a progressive structure. In their short term planning teachers outline specific objectives for groups of children and

individuals in order to ensure progress. We use the 'twinkle' handwriting scheme throughout school, thus ensuring there is continuity and progression across classes.

2. During lessons we ensure that children sit, 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 in the Early Years and at Key Stage 1 children are observed closely during the lesson 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 produce presentation work are also planned, for example in theme books or for display. Staff should model the handwriting style and use the appropriate joins, demonstrating the fluency and legibility of the style. Children are expected to show care for their workbooks, present their work with care, date work, underline where necessary and not make any marks on the covers.

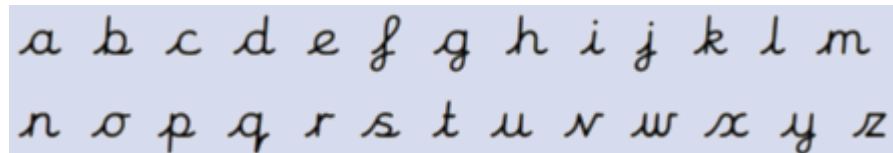
Handwriting Progression

The 2014 National Curriculum encourages schools to teach children 'to write with a joined style as soon as they can form letters securely with the correct orientation' by the end of Key Stage 1 (Year 2).

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 practise to these.

As a school we have decided on continuous cursive writing style:



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



abcdefghijklmnopqrstuvwxyz

3. 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, labels etc.

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays and sandpaper letters, through tracing, use of ribbons, sponge letters in water, magnetic pictures with words with chalk, felt tips, pencils, crayons, writing over and under stencils and painting sets in various forms, word building and pattern making in various media. It promotes better hand-eye coordinations, differentiated movement and manual dexterity. For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper.

Pencil grips for correction of pencil hold are also used where appropriate. As an introduction to the continuous cursive style of handwriting, patterns are practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this alongside their phonics programme. Correction of letter formation takes place on an individual basis.

Throughout the school, children will be required to write in cursive style. Children will be joining as soon as they are able. Work will continue to ensure that children hold the writing implement correctly and comfortably with the correct pressure used, and that the letters are spaced, sized and sat on the line correctly.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and this will be achieved through an IEP. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENCO (Headteacher) to develop a strategy designed for the individual child.

Assessment and Recording

Teachers should continually assess handwriting to note progress against the National Curriculum requirements. Teachers should record and track progress to determine future targets for improvement. Teachers should aim to ensure that when marking written work, comments about neatness are kept in proportion in relation to those about content and/or meaning.

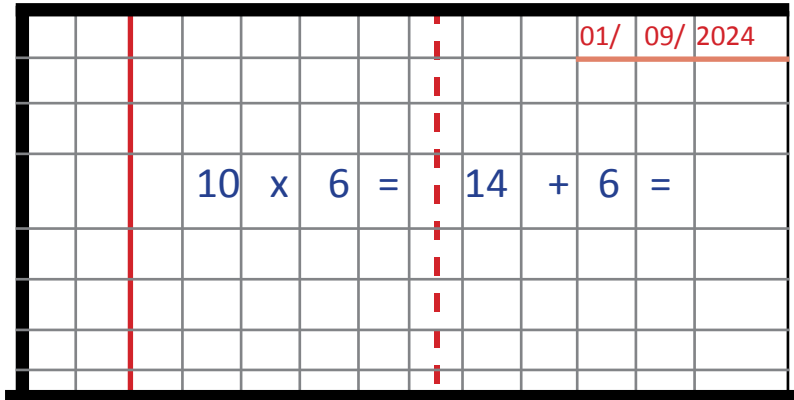
Monitoring and Evaluation

The Headteacher will monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards.

Review

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

Presentation of Work at Unique Academy



In mathematics pupils using squared paper should record each digit in a separate square (to aid with place value and legibility).

A margin should be drawn in a maths book and the page may be ruled vertically to allow for two columns of calculations.



The date will be written on the top of every piece of written work in the form: Monday 1st September (for mathematics this should be in the form 1/9/24) and underlined with a ruler.

Some pieces of work may also have a title, which should also be underlined with a ruler

All work must have a learning objective which will be stuck in by teachers and presented on the left-hand side of the book.

I like writing about many things.
Most of a ll. I enjoy writing
when my writing is as tidy as this
and that other people can read what
I have written clearly.

Pupils should use a pencil for all written work.

Pupils should use neat, cursive writing.

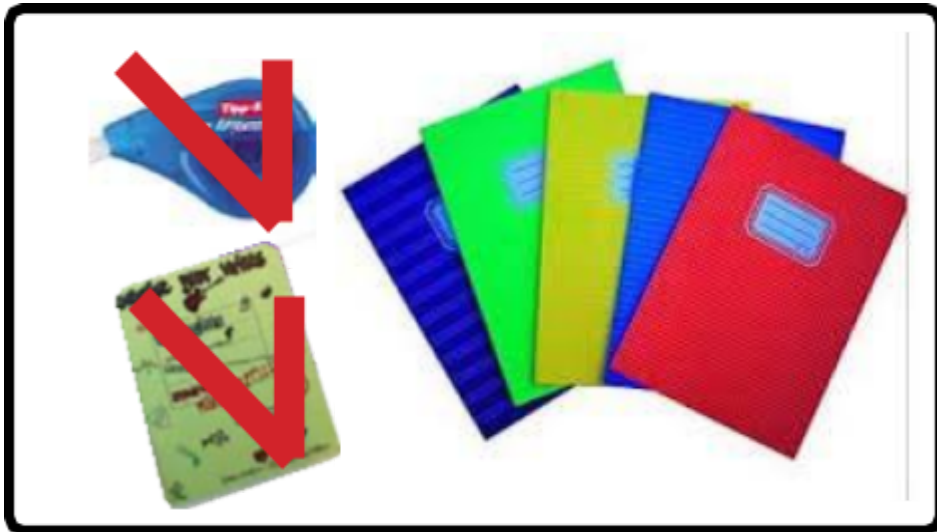
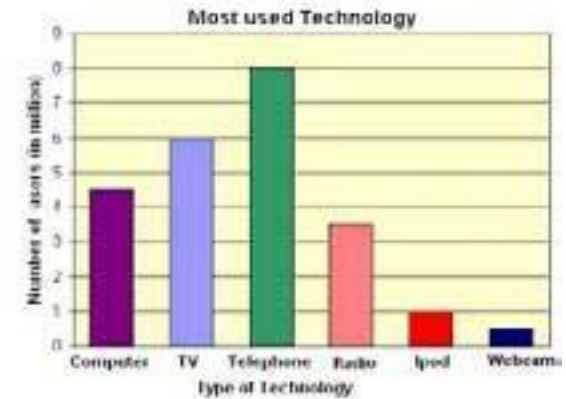


Chart shows how technology technology is used



All drawings, diagrams, etc. will include a heading; be neatly drawn in pencil; labelled and constructed with a ruler where necessary (e.g. charts, tables etc)

Errors and changes in written work, e.g. self-corrected spelling mistakes, changes to whole phrases and sentences will be struck through with ONE ruled pencil line.

Exercise books will be kept in good condition with no graffiti or doodles on the cover. Teachers should use a book cover design template

The class teacher should type up the Name, Class and Subject of the book for each pupil.

glowed

The fire glowed bright in the dark

night. Mary and

Toby were

Please complete unfinished work.

Spelling errors, corrected by the teacher, will be written correctly by the pupil underneath the completed work

Pupils should be encouraged to respond to a teacher's comments. e.g. 'Please complete unfinished work.'



Appendix Two

Pupil Books

Nursery
Communication book
Arabic book
Homework book
Reading record and Homework diary
Reception
English book
Mathematics book
Communication book
Arabic book
Spelling book
Reading Record and Homework diary

Homework book
Key Stage 1 and Key Stage 2
English book
Mathematics book
Topic book (Science History, Geography, RE, PSHEC/RSE, Computing)
ACDT book
Spelling book
Handwriting book
Communication book
Reading Record and Homework Diary
Homework book