



*Living and Learning Through Christ*

## **Presentation and Handwriting Policy**

St Bernadette Catholic Primary School seeks to provide a sound, effective, broad and balanced Catholic Primary education for all our children in a well organised, well resourced, caring, disciplined, Christian and specifically Catholic school community. Our aim is to be a community of praise and respect for all.

### **Presentation of Learning**

#### **Book covers should indicate:**

- Child's full name
- Year Group
- Subject
- Children should not write/draw on the covers of their books

#### **Date and Learning Expectations:**

- Dated WALT
- Depending on the cohort, time and any other factors, WALTs should be typed.
- Depending on the cohort, time and any other factors WALTs can be written by pupils directly into their book ensuring that presentation is of a high standard.
- Front cover pages for subject units should display curriculum objectives and key vocabulary.

#### **General presentation:**

- Children write in pencil in Maths books. In all other subjects pens will be introduced from Y3
- Children should use coloured pencils when illustrating work in books (no felt tips).
- Teachers should encourage a good standard of presentation overall
- Errors should be crossed out with a single line
- Children may use rubbers at the teachers' discretion

## **Handwriting**

### **Aims**

- Provide opportunities for children to develop both gross and fine motor skills, ensuring a joined up approach to physical development
- To make the physical process of handwriting enjoyable from the start so that children see themselves as writers
- Use a consistent and progressive approach to the teaching of handwriting
- Ensure children develop a comfortable pencil grip in order to develop a neat, legible style with correctly formed and orientated letters
- Provide plenty of opportunities for mark making
- Encourage children to develop fluency and speed in their writing

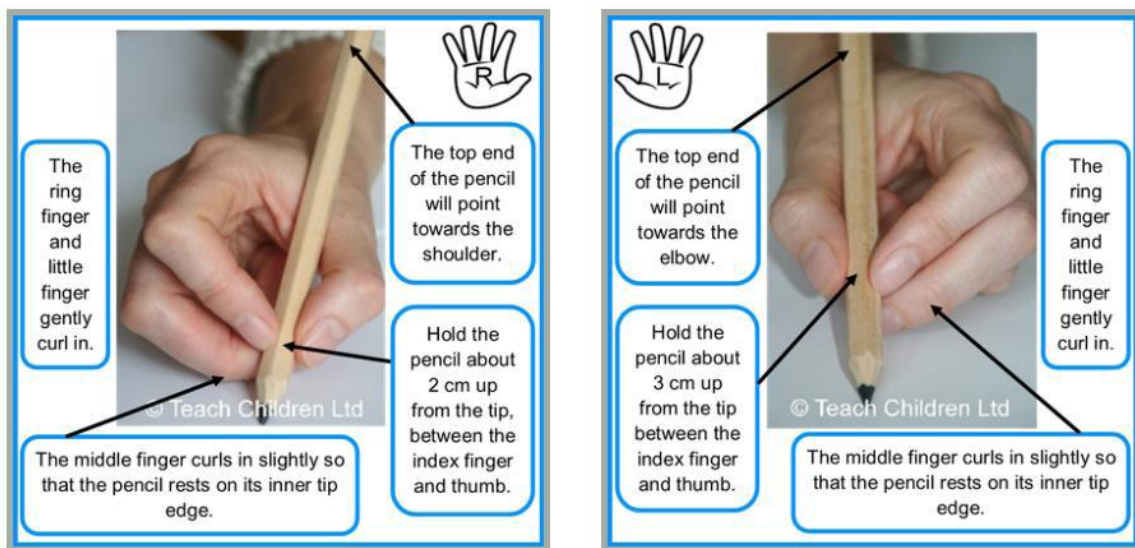


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- Ensure consistency across the school in terms of handwriting and presentation

#### **Handwriting Position**

- Feet flat on the floor
- Bottom at the back of the chair
- Chair tucked in to the table
- Left/right hand holding the page
- Left/right hand ready in a tripod grip
- Always make sure that the hand not holding the pencil or pen holds the paper still when writing.



#### **Left Handed Pupils**

- Left handed children should always sit on the left side of right-handed children, so that they are not competing for space.
- They are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body.
- Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right handed teacher.

#### **Handwriting progression**

##### **EYFS (pre-school and YR)**

We understand that the development of fine motor skills depends on the development of gross motor skills and that a joined-up approach to physical development is important.

- Our Early provision provides plenty of opportunities for large and small movements (carefully resourced and exciting outdoor areas, PE lessons, climbing equipment, funky fingers provision, pen disco, playdough).



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- Children will be provided with a range of activities to develop the control necessary to form letters (squeezing, threading, weaving, pushing, pinching, rolling...)
- Short, triangular pencils are given to children in directed writing/handwriting activities
- Chunky and regular pencils, large chinks and chunky pens/felts are used by pupils to rehearse skills outside of the handwriting session to develop motor skills.
- Children are introduced to letter writing in line with the Monster Phonics Scheme
- Daily handwriting focus in place from Y1 to Y6

**EYFS - KS1**

<b>Stage 1</b>	<b>Stage 2</b>	<b>Stage 3</b>
<p>Sit correctly and hold a pencil correctly</p> <p>Form lower-case letters correctly;</p> <ul style="list-style-type: none"> <li>■ 'around letters': c, a, o, d, g, q</li> <li>■ 'curly letters': e, f, s</li> <li>■ 'down letters': l, t, b, p, k, h, i, j, m, n, r, u, y</li> <li>■ 'zig-zag letters': v, w, z, x</li> </ul> <p>Form capital letters</p> <p>Form digits 0-9</p> <p>Understand letters that are formed in similar ways</p> <p>Form lower-case letters of a consistent size</p> <p>Begin to join some letters: (4 joins plus break letters)</p> <p>Write capital letters and digits of consistent size</p> <p>Use spacing between words that reflects the size of the letters</p>	<p>Join letters, deciding which letters are best left un-joined.</p> <p>Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately.</p>	<p>Write fluently and legibly with a personal style.</p>

**Intervention and Support**

Intervention will be necessary for some children and could include the following;

- Further opportunities to develop fine motor skills, e.g. funky fingers activities, cutting, playdough disco, pen disco
- Pre-writing shapes and patterns
- Further opportunities to form specific letters correctly using Nelson
- Physical support, e.g. pen grips, triangular pencils, small pencils, writing slopes