



Mountbatten Primary School

Handwriting and Presentation Policy



1	Summary	MFL			
2	Responsible person	Charlie Hardwick			
3	Accountable SLT member	Jamie Wegg			
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
5	Who has overseen development of this policy	SLT			
6	Who has been consulted and recommended policy for approval	LGB			
7	Approved by and date	Autumn 2023 – Governing board.			
8	Version number	1			
9	Available on	Every	<input checked="" type="checkbox"/> Y <input checked="" type="checkbox"/> N	Trust website Academy website SharePoint	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N <input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)				
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff			
12	Date of implementation (when shared)	September 2023			
13	Consulted with recognised trade unions	<input type="checkbox"/> Y <input checked="" type="checkbox"/> N			

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Rationale for High Standards in Handwriting

Presentation of work is regarded as high priority at Mountbatten Primary School and as such:

- All children will aspire to and achieve good presentation in their work regardless of their age and academic ability.
- Children who develop an effortless, fluent style of writing are free to focus on the composition of their work and other technical skills. As a result, the physical nature of writing does not become a barrier and children can become more creative writers.
- Research supports the theory that children consolidate common spelling patterns when they can join handwriting fluently.
- Children can write at greater speed and produce more work when required.

The handwriting style used at Mountbatten Primary School is based on a semi-cursive style. It is simplistic, but very clear, and it does not have the 'loops' or 'lead ins' which are features of more complex handwriting styles.

AIMS

The aims of teaching handwriting at Mountbatten Primary School is that by the end of KS2 all children will have developed a handwriting style that is fluent, clear, joined and legible. A child's ability to write comfortably and legibly affects performance in many other areas of the curriculum and can have an effect on an individual's self-esteem. Children should therefore be helped to develop an appropriate handwriting style with which they are comfortable.

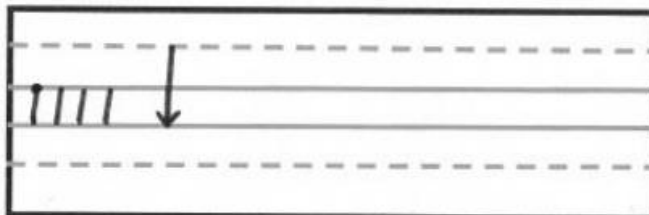
We must engender a pride in the quality of work the pupils in the school produce, as well as the highest possible standards of attainment. High quality presentation plays a large part in meeting both of these aims.



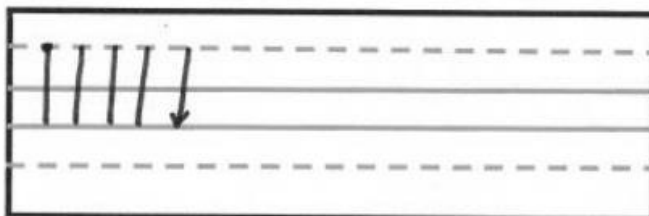
1. Terminology

Consistency of language is very important when teaching handwriting to ensure children begin to assimilate patterns and shapes and linking letters together that look similar to each other. It is also important to remain consistent across school when describing where letters sit on the line, so children do not receive mixed messages or become confused. Below is the specific language we use at Mountbatten Primary School when teaching handwriting.

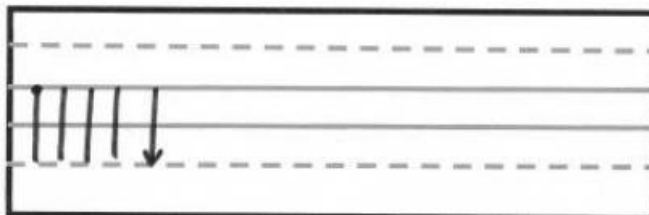
Short Lines



Tall Lines



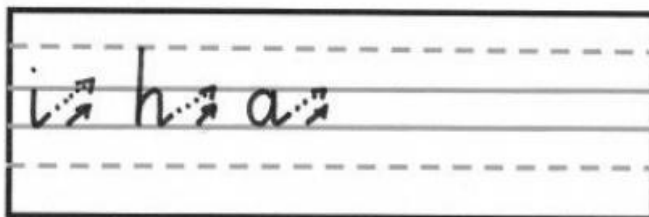
Tail Lines



North-east Joining Line

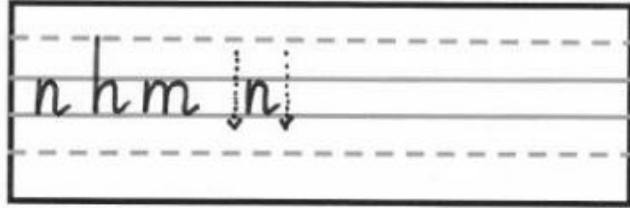
or

Diagonal joining stroke

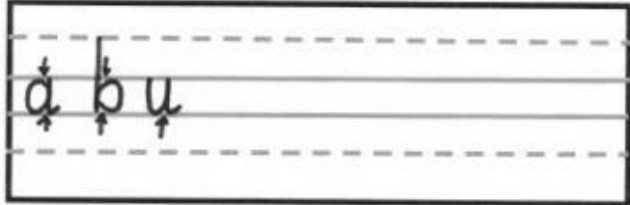




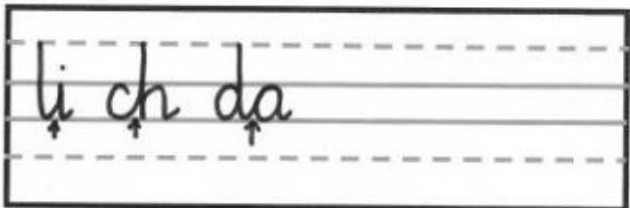
Narrow bridges



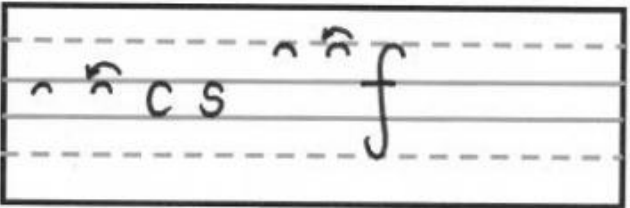
Letters with triangles



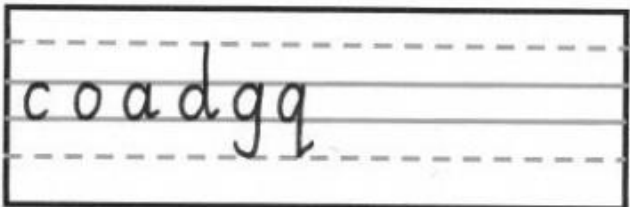
Joins with triangles



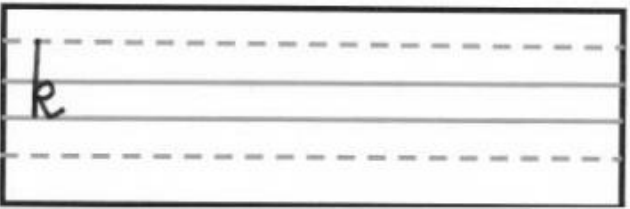
Coat hanger hooks



Egg shapes in the
coat hanger letters

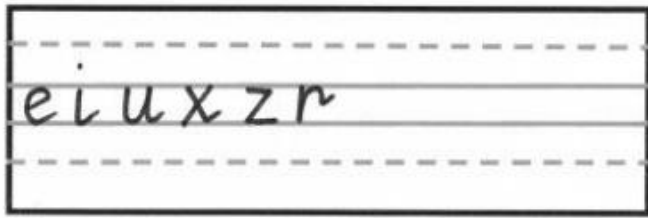


Shoe lace k

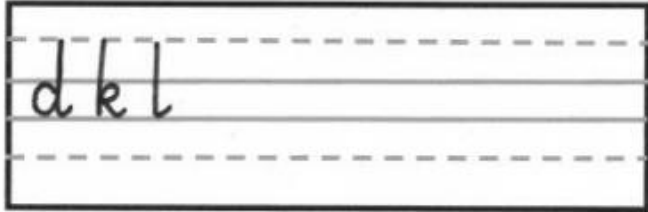




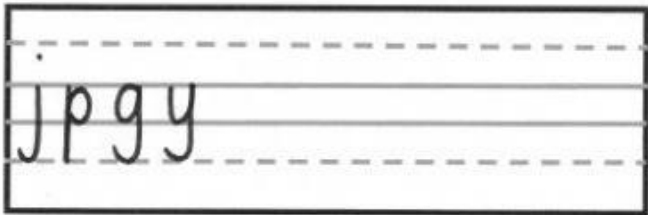
Small letters



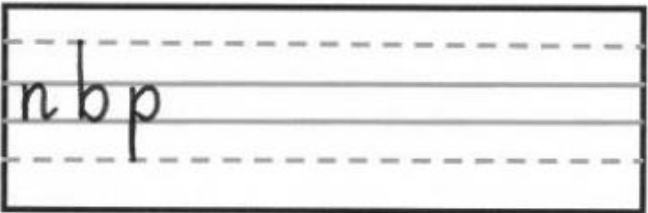
Tall letters



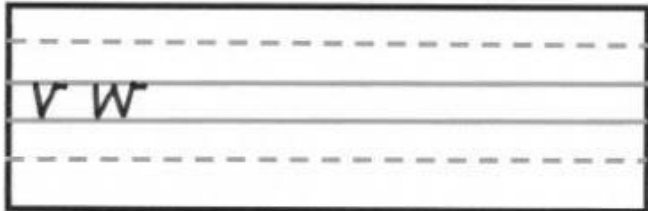
Tail letters



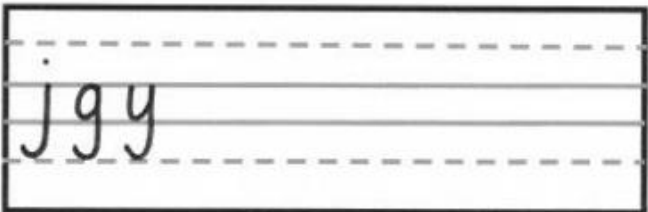
Narrow letters



Letters with sharp points



Narrow curved tails





2. STATUTORY REQUIREMENTS FOR HANDWRITING

Statutory requirements for the teaching and learning of handwriting are laid out in the National Curriculum Document (2014) and in the Writing section of Development Matters (2012).

3. Foundation Stage Handwriting

The Physical Development – Moving and Handling section of the Development Matters (2012) document states that by the end of the foundation stage (40-60+months) a child should be able to:

- Handles tools, objects, construction and malleable materials safely and with increasing control
- Shows a preference for a dominant hand
- Begins to use anticlockwise movement and retrace vertical lines
- Begins to form recognisable letters
- Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

4. Year 1 Handwriting

Y1 develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. At the beginning of year 1, not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud.

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

5. Year 1 Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

6. Year 2 Handwriting



Children should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

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.

7. Year 2 Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

8. Year 3 and 4 Handwriting

Joined handwriting should be the norm; pupils should be able to use it fast enough to keep pace with what they want to say.

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 un-joined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

9. Year 3 and 4 Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

10. Year 5 and 6 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.

11. Year 5 and 6 Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address and capital letters, for example, for filling in a form.

12. HANDWRITING PROVISION ACROSS THE SCHOOL

Pupils across the school are taught handwriting three times a week, using the Martin Harvey handwriting scheme. This use of a structured programme enables all pupils to use the correct formation and orientation of letters; develops consistency in size and spacing; enables pupils to move from printing of letters to joining up.

Each year group practices their handwriting in a book with the correct lines in to support the Martin Harvey scheme.

Pupils in all year groups write in pencil, until their writing is consistently joined up and neat when they will be given a black pen to write with.

13. PRESENTATION

English

All work must include:

- The full written date and year eg. Wednesday 7th February 2024 (Key Stage 1 and SEN pupils to have support with this if necessary)
- A learning objective (LO) (where appropriate)
- A success-criteria(SC) statement e.g. I can (where appropriate)
- The LO and SC will be presented as a pre-typed adhesive label. The date should be underlined using a pencil and ruler. A hand-written title should be underlined with a pencil and a ruler and a line omitted before written work commences.
- In Year 1 and 2, work is done in large lined books with children progressing to smaller lined books when appropriate. In Key Stage 2 work is done in lined books. The books that the children use will also have a margin.

Maths



All work must include:

- The date written numerically eg 17.02.24 on the left side of the page. (Each digit to be recorded in a separate square but not the dot)
- A learning objective (LO) (where appropriate)
- A success-criteria (SC) statement e.g. I can (where appropriate)
- The LO and SC will be presented as a pre-typed adhesive label. The date should be underlined using a pencil and ruler. A hand-written title should be underlined with a pencil and a ruler and a line omitted before written work commences.

In Key Stage 1 work is to be done in A4 1cm square books. In Key Stage 2 work is to be done in 7mm squared books

14. All other subjects

Each child is to have a Science book, Curriculum (Geography/History) book, an RE/PSHE book, an MFL book, a sketch book and an Observational Drawing book. All written work in books should be presented as above.

15. In all written work

- If the child makes a mistake they should put a small cross next to the word/digit/number and write the correction next to it
- Rubbers should not be used except for a final piece of work for display purposes
- Children should write using a sharp HB pencil. In Key Stage 2, a black pen will be introduced when the pupil is using consistently joined and neat handwriting

This policy will be reviewed every two years.