



## **HANDWRITING AND PRESENTATION GUIDELINES Prep School**

<b>Person(s) responsible for this policy</b>		<b>Deputy Head of Prep, Head of English Prep</b>	
<b>Last review by</b>	<b>Z Simpson</b> <b>K Belshaw</b>	<b>Review date</b>	<b>September 2024</b>
<b>Date of next review</b>		<b>September 2025</b>	

Handwriting is a tool of communication in the written form. All teachers should aim for the best that individual pupils can achieve. Handwriting is often linked to decoration and illustration, leading to a finished product which is pleasing to look at and which can be attractively displayed. Girls can achieve a great deal of satisfaction and pleasure from the way they present their work.

### **Aims**

- A whole school approach to the learning and teaching of handwriting and a consistency in the presentation of work.
- Girls are taught to write clearly and legibly using Letterjoin as their scheme: [https://www.letterjoin.co.uk/desktop\\_edition/home/index](https://www.letterjoin.co.uk/desktop_edition/home/index)
- Girls understand and value the need for high quality presentation and handwriting.
- Girls learn consistence in the format of their presentation.
- Girls can write in fibre tip and ink cartridge pens by the end of Year 6 – they will start to make this transition from Y3.
- Girls are aware of the necessity of having more than one style of handwriting for different purposes.

### **Principles for Teaching and Learning:**

- Handwriting is a skill that needs to be taught and learnt.
- Children need to understand the purpose and audience for their handwriting.
- Joined up handwriting also aids spelling.

### **Progression in Handwriting**

In the Foundation Stage the children begin to develop necessary gross motor and fine motor skills for handwriting by drawing and tracing on a larger scale. For example, they trace and draw letter shapes in the sand tray and use ribbons to make cursive shapes in the air. The children develop pincer movements between thumb and fingers by using pegs, threading beads and manipulating small objects. They progress to using a pencil with a comfortable tripod grip, to drawing and tracing letter shapes, clearly orientated, and with increasing control over shape and size.

The handwriting programme at Streatham and Clapham Prep in the Lower School is linked to letter joins: [https://www.letterjoin.co.uk/desktop\\_edition/home/index](https://www.letterjoin.co.uk/desktop_edition/home/index). There are four main phases to the development of handwriting.

#### **They are:**

1. Role play phase
2. Letter formation
3. Linked script
4. Fluency, style, confidence and neatness

Spacing and the correct letter formation and letter size, with joining tails, will be taught from Reception. Letter-join will be used to provide module coverage and the Head of EYFS will work alongside the Head of English to plan these sessions. Much revision and daily practice will take place with an emphasis on the size of letter formation, letter size and beginning joins formation. Girls will do activities each day in Reception – Year 2 and this will continue into Years 3 and 4 also.

As the girls progress into Upper School, they will concentrate on fluency and a legible style of handwriting. They will also give attention to presentation and layout. Once the girls have learned to form letters and to link them, there is no need to teach handwriting as such. The focus of the work switches to flow, speed and presentation. All children, unless their special needs dictate otherwise, will begin to learn the letter formation the school has adopted. These should suit most special needs.

The use of pen can be introduced at any point in the Upper School if the teacher believes it to be appropriate. The majority of girls will have their pen licence by the end of Y3. Girls in Year 6 will use pen for all writing (except in Mathematics), or unless their special needs dictate otherwise. Children will use fountain or fibre tip pen.

### **Key Skills:**

- Letters are usually clearly shaped, correctly formed and orientated
- Capital letters are recognised, correctly formed and orientated
- Numerals are correctly formed and orientated
- Upper and lower case letters are accurately produced in one style and used consistently
- Handwriting is joined, fluent, legible and evident in independent writing
- Children start to use a pen
- Handwriting is adapted to a range of tasks

### **Teaching Points**

- Teach the correct tripod grip.
- Ensure correct formation at all times, close monitoring of individuals is important while engaged in this formal writing process
- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor
- Ensure there is good lighting
- Ensure each child has a suitable implement before they begin, pencils are adequately sharpened and pens are suitable for fluent writing
- See the alphabet display poster for the school's formation of j, f, w and z
- Link handwriting practice to spelling patterns
- The teacher will act as a model

### **Suggestions for teaching left-handed children:**

Seating - Consideration should always be given to the amount of space a left-handed child needs to write, without interfering with others. This may mean sitting the child on the left side of a table.

Grip – The child should grip the pencil at least an inch from the point so that she/he is able to see what they are writing. The grip should not be too tight. A 'pencil grip aid' may be used to help position the fingers correctly. The pencil should be held with the handle pointing back up the arm towards the shoulder.

Position the paper – Position the paper to the left of the body, at an angle, with the right-hand top corner of the paper nearer the body than the left. This develops a freer movement and makes possible the development of vertical writing or even a forward slant.

Writing Implements – It is easiest to use a pencil at first as the push and pull movements are equal. Children should be encouraged to use a pen later on.

### **Support for Learning**

Children who are experiencing difficulty with their handwriting will be brought to the attention of the Phase Leader or SLN Coordinator. A programme will be agreed to support the child's progress. Additional resources are available to consolidate. Continued concern following the implementation of this programme may result in referral to the Occupational Therapist for assessment and advice.

### **Resources**

Teachers should refer to the Letter-join manual, handbooks and online resources. Children will complete handwriting practice in their handwriting folders using activities and worksheets specified in the Letter-join handbook.

## **PRESENTATION AT STREATHAM AND CLAPHAM PREP**

### **Presentation in exercise books and on paper.**

- The date will be recorded on the **right-hand** side. It will be written properly on the top line.
- The date is underlined; this will be done with a ruler.
- Children will begin their work two lines down below the title.
- Work will be ruled off, using a line on the page as a guide and with a ruler.
- A learning objective is written one line under the date and does not need to be underlined.

### **Presentation in Maths exercise books**

- Work will be done on squared paper.
- One digit will be recorded in each square.
- The identification numbers of problems should be distinct from the numbers in the problems.
- Problems should be well spaced on the page.

### **Review**

This policy will be reviewed annually and the Deputy and English Subject Coordinator will monitor classroom practice for evidence of implementation. With all staff in agreement of this policy it should be possible to support pupils with their handwriting skills and, taking account of individual styles, set high standards of presentation.