# school logoschool logoST THOMAS OF CANTERBURY RC PRIMARY SCHOOL

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**Handwriting and Presentation Policy**

Handwriting

The Nelson Handwriting Scheme with the following letter formation will be used:

**Lower case letters**

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**Capitals**

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

**Numerals**

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**The Four Joins**

1. to letters without ascenders

2. to letters with ascenders

3. horizontal joins

4. horizontal joins to letters with ascenders

The break letters (letters that aren’t joined from ) are b g j p q x y z s



**Teaching time**

February 2016 - There should be 5 x 15 minute handwriting lessons each week, (3 taught, 2 to practise). Children who find handwriting difficult should be targeted for daily intervention as well. Handwriting should be taught at the start of each English lesson, and unless children are working in a pupil booklet, work should be completed at the back of the English book to help transference of skills. Some work, including assessments, differentiation or extension work completed on sheets should also be trimmed and stuck here.

**Reception** - All children should write in Blue Pupil Workbooks 1-4. When ready to move on to lines, they should have pencil lines drawn on for them before the children write. These lines should be well spaced (about 2cms apart).

**Year 1** - Children should start the year as above, with Red Pupil Workbook 5, then Yellow Pupil Workbook 6. This is where the pupils will now learn to form the joins. When they are ready they should move on to wide lined exercise books.

**Year 2** - The majority of children should continue the year in narrow lined books. For some children they will need to continue on wide lined books until ready and for a small number of children, particularly those with SEND, it may be necessary to continue to use a plain A4 book.

**Year 2-3** – Teachers to decide when children are ready for their pen licence. This has to be earned and skills consistently applied. Black ballpoint pens are to be used. By the end of Y3, pupils should be using a pen. If they are not, intervention is needed. The Head teacher will go into Y3 weekly to award pen licences.

**Year 6** – Pupils to experiment with a selection of pens, as they develop their personal style.

All children should be allowed to use unlined paper from time to time so thatthey can practise applying skills; considering issues of presentation and aesthetics. Work in Jotters and Thought Books is for the pupil only.

Any new pupils to the school will need to be assessed on entry. The teacher will need to decide if intervention is needed to allow them to catch up.

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| **Year group** | **Sept 2017 (should have caught up)** | **Handwriting time**  |  |
| Rec | Pupil workbooks 1-4 Blue  | Daily  | All year |
| Y1 | Developing Skills Red and Pupil Workbooks 5-6 | Daily | All year |
| Y2 | Developing Skills Yellow  | Daily | All year |
| Y3 | Developing Skills Book 1 | 3 times weekly  | 20 week programme Autumn – Spring Use Summer for intervention |
| Y4 | Developing Skills Book 2 | 3 times weekly  |
| Y5 | Developing Skills Book 3  | 3 times weekly  |
| Y6 | Developing Skills Book 4 | 3 times weekly  |

**Getting ready to write**

**Atmosphere**

The importance of neat handwriting as the ‘first impression’ of writing should be shared. Try to create a calm, relaxed atmosphere. Wrist-shaking exercises, scribbling and pattern making all help to loosen the muscles ready for writing.

**Seating and posture**

The table should support the forearm so that it rests lightly on the surface and is parallel to the floor. Encourage children to sit up straight and not slouch. The height of the chair should be such that the thighs are horizontal and feet flat on the floor. Tables should be free of clutter. Rooms should be well lit. Left-handed pupils should sit on the left of their partners.

**Pencil grip**

Children should write with a pencil (or pen when introduced at the appropriate time) with a rounded nib. Pencils should be reasonably sharp. A tripod grip is the most efficient way of holding a pencil.

*For right handers*

* Hold lightly between the thumb and forefinger about 3cm away from the point
* The paper should be placed to the right tilted slightly to the left
* Use the left hand to steady the paper

For left handers

* Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
* Hold about 3cm from the tip
* The hand should be kept below the writing line
* The paper should be tilted slightly to the right at about 20 - 30°
* Use the right hand to steady the paper

It is important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide.

**How to teach using the Nelson Scheme**

Y1-6 have 20 units of work provided in the Teacher’s Book. This should take 2-3 terms to complete (see grid above). Each unit should take 1 week to cover. The teacher should model the correct letter formation and joins on lined flip chart paper (not whiteboard). The majority of pupils should then mimic this process first in the air, then on the table, then with a pencil/pen in their English book. For some children who cannot access this, there is one differentiated sheet per week to use. There is one extension task sheet that should be copied and trimmed ready.

Adults should be active in the lesson, correcting posture, pencil grip, letter formation, starting points, joins etc. A red pen can be used to show any adult corrections.

**Assessment**

**Individual assessment**

Children should be observed as they write during handwriting lessons – the teacher and assistants must circulate, monitor and intervene. The following should be considered:

* Is the posture correct?
* Does the child hold the pencil correctly?
* Does the child use the correct movement when forming and or joining letters?
* Are any letters reversed or inverted?
* Does the child write fluently and rhythmically?
* Is the writing easily legible?
* Is the pupil’s handwriting development in line with the Level Descriptors in the National Curriculum?

**Formative assessment**

The relevant Resource and Assessment book should be used.

Placement tests at the start of the year

Self-assessment pupil sheets

General Assessment sheets for each main teaching focus

Handwriting Assessment Record Sheets to be added to by adults when observing

**Resources**

Nelson Handwriting Teacher’s Book, Pupil Workbooks, Developing Skills pupil books (for teacher reference), Resources and Assessment books (for differentiation, extension, assessments) – red and yellow; 1-2; 3-4.

**Monitoring and evaluation**

Handwriting will be monitored during book scrutiny and informal drop-ins. This policy will be evaluated annually in the spring term.

Presentation

**General rules**

The importance of quality work and neat presentation should be reinforced by the adults in the class. The highest of expectations need to be stressed and followed through. Work in books:

* One single line is used to cross out mistakes.
* All drawings and diagrams should be in pencil.
* Felt pens/gel pens are not used in books. Pencil crayons should be used in books.
* Green pens are used by pupils for edited; red pens by adults for marking.
* Absolutely no writing on covers or on the inside covers of books.
* Tippex and corrections pens are not used.
* A4 sheets should be trimmed and stuck in neatly. Smaller sheets may be folded.
* All books should be handled with care, eg. corners should not be folded; clean hands should be used.

**Starting new work**

Children should be taught where to begin a new piece of work. As a general rule, children will start a new page when there are only a few lines left, otherwise they rule off and use the same page.

Early Years Foundation Stage

Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition to year 1.  It is expected that the majority of children will be writing some words independently and some children will be writing in sentences in the summer term.

Dating work- Work will be dated by an adult.

Writing equipment - Children will always write in pencil in books. Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper.

WALTs - Adults will add the learning objective until children are capable of adding this independently.

Year 1

Equipment - All work will be written in pencil.  Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp. Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labeling and crossing out.

Indicating errors - Children will indicate an error with one neat line through work.  **Children will need to be taught how to do this.**

Dating work - In maths the short date is used, e.g.  *16.03.03* on the left of the page

In English, children will write only the day of the week (this reinforces basic key words). They will work towards writing the full date by the summer term of year 1 or earlier if possible, e.g. *Monday 8th September*

Writing the Lesson objective - Children will work towards writing the WALT/title ideally by the summer term, earlier if possible.

Maths Books - Only pencil to be used. Children to be taught to use 1 digit per square

Sheets- Work on sheets should be trimmed and stuck in neatly by an adult.

Year 2

Equipment- All work will be written in pencil.  Children will be taught how to sharpen pencils and reminded to ensure pencils are sharp. Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.

Indicating errors - Children will indicate an error with one neat line through work.

Dating work - In maths the short date is used,  e.g.  *16.03.03*

In English, the longer date is used,  e.g. *Monday 8th September* and positioned to the left of the line.

Writing the WALT- Children will write the WALT/title on the line underneath the date.

Maths Books- Only pencil to be used except for corrections in green pen. Children to be taught to use 1 digit per square

Sheets - Work on sheets should be trimmed and stuck in neatly. Children should be trained to do this for themselves in the summer term.

Years 3 and 4

Equipment - Years 3 will be the transition time from pencil to pen. Children need to earn the right to use pen in their work. Only when teachers are sure that children can write consistently well in pen should a ‘pen license’ be given.  Only appropriate blue ink handwriting pens can be used. Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper. All maths work will be completed in pencil except for corrections in green pen. Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out. Children will use guidelines if writing on plain paper.

Indicating errors - Children will indicate an error with one neat line through work. Children will need to be reminded how to do this.

Dating work - In maths the short date is used and written on the right. It is underlined with a ruler, e.g.  *16.03.03* All other work has the long date, e.g.  Monday *8th September* Date written on the left and underlined with a ruler and pencil. WALT written under the date and underlined with a ruler and pencil.

Maths Books - Only pencil to be used except for corrections in green pen. Children to use 1 digit per square.

Sheets - Work on sheets should be trimmed and stuck in neatly. Children should be trained to do this for themselves.

Years 5 and 6

Equipment- Children need still to earn the right to use pen in their work. Only appropriate blue ink handwriting pens can be used. Only Pencil Crayons will be used in exercise books. Felt pens will only be used on sheets of paper. All maths work will be completed in pencil except for corrections in green pen. Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out. Children will use guidelines if writing on plain paper.

Indicating errors - Children will indicate an error with one neat line through work. Children will need to be reminded how to do this.

Dating work – as Y3/4

Maths books – as Y3/4. Books with smaller squares should be used by most pupils.

English books – hardback books to be introduced as the children enter Y5.

Sheets – as Y3/4.