



Rush Common School Professional Practice Document ("PPD") for Handwriting and Presentation

1) Good handwriting raises self-esteem and enables children to communicate clearly. Expectations of neat, clear and joined handwriting help the school to show it is setting high standards in general, and of presentation in particular. The importance of handwriting should not be under-estimated. The implementation of this policy is the responsibility of all teaching staff and all teachers will be responsible for the planning, teaching and modelling of handwriting. Furthermore, by directly teaching children to write legibly, fluently and with increasing speed, their composition and spelling will be supported.

2) Aims:

We want our children to develop a legible, cursive style of handwriting that is based on correct letter formation. We want their skills in handwriting to be reflected in the presentation of their work.

Teaching of handwriting aims to ensure that:

- Children have a positive attitude to handwriting
- Children understand the need to develop a good handwriting style
- Children hold writing implements correctly
- Children achieve a script which can be easily read without ambiguity
- Children develop a fluent, joined style
- Children in Key Stage 2 are aware that they need to balance speed and neatness to achieve a writing style appropriate to task
- Children's writing and presentation of work is of the same standard in all books

3) Objectives:

The Debbie Hepplewhite approach is used to teach handwriting across the school, with a focus on developing children's writing to achieve a cursive style by KS2. Handwriting is assessed as part of the marking process and through discrete handwriting lessons.

We need to ensure correct letter formation for both left and right handed children.

- To produce a controlled line which supports letter formation
- To write letters using the correct sequence of movements
- To write letters which are of an appropriate size to the task and relative to one another
- To ensure that left-handed children are given the skills, strategies and alternative formation guidance to enable them to be successful

4) The Role of the Teacher:

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling
- To provide resources and an environment which promote good handwriting.
- To observe pupils, monitor progress and determine targets for development.
- To model appropriate handwriting to the children when using white boards, flip charts, or marking books.

- To provide verbal and written feedback on handwriting, including reference to specific errors in handwriting formation
- To assess and improve pupil's pen/pencil grip to ensure all children are secure and consistent in their use of the tripod grip.

5) Organisation

All classes will have regular sessions devoted to the teaching of handwriting using Debbie Hepplewhite as the chosen style. These sessions will take the form of whole class lessons in Years 1-3. In Years 4-6 handwriting, pupils will regularly be given the opportunity to practise and improve their handwriting: additionally, pupils not meeting the expectations for their year group will take place in small booster groups. Practise sessions should usually occur outside the Literacy lessons. Expectations will be modelled by the teacher at every opportunity including board work, marking, notes home and examples of teacher handwriting on display boards.

6) Handwriting Skill and Development

Foundation Stage	<p>Pre-writing activities promoting pencil control, awareness of letter shapes and orientation e.g.</p> <ul style="list-style-type: none"> • Make letters in play dough, plasticine • Tactile letter tracing using textured shapes • Write with stick or finger in the sand, use paints, chalks or large felt pens • Use sky writing and large scale practise • Ensure correct posture • Trace over lines, shapes, letters and simple words • Practise copy writing own name • Use a triangular pencil and pencil grip • Finger action rhymes • 'Waking up' hands – exercises • Other play activities to support fine control skills • Introduce letter formation through Debbie Hepplewhite print style
Year 1	<ul style="list-style-type: none"> • Sit correctly at a table, holding a pencil comfortably and correctly • May choose to use a triangular pencil and pencil grip • Form lower case letters correctly (in line with Debbie Hepplewhite expectations) in the correct direction, starting and finishing in the right place • Practise handwriting in conjunction with phonics, spelling and independent writing as well as in discrete handwriting lessons, ensuring correct letter orientation, formation and proportion • Form capital letters and digits 0-9 correctly • Understand which letters belong to which handwriting 'families' (e.g. letters that are formed in similar ways) and practise these • Introduce joins and links when the teacher feels the children are ready

Year 2	<ul style="list-style-type: none"> • 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 • Practise handwriting in conjunction with spelling and phonic patterns, as well as during discrete handwriting lessons • Practise the four basic handwriting joins <ol style="list-style-type: none"> 1. diagonal joins to letters without descenders – ai, ar, un 2. horizontal joins to letters without ascenders – ou, vi, wi 3. diagonal joins to letters with ascenders – ab, ul, it 4. horizontal joins to letters with ascenders – ol, wh, ot • By the end of year 2 children will be using joined script consistently in writing
Year 3	<ul style="list-style-type: none"> • Use correct, joined handwriting for all writing except where other special forms are required • Practise correct formation of basic joins from Y2 and use joined handwriting throughout their independent writing • Ensure consistency in size and proportion of letters and spacing between letters and words • Ensure the ascenders and descenders of words do not touch • Build up handwriting speed, quality, fluency and legibility through practise • Introduce black pen during focussed handwriting skills lessons, e.g. Staedtler handwriting pen or Berol fineline • Use black pen during free-writing sessions, at the discretion of the child • Use black pen during other writing (not Maths) once the teacher is satisfied that the child is joining consistently and in line with year group expectations (signified by giving the child a 'pen license')
Year 4	<ul style="list-style-type: none"> • Use a clear, neat, joined hand for finished presented work • Understand that when taking notes that informal styles are acceptable • Ensure consistency in size and proportion of letters and spacing between letters and words • Use a range of presentation skills, including choosing the appropriate style and implement for a task e.g. <ol style="list-style-type: none"> 1. Choosing the best implement for quick notes or a final handwritten version 2. Print script for captions, sub-headings, emails, forms and labels 3. Capital letters for posters, title pages, headings 4. A range of computer generated fonts and point sizes 5. Write in black pen in all subjects except Maths, when handwriting is consistently joined, fluent and legible (in line with the expectations of the year group) as assessed by the teacher and signified through receiving a 'pen license' – pen licenses will have to be re-earned every year to ensure development in line with year group expectations 6. Use black pen during free writing sessions at the discretion of the child 7. Cross out errors with a single ruled line

Years 5 + 6	<ul style="list-style-type: none"> • Practise, reinforce and refine skills taught in previous years • Write in black pen in all subjects except Maths, when handwriting is consistently joined, fluent and legible (in line with the expectations of the year group) as assessed by the teacher and signified through receiving a 'pen license' – pen licenses will have to be re-earned every year to ensure development in line with year group expectations • Black pen to be used during free writing sessions at the discretion of the child • Cross out errors with a single ruled line
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Some Common Errors	<p>Lower case f is a tall letter just like k or h – if it is small it can be mistaken for an 's'</p> <p>Incorrect formation of letter k – should be k</p> <p>All letters should be joined (other than Capital letters) in line with the Debbie Hepplewhite policy</p> <p>No time is given to discrete handwriting practice in Upper School</p> <p>Teachers may not model the expectations in their own writing, particularly on the board</p> <p>Height of ascenders and descenders, particularly when forming capital letters</p>
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7) General Presentation for written work

Title and date	<p>In Year 1:</p> <p>Date and 'I can' statements may be printed and stuck into books but must use Debbie Hepplewhite font and be laid out in line with presentation expectations. By the end of the year, pupils should be expected to write their own date and 'I can' in line with DUMTUMS presentation expectations.</p> <p>Maths:</p> <p>–Date (DD/MM/YY, on the left, one written digit per square); Underline; Miss a line; Title (I can statement); Underline; Miss a line; Start.</p> <p>Other subjects:</p> <p>–Date (e.g. Monday 15th October 2018, on the left), Underline, Miss a line, Title (I can statement), Underline, Miss a line, Start.</p>
Layout	<ul style="list-style-type: none"> • Maths: Pupils should rule a margin, one square wide, on the left of the page. For calculation only lessons, pupils should rule a further margin (one square wide) down the centre of their page. • All numbers should be written with one number per page. • All lines should be drawn using a ruler. • A line should be ruled across the page after the previous day's work and the next piece of work should follow on from it. • If a pupil is absent, a note should be made in their book <p>Other subjects:</p> <ul style="list-style-type: none"> • Writing should be in line with Debbie Hepplewhite approach • A line should be ruled across the page after the previous day's work and the next piece of work should follow on from it • If a pupil is absent, a note should be made in their book

	<ul style="list-style-type: none"> • Writing should begin against the margin on all lines unless for effect • Once a pen license is given, writing should be in black pen
Whole School	<p>Marking to occur using pink and green highlighters and blue pen (in line with marking policy)</p> <p>Student responses to feedback; editing and improving; peer assessment should be done in purple pen</p> <p>All underlining to be done with a ruler</p>

8) Review of this PPD

The Senior Leadership Team reviews the PPD every 3 years. It may however review the PPD earlier, if required.

Approved by the Leadership Team December 2018

Signed: *Jacquie Stevenson* Headteacher

Review Date: December 2021