

# GOLDINGTON GREEN ACADEMY



## Presentation and Handwriting Policy

### Safeguarding

Goldington Green Academy recognises it has a statutory duty under Section 175 of the Education Act 2002 to ensure arrangements are in place for safeguarding and promoting the welfare of children.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and that school may be the only stable, secure and predictable element in the lives of children at risk. Our school will endeavour to support these pupils by providing an ethos which promotes a positive, supportive and secure environment, providing a sense of being valued.

All staff, governors and volunteers must be made aware of, and adhere to the safeguarding policy and procedures within the school.

At Goldington Green we recognise our legal and ethical duty to keep pupils safe from radicalisation and extremism. As such we incorporate the principles of the PREVENT agenda into all practice including the curriculum. Additionally, we ensure that all speakers are carefully vetted by senior staff and that all material available in school, both electronic and otherwise, is suitable. We also ensure that sufficient training is in place so that all staff understand what radicalisation means and why people may be vulnerable to being drawn into terrorism as a consequence of it. Staff know what measures are available to prevent people from becoming drawn into terrorism and how to challenge the extremist ideology that can be associated with it. Any concerns are dealt with in line with our safeguarding policy working in conjunction with Bedfordshire Police and other agencies as appropriate.

### Equal Opportunities

The Equality Act 2010 makes it unlawful for staff to discriminate directly or indirectly, or to harass staff or pupils due to any of the nine protected characteristics.

Goldington Green Academy aims to create a culture that respects and values each other's differences, that promotes dignity, equality and diversity, and that encourages individuals to develop and maximise their true potential.

Everyone within the school community has a responsibility to ensure that this statement is adhered to. Senior Leaders in particular, should lead by example, identify any inappropriate behaviour when it happens and take prompt action to deal with inappropriate behaviour.

We aim to remove any barriers, bias or discrimination that prevents individuals or groups from realising their potential and contributing fully to our school's performance. In removing these barriers, we aim to develop a school culture that positively values diversity.

We are committed wherever practicable, to achieving and maintaining a workforce that broadly reflects the local community in which we operate.

Every possible step will be taken to ensure that individuals are treated fairly in all aspects of their employment, engagement or whilst volunteering at our school

## **Intent**

At Goldington Green Academy, we believe that handwriting is an important communication skill and it is imperative that it can be easily read by others. We endeavour to instil pride in the presentation of work from an early age, whilst being sensitive to the right level of the task being set for individual children.

To ensure that children can eventually acquire an *individual style* which is legible, fluid and fast we ensure that they develop the following skills:

- Good gross and fine motor skills
- A recognition of the pattern
- A language to talk about shapes and movement
- The ability to produce the main handwriting movements involved in the basic letter shapes
- To develop writing stamina

## **Implementation**

### **Handwriting**

Correct letter formation is introduced from the very beginning of school life. Children are introduced to pre-cursive script from Year 2 and expected to develop a joined-up style as soon as they are ready.

- In Reception, handwriting will be taught through Phonics. The formation of letters is taught in line with the Little Wandle phonics scheme.
- In KS1 and LKS2, formal teaching of handwriting will be delivered multiple times a week following the Twinkl scheme.
- In year 4 the aim is for teachers to use the most logical sequence for teaching handwriting however, if teachers feel students need to concentrate on a specific letter family or a particular skill, they are required adjust the sequence to suit the needs of the learners.
- In UKS2, handwriting may be taught through other lessons, or through formal handwriting sessions or interventions depending on the needs of the cohort.
- All staff follow the *Twinkl* scheme to ensure consistency throughout the school. The progression for this is set out in the Handwriting Progression document.

### **Guidance for teachers:**

- Handwriting is a movement skill which is best taught by explicit and direct demonstration and practiced frequently.
- Handwriting is a physical skill and requires fine motor strength. Physical finger warm ups are therefore encouraged up to LKS2.
- All children must have access to resources such as sharp pencils and opportunities to write. Children become eligible for a pen licence from Year 3.
- Children with additional needs must have access to triangular pencils, pencil grips or other specialist resources as provided by the SENCO.
- All children will be taught the importance of correct posture, pencil grip, letter formation and presentation to ensure bad habits do not become engrained.
- All children will be taught the expectation of good presentation and will be expected to maintain good presentation as far as they are able.
- Children will be expected not to doodle on book covers or inside books.

- All staff will model neat, clear and accurately formed handwriting (in line with the school font) when writing on the board or comments in pupils' books. In KS2, all staff will model continuous joined handwriting (e.g., word not word)
- Teachers should be mindful when using ICT, of the font used and avoid those such as 'Calibri' which use different formations of letters such as 'g'. Wherever possible, teachers should use the font Arial or Twinkl cursive.
- Children use lined books.

Children will be allowed to pick up the writing implement with which ever hand they prefer. They will then be taught the correct pencil hold. Staff are vigilant and sensitive in their approach to teaching left-handed children, those with special educational needs and those whose home language has different print systems from the left to right, top to bottom of English script. Additional help will be provided to those children who find acquiring handwriting skills difficult.

At Goldington Green we use a continuous cursive script from Year 2.

### **Order of Teaching**

The order of teaching letter formation and joins is set out in the Handwriting progression of skills.

Please see appendix 1

### **Letter Formation:**

Please see appendix 2

### **Pen Licences**

At GGA we issue pen licences for Year 3 onwards. In order to achieve a pen licence children must demonstrate:

- Using a correct pencil grip
- Writing on the line
- Joining letters correctly
- Starting each letter in the correct place
- Keeping letters the same size
- Forming letters with the correct shape
- Leaving appropriate gaps between words
- Ensuring that ascending and descending strokes are the right length
- Writing clearly enough for other people to read their work

A pen licence should not be awarded simply because a child has entered a certain year group. The above criteria must be met and maintained.

### **Presentation**

- We set clear guidelines for each piece of work so children know what is expected of them.
- We ensure they have the appropriate materials necessary for producing the best quality of work. (Good pencils, rulers and appropriate paper for different tasks).
- We provide them with a variety of audiences so that they encouraged to present good work at all times (e.g., other classes, parents, community, notice boards, display)

- We encourage children to look after their work and keep their work clean.
- It is very important to ensure consistency towards presentation of work across the school.
- Staff should focus on the following guidelines to ensure this consistency, taking into account age and ability of children where necessary.

### **English – FS and KS1**

In Year 1 children are not expected to write the LI, however work will be dated. In Year 2 work should have a date and LI. Children should be encouraged to write the date and LIs themselves, though where necessary teachers may do this or use other methods such as date stamps or sticky labels with titles printed on.

Children should be encouraged to write from the left-hand edge of the page, or margin, though EYFS does allow for more freedom when first exploring letter shapes and formation. All dates and LIs, whether handwritten or printed, should be underlined.

The long date (e.g., Monday 1<sup>st</sup> January) should be used in English.

### **English – KS2**

Children will write in pencil until they demonstrate sufficient ability to write fluently and legibly, at which point they can use a handwriting pen as supplied by the school. Children should be encouraged to write the date and LI themselves, though where necessary teachers may do this or use other methods such as date stamps or sticky labels with titles printed on. All dates and LIs, whether handwritten or printed, should be underlined. All work should have the date and a LI. Children should write from the left-hand margin.

The long date (e.g., Monday 1<sup>st</sup> January) should be used in English.

There is no need to leave a line between the date and LI but a line should be left between those and the actual work. A mistake should be crossed out with one line through it and not deleted with an eraser pen or similar.

### **Mathematics – FS, KS1 and KS2**

Pencil should always be used for Mathematics work.

Guidelines for presentation of date, title etc. are as for English.

The short date (e.g., 1.1.20) should be used in Mathematics.

### **Other Subjects**

The guidelines for English also take into account other subjects where written work is also produced.

Diagrams should be drawn in pencil with labels in either pencil or pen depending on age.

In books other than English, the short date (e.g., 1.1.20) should be used.

### **Worksheets**

Worksheets to be clearly dated and titled then inserted neatly into relevant books. A4 sheets to be cut down to fit in A4 books without overlap. Worksheets to be folded only in A5 books.

(See appendix 3)

### **Use of rubbers**

- At Goldington Green Academy we encourage our pupils to recognise that making mistakes is part of learning and as such we discourage the use of rubbers across the curriculum.
- When a child makes a written mistake in their writing, we teach them how to correct it neatly with either the use of a rubber or a single line through the incorrect word or letter.
- In mathematics the use of rubbers is forbidden except in exceptional circumstances such as a child on the autistic spectrum and will be at the discretion of the individual teacher using their professional judgement. This is because teachers need to be able to identify children's errors in order to more effectively address their misconceptions.

### **Impact**

- By the end of KS2, all pupils will be able to write legibly using joined handwriting. This means that they achieve age-related expectations for handwriting for each year group.
- We assess children's attainment in handwriting to promote and measure progression and development throughout the school. Assessment of handwriting will take the form of noting progress as it takes place in teaching and learning on the writing assessment grids for each year group.
- The English subject leaders and Assistant Headteachers for each year group will ensure continuity, progression and the consistent implementation of the Presentation and Handwriting Policy, by:
  - monitoring lessons,
  - learning walks,
  - book looks,
  - pupil conferencing following the monitoring and evaluating timeline.

**Staff responsible:** Sandra Mensah and Amy Rogers

**Updated September 2024**

**Review date: September 2026**

**Appendix 1 - Goldington Green Academy – Handwriting Progression**

<b>Intent</b>	At Goldington Green, we believe that handwriting is an important communication skill and it is imperative that it can be easily read by others. We endeavour to instil pride in the presentation of work from an early age, whilst being sensitive to the right level of the task being set for individual children.					
<b>Year 1 - Topic</b>	We are weather experts	Carnival of the Animals			We Are Britain	
<b>National Curriculum</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>• form capital letters.</li> <li>• form digits 0-9.</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and practice these.</li> </ul>					
<b>Little Wandle</b>	<p>Handwriting in reception and year 1 is taught within phonics where children learn to form letters using the Little Wandle rhymes. Letters are taught in order of the phonics programme.</p> <p>Additional handwriting interventions are put in place if required.</p>					
<b>Order of teaching Reception</b>	s a t p i n m d g o c k c k e u r h b f l	ff ll ss j v w x y z zz qu ch sh th ng nk	ai ee igh oa oo oo ar or ur ow oi ear air er	Review Phase 3	CVCC CCVC CCVCC CCCVC CCCVCC	CVCC CCVC CCCVC CCV CCVCC
<b>Order of teaching Year 1</b>	Review Phase 3 and 4	Autumn 2 Phase 5 graphemes	Phase 5 graphemes	Phase 5 graphemes	Recap	

<b>Year 2 - Topic</b>	Turrets and Trebuchets	Fire and Ice						Wet and Wild					
<b>National Curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another.</li> <li>• 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.</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>												
<b>Twinkl scheme link</b>	Use 'positioning and <b>pre-cursive</b> ' section of Twinkl scheme to ensure that letters are of the correct size relative to each other.												
<b>Order of teaching</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Themed Handwriting Practice
	Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
	Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Themed Handwriting Practice

<b>Year 3 – Topic</b>	Stones and Bones	Righteous Romans	Mighty Mountains	Rainforests																																																												
<b>National curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• 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.</li> </ul>																																																															
<b>Twinkl scheme link</b>	<p>Use 'continuous cursive' section of Twinkl KS2 scheme to teach joins.  A continuous cursive (Twinkl looped) alternative version of all PDF worksheets are available within each download. Each PowerPoint presentation is also fully editable if you would like to use the cursive or continuous cursive animated letter formation GIFs.</p>																																																															
<b>Order of teaching</b>	<table border="1"> <thead> <tr> <th></th> <th>Week 1</th> <th>Week 2</th> <th>Week 3</th> <th>Week 4</th> <th>Week 5</th> <th>Week 6</th> <th>Week 7</th> <th>Week 8</th> <th>Week 9</th> <th>Week 10</th> <th>Week 11</th> <th>Week 12</th> </tr> </thead> <tbody> <tr> <td><b>Autumn</b></td> <td colspan="6">The Ladder Family (l, i, u, t, y and j)</td> <td colspan="2">Assess and Review</td> <td colspan="3">The One-Armed Robot Family (n, m and h)</td> <td>Handwriting Practice</td> </tr> <tr> <td><b>Spring</b></td> <td colspan="4">The One-Armed Robot Family (k, b, p and r)</td> <td colspan="2">Assess and Review</td> <td colspan="6">The Curly Caterpillar Family (c, a, d, e, s and g)</td> </tr> <tr> <td><b>Summer</b></td> <td colspan="3">The Curly Caterpillar Family (f, q and o)</td> <td colspan="2">Assess and Review</td> <td colspan="4">The Zigzag Monster Family (z, v, w and x)</td> <td colspan="2">Assess and Review</td> <td>Handwriting Practice</td> </tr> </tbody> </table> <p><b>Year 3 and Year 4 Assessment Statements</b>  By the end of these lessons, most children should be able to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined;</li> <li>• increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</li> </ul>													Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	<b>Autumn</b>	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Handwriting Practice	<b>Spring</b>	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)						<b>Summer</b>	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Handwriting Practice
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<b>Year 4 - Topics</b>	Invaders and Raiders	Walk Like and Egyptian	Oceania
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<b>National curriculum</b>	<p><b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>• 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.</li> </ul>
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<b>Twinkl scheme link</b>	<p>Use 'continuous cursive' section of Twinkl KS2 scheme to revise joins taught in Y3 and ensure increasing legibility, consistency and quality of handwriting.</p> <p>If you feel that your students need to concentrate on a specific letter family or a particular skill, you could tailor the programme to fit the requirements of your learners.</p>
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<b>Order of teaching</b>		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
	Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Handwriting Practice
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	Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Handwriting Practice

**Year 3 and Year 4 Assessment Statements**

By the end of these lessons, most children should be able 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 unjoined;
- increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

<b>Year 5 – Topic</b>	Victorians	The Maya	Space
<b>Year 6 - Topic</b>	WW2	Ancient Greece	Bedford: Our Locality
<b>National Curriculum</b>	<p><b>Pupils should be taught to:</b>  write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>		
<b>Twinkl scheme link</b>	Use 'increasing, fluency, speed and style' section of Twinkl scheme to ensure that handwriting is consistently joined and legible. Depending on the needs of the cohort, this may be taught through other lessons or interventions. <b>If discrete handwriting sessions are needed for interventions, use the same order of teaching at Year 3/ 4.</b>		

**Appendix 2**  
**Letter formation**

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

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

**Appendix 3**  
**Presentation of Work Guidelines**

<b>Year group</b>	<b>Written work</b>	<b>Numeracy work</b>	<b>Correction</b>
<b>Foundation</b>	Plain paper Plain/Wide lined paper	Plain paper	Clean rubber by practitioner
<b>Year 1</b>	Lined paper	Squared paper (10mm)/plain paper, Dated by children.	Use of clean rubber supervised by teacher or single line  In maths, a single line.
<b>Year 2</b>	Lined paper. Dated by children, LI. Line guides used with plain paper where appropriate.	Squared paper (10mm)/plain paper, Dated by children, LI.	Use of clean rubber supervised by teacher or single line  In maths, a single line.
<b>KS2</b>	All work will have a LI and date. Lined paper. If using plain paper, line guides to be used if appropriate. Mistakes in pencil or pen will be corrected by a single solid line. In drawings, mistakes in pencil will be corrected by using a clean rubber.	All work will have LI and date. Squared paper. Clean rubber for mistakes. Work evenly spaced and numbered. Pencil only to be used in Numeracy work.	Clean rubber or single line.  In maths, a single line.