



Presentation and Handwriting Policy

Aims

- To establish high expectations and pride in everything we do – both ourselves and the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To share this information with parents on a regular basis.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

Remember – you are the most important role model for presentation and high expectations! Use the resources available to you e.g. on the IWB – lines, grids, etc, to model good practice.

- Whilst a variety of fonts should be evident in displays in classrooms and around the school, all 'modelled' handwriting shared with the children – on the interactive whiteboard, marking and feedback in books, on flip charts, etc. – should be joined, legible, consistently formed and neat, unless there is a specific reason for it to be 'unjoined' i.e. labelling on a diagram, capitalised writing.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is away please ensure that their book is marked with 'absent' and write the short date.

Expectations for Children

Use of pencils and pens:

- Pencils should be used in all maths books and in draft work if appropriate.
- There should be clear margins in all books (with the exception of maths books) from Y3 onwards; margins in books and on paper should be drawn in pencil if required.
- Pens should be used for all written work (not maths) as soon as possible from Year 3 onwards, from the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Pens must be fibre tip and those supplied by school. No ballpoint, biros, gel or felt pens should be used.
- Felt and gel pens should **not** be used in exercise books for underlining or illustrations, although they can be used on paper at the teacher's discretion.

Expectations for handwriting

- Joined script, in line with the agreed model, will be taught in Foundation Stage and continued through the school.
- This joined script is the preferred style for all school-produced worksheets and hand-outs.
- Use correctly-sized letters where you need to: capital letters at the start of sentences and for proper nouns.
- Handwriting is taught as a discrete skill for periods amounting to at least 15 minutes per week, as an integral part of spelling and phonics lessons and as an intervention for individual pupils where improvement against age related expectations (ARE) is needed.
- Good examples of handwriting from the children will be displayed in the classroom as a reference for others. These good examples can be drawn from the end of Key Stage test marking guidance if necessary.

This is our agreed font, showing appropriate formation and joins



This is available as an ICT resource and is downloadable from our shared area for use on whiteboards and to create teaching and learning resources.

Capitals should not be joined and neither should double 'z'(zz). We join into an 'x' but not out (as modelled above).

Handwriting Reward System

One way to encourage good handwriting is to recognise and reward children when they have either reached a certain standard or worked consistently hard to improve their handwriting.

Our reward system is as follows:

EYFS – sticker / handwriting certificate.

Years 1 to 3 – handwriting certificate / handwriting superstar pencil.

Year 3 onwards – pen licence.

Expectations for Layout

- The date is written at the top of the page toward the right hand side (the long date from Y3 onwards, except in maths books).
- Then write the Learning Intention (LI) on the next line. It may be appropriate for the teacher or teaching assistant to write/stick these in the children's books.
- When written by the children, the date and Learning Intention must be underlined using a pencil and ruler.

- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.
- Miss a line under the LI and start at the margin.
- Leave one line between each paragraph **until the beginning of Year 4** when the normal convention is introduced.
- If you make a mistake, draw one neat line, using a ruler, through the mistake and start again – **do not over-write or rub out.**
- Write ON THE LINE to the end of the line. Do not write in the margin.

Layout in Mathematics

- If appropriate, pages can be divided into two by folding from the edge to the spine.
- The short date, to be written on the right hand side of the page, and the LI should be underlined. It may be appropriate for the teacher or teaching assistant to write the LI in the children's books.
- All figures, this includes all mathematical signs and symbols, must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils. Learning journals/draft books may also be stored in these containers if teachers feel this would be beneficial.
- Each room has "wipe-boards" available for all the children with lines and/or without.

Intended Outcomes of Presentation Policy

- Children of all abilities are able to present their work to the highest possible standard, increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all children and adults.

Monitoring of Presentation

The Senior Leadership Team and Subject Leaders will collect and scrutinise examples of children's work on a termly basis or in line with the monitoring schedule, to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Handwriting Information for Parents

Letter Formation

It is important that children are taught correct formation from the start, and that teachers and parents both do the same thing. When helping your child with letter formation, please make sure you form the letters as shown below



Upper and Lower Case Letters (Capital and small letters)

When helping your child with letter formation in the early stages, focus on lower case letters. To begin with, only introduce capital letters for the first letter of names. Explain that we do not normally use capitals within words.

Later on, when children are beginning to write in sentences, encourage them to use capital letters at the beginning, and for the first letter of names of people and places.

Progression at School

Much of our handwriting practice is linked with the teaching of sounds and spelling. In the Reception class, children learn the formation of individual letters as they learn the sounds they make during daily phonics teaching sessions.

The children are taught and encouraged to join their letters when writing words from the start.

It is important that children are taught to join the letters in one particular way. If you wish to help your child with joining letters, please check with his/her teacher to see whether she/he feels your child is ready to do so, and, if so, how you can help.

Please remember to join letters in the way the children are taught at school.

Note: Capital letters are not joined. The break letter is 'x', no join is made after this letter. When we write two 'z's together, as in 'buzz' we do not join them.

Writing Equipment

Children need a varied selection of tools and materials to experiment with. They will benefit from using paper of different textures, shapes and sizes, both lined and unlined, pencils of different thickness and colours, pens, felt pens, paintbrushes, chinks and crayons. They can be encouraged to form letters with play-dough or plasticine, and in sand.

As children begin to write more fluently, the majority of their work in school will be done in pencil. Children who have developed neat, legible and joined handwriting will be encouraged to use a pen for most of their written work.

Left-handed Children

It helps to remember that left-handed children have different needs from right-handers.

It is important that left-handed children can see what they are writing. They should sit where elbows do not bump right-handers and where they are not in their own shadow. Encourage them to hold their writing tool away from the point so that their thumb does not get in the way. It also helps to use free-flowing pens that don't smudge. Particular care should be taken with anti-clockwise letters in the letter family: c, o, d, g, q, e. The attached sheet 'Letter formation for left-handed children' may be useful, but do not worry if a left-handed child prefers to form letters in the way outlined on the sheet for right-handers. (The differences are with some capital letters and crossing the f and t.) As some left-handers cross "f" and "t" from right to left they may find it easier to leave the "g" unjoined in words.

Responding to children's writing

All children will come to school with some previous knowledge and experience of writing.

As well as teaching sounds and letter-formation, we also encourage children to see themselves as real writers and writing as a means of communication. We will encourage children to have a go at many different types of writing, for example, captions, stories, messages, lists and notes. We will praise children's efforts, and perhaps focus on one thing that needs to be improved upon. This may be in connection with handwriting, spelling, or ideas. We ask that you, as parents, also praise your child's efforts, and focus only on one particular aspect of their handwriting that needs improvement at a time.

In this way children's confidence can be steadily built upon at the same time as their learning is being developed.

Remember – as in all things, children will progress at different rates – do not compare your child with another. If you have any concerns, please see your child's teacher.