



PART OF THE THINKING SCHOOLS ACADEMY TRUST



“Transforming Life Chances”

HANDWRITING AND PRESENTATION POLICY

Date	Sept 2019
Review Date	January 2022
Ratified	
Next review	January 2024

Rationale:

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Presentation across the school:

- ✓ All books are named with the title of the book/topic, class, Year group and the child's name.
- ✓ Every piece of work is dated (long date in all subjects except Maths).
- ✓ The date should be written on the top line on the left hand side and underlined. ~~The next line should be missed and an appropriate title should be written in the middle.~~ The LO should be underlined in KS1 where skills allow this, and throughout KS2.
- ✓ Eg

Monday 5 September 2020

L.O- To sequence the life cycle of a frog

Begin writing here....

- ✓ All work has a LO. (FS and KS1 are typed and stuck into books – children are encouraged to write the LO in the summer term of Year 2.
- ✓ Modelled examples are used to introduce new skills and reinforce expectations.
- ✓ Children use guidelines if they are writing on plain paper (from Y2 onwards).
- ✓ All drawings and diagrams are in pencil.
- ✓ Any straight lines are drawn with a ruler without exception
- ✓ Pencil crayons, not felt pens, are used in exercise books.
- ✓ Coloured pens are used for specific reasons by children e.g. self –correcting, editing or peer assessment.
- ✓ One single straight line is used to cross out mistakes or edit writing.
- ✓ Books are well kept with no writing or doodling on the outside or inside of covers.
- ✓ Children are taught where to start a new piece of work.
- ✓ Poor presentation is challenged through verbal feedback and marking.
- ✓ Tippex and correction pens are not to be used by children.
- ✓ Felt tip pens are not permitted in the children's books but may be used for specific purposes
Eg creating a poster on paper that will be stuck into the books
- ✓ At Keystage 1 children will generally begin new work on a new page as appropriate for ability.
- ✓ At Keystage 2 children can rule off after the last piece of work ready to begin new work. Work should be ruled off at the start of the following lesson, leaving the teacher room to comment on the work. If appropriate, work can begin on a new page i.e. change of topic, leaving space for a picture etc.
- ✓ Rubbers will be used within reason to correct pencil work.
- ✓ Criteria for presentation of work will be discussed prior to commencement of work.
- ✓ When squared paper is used for Numeracy 1 digit is written in each box and a line is left between each sum.
- ✓ In Numeracy an eraser can be used at the teacher's discretion.
- ✓ When children achieve a pen license BLUE ink must be used only and no biros

Handwriting across the school:

- Children use a cursive handwriting style. ~~We follow the Nelson Handwriting scheme.~~
- They are encouraged to maintain a correct posture and pencil grip.
- Handwriting is discretely taught daily in the Foundation Stage and the beginning of Y1, at least twice a week in Y2 and once a week in KS2.
- Opportunities for linking phonics and spelling are used.
- Handwriting books are used from when it is developmentally advantageous to do so.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed require improvement.
- Children write in pencil until they achieve their pen license. They can then write in BLUE ink and no biro. Children may lose this privilege if the standard of handwriting decreases.

Specific Progression:

Foundation Stage

- Children are taught correct letter and number formation in a cursive style, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right.
- Use of rulers for labelling is modelled by teachers and rulers are available for child initiated learning.
- Some children are taught how to write 'on the line' and begin to join letters.

Years 1 and 2

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to underline and label neatly with a ruler.

Years 3 and 4

- Children work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children write in paragraphs around a theme.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- Children are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility, which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

Inclusion:

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment.

Celebration and Motivation:

All staff ensures that presentation and handwriting is promoted by:

- Celebrating work of a high standard, including homework, in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy.
- Sharing good work in whole school assemblies.
- Displaying written work with annotated comments recognising achievement.
- Using joined legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children.

Homework:

Parents are encouraged to support their children to produce quality work following the policy guidelines. Children are expected to take the same care with homework as they do in their class books.

Monitoring:

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews.

Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to good practice.