



# **Handwriting & Presentation Policy**

**2015 - 2018**

## Handwriting and Presentation Policy

### Aims

To establish high expectations and pride in everything we do - both of ourselves and of 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 that each child knows the standard of presentation that is expected of them.

### For Staff

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

### Expectations for school 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 and grids to model good practice.

- Where appropriate handwriting is modelled for the children - on the IWB, it should be joined using the school handwriting font, legible, consistently formed, sat on the line and neat.
- All children's work must be marked using the agreed marking policy with the adult modelling the school handwriting font.
- When sticking work/ labels / headings in books ensure that they are straight and cut to size.
- Keep worksheets glued into books to a minimum.

## Handwriting



Handwriting must be practised regularly within the Foundation Phase, with the frequency decreasing as children's ability and cursive handwriting develops in Key Stage 2. The correct pencil / pen grip and letter formation must be ensured at all times and in all lessons. Children must be prompted and reminded that their very best joined handwriting must be used when completing written work. The school's handwriting font is shown below:

A a B b C c

D d E e F f

G g H h I i

J j K k L l

M m N n O o

P p Q q R r

S s T t U u

V v W w X x

Y y Z z

A a    B b    C c    D d    E e    F f    G g  
H h    I i    J j    K k    L l    M m    N n  
O o    P p    Q q    R r    S s    T t    U u  
V v    W w    X x    Y y    Z z

To assess handwriting/joins you can use the following pangram, which should highlight areas where a child is finding a formation/join difficult:

The quick brown fox jumps over the lazy dog.

To teach 'good' handwriting the child must be taught to:

- use correct grip/holding their pens/pencils,
- use correct seating positions - posture is important,
- position their books or paper and
- use their non-writing hand to rest and hold the paper.

Remember to teach the rules:

1. Letters don't join from a capital letter.
2. Letters should be taught in patterns, e.g.:
  - wave pattern - aa, cc, dd, gg, qq, oo
  - tall letters should reach upwards, e.g. bb, hh, kk, ll
  - descenders should slant backwards, dropping down and loop back up ready to join with the next letter with the exception of pp & qq.
3. Other lower case letters can be taught in sets, e.g. eee, www, vvv, mmm, nnn, etc.
4. To get good spacing between the letters, the children should be relaxed, sit in an upward position with legs at a 90degrees angle, with both feet on the floor and slide their hand along the page.
5. Children benefit from saying the movements of the letters aloud to help internalise the letter formations.
6. Children practising with eyes closed and using gross motor actions, e.g. use of paint brushes, finger tracing, sand tracing, etc. all of these activities will help develop muscle memory.

## *Learning Objective*

*The Learning Objective will normally become the title of each piece of work. By the end of Year 2 the WALT it should be copied by children into their book at the start of a lesson. It should be focused, brief and in language appropriate to the age of the children.*

## *Nursery*

*By the end of nursery all children will be able to form their lower case letters with an entry and exit line in addition to their numbers 0-9. Children will be encouraged to use a tri-pod grip to hold their large, triangular pencil.*

## *Reception*

*By the end of Reception the majority of children will have been taught to use correct pencil grip. They should be able to form lower and upper case letters using the correct starting point and sequence of movements. Children will sit their letters correctly on the line. Pencils only are to be used. It is recommended that the pupils use the larger, triangular pencils which encourage proper grip.*

## *Year 1*

*In Year 1 children will be taught how to join the letters they have been taught in Reception. All children will have opportunities to regularly rehearse the cursive script and use it in all written activities. Teachers and TAs must ensure the correct letter and number orientation is used; and that the formation and proportion of letters remain consistent to assist in the fluent cursive script. Mistakes should be crossed out with a single horizontal line using a pencil.*

## Writing the date

Children will start by recording the date first. This will appear as the day of the week, followed by the date, and then the month on the left hand side of the page.

E.g. Monday 10th December

Pencils only to be used. It is recommended that the pupils use the larger triangular pencils which encourage proper grip. The more able pupils will progress on to the regular sized triangular pencils when they become more confident with their handwriting and the class teacher is happy with their grip.

## Year 2

By the end of Year 2 all pupils will be expected to be using the school's cursive handwriting with all letters joined correctly when writing independently.

From Key Stage 2 onwards all headings and dates must be underlined in pencil using a ruler. This is a skill which needs to be taught when the pupils start in Year 3.

All diagrams, graphs, tables, etc. must be drawn using a pencil

## Year 3

By the end of Year 3 the majority of children will have built up speed, fluency and legibility through regular practice in handwriting. Pencils are to be used until the end of the autumn term at which point all pupils will transfer over pens. All children will undertake mathematical work in pen. Blue is the ink colour to be used. Biro type pens are not suitable as handwriting pens. A pen offering more friction on the paper is more appropriate.

## Year 4

In Year 4 our children will be using joined handwriting at all times. It is assumed that the majority of Year 4 pupils will use a pen for all written activities.

## Years 5 and 6

As children continue to develop through Year 5 and Year 6 all children will have been taught:

- a legible, fluent, tidy, consistent and relatively fast style of handwriting which will complement all work
- To date work (left hand side of the page) in writing, except in maths lessons where the number format will be used.
- To underline the date and title (usually the Learning Objective) in pencil using a ruler
- The Learning Objective will be written beneath the date, starting at the left hand side of the page.
- To begin every line next to the margin (except where paragraphs are used).
- To have experience of a range of presentation skills, for example, captions, sub-headings and labels, capital letters for posters maintaining size, title pages and headings and drawing tables neatly using a ruler and pencil.

## General expectations for layout

- 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.
- Encourage good presentation layout by using the below mnemonic:

## DUMTUMS

Date Underline Miss a line Title Underline Miss a line Start

- Start at the margin.
- If a mistake is made, draw one neat line (using a pencil and ruler) through the mistake and start again.
- Write on the line. Do not write in the margin.

## Layout in Mathematics

- All figures must be written clearly and neatly with one figure to each square.
- There should be at least one clear square between each calculation, both horizontally and vertically.
- For solving word problems the actual sum should be set out. The answer should be written in a sentence where it clarifies a complex problem or where the focus is on maths vocabulary.
- When using vertical layout, the answer line should have ruler lines (using a pencil and ruler) above and below the answer with the operation sign to the left or right in a separate column.
- Calculations involving decimals should see the decimal point written in the centre of the square between the squares used for the units and tenths digits.
- Calculations which involve 'carrying' should see the relevant digit written smaller than usual beneath the bottom line.
- Equations which involve decomposition should see the digit remaining after exchange being written in the top left hand corner where the original digit appeared. This should also be smaller than usual.

## Classroom Organisation and Resources

All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils.

### Monitoring

The Senior Leadership Team collect samples of children's work in on a regular basis 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.