

Nanclendra School



Handwriting & Presentation Policy

November 2016

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.

Monitoring of handwriting and presentation comes under the main subject of English and is the responsibility of the English subject leader. The Head and Governors will also monitor as with other subjects and in accordance with the School Improvement Plan.

Presentation across the school

- All books are named with the school labels and logo. Names are typed on the front of books.
- Every piece of work is dated.
- All work has a Learning Objective (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.
- Pencil crayons, not felt pens, are used in exercise books.
- Coloured pens are used for specific reasons in KS2 by children e.g. self –correcting, editing or peer assessment.
- One single 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 to start a new piece of work by underlining the previous work and beginning on a new page if there is less than half a page below the previous work.
- Poor presentation is challenged through verbal feedback and marking.
- Tippex and correction pens are not to be used by children.

Handwriting across the school

- Children use a continuous cursive handwriting style.
- 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, including homework.
- Opportunities for linking phonics and spelling are used.
- Additional handwriting sessions are given to those children whose letter formation, joining or speed, require improvement.
- Children write in pencil until the end of year 4. From year 5 onwards pupils write in black pens (no biros).
- Direct attention is given to reversal of letters and time is given to practice this.

Specific Progression

Foundation Stage

- Children are taught correct letter (cursive) and number formation, 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.
- 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' and how to underline and label neatly with a ruler.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, instructions, etc.

Years 3 and 4

- Years 3/4 is the transition time from pencil to pen. Children continue to use pencil in their work books but are taught to use pens in handwriting lessons.
- 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 write in black pen (not biro).
- They 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.

Redrafting

The redrafting process is introduced, when appropriate, from Year 1 and is taught in a progression of steps.

Children read through their written piece, with and without an adult, and improve it by implementing the following strategies:

- The children underline spellings they think are wrong.
- Corrected spellings are put above the misspelt word.
- Punctuation is added/corrected in the appropriate place.
- Unnecessary words are removed by a single, neat line through the middle of the word.
- Capital letters are written over the top of lower case letters.

As the children move through Year 2 and enter Key Stage 2 their redrafting skills will continue to extend so that children will check their work for comprehension and adjust where necessary:

- To insert an extra/missing word ^ is used.
- // is used to highlight the fact that a new paragraph is needed.
- When additional words/sentences are needed to enhance the text an asterisk and number demarcates the insert e.g. 1*, 2*, 3*. The additional text is added at the end of the piece of work.

Mathematics and Science/Topic

- Squared paper is introduced in the Summer term of Year 2
- Numeracy work is to be recorded in pencil.
- The Learning Objective and 'short date' are written and underlined.
- ALL lines should be drawn with a ruler, including answer lines for vertical calculations, tables, graphs and all straight sided shapes.
- Each digit should be written in a separate box to assist with understanding place value.
- All question numbers should be noted and shown by a bracket, e.g. 2) as dots can be confused with decimal points.
- No margins are to be drawn in maths books, but pages can be divided vertically in half to allow for two columns of calculations.
- Rulers must be used for any diagrams that need straight sides represented.
- Any colouring should be done using colouring pencils.
- Attention is drawn to reversal of numbers and time is given to practice.

Display areas in classrooms

Examples of presentation steps to be displayed in all classrooms appropriate to the age group. These are built on over the course of the year.

For example (UKS2)

For every new piece of work –

Step 1 – Rule off your last piece of work.

Step 2 – Date and underline, with a ruler.

Step 3 – Title/Learning Objective and underline, with a ruler.

Things to think about –

- *Begin on a new page if there is less than half a page left.*
- *Use a ruler and pencil when drawing straight lines*
- *Divide your page in numeracy*
- *Always use colouring pencil to colour in/shade*

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.