

HANDWRITING AND PRESENTATION POLICY

Handwriting and Presentation Policy for St Mary's C.E. School

Agreed by the Governing Body:	November 2022
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Date for review:	November 2025
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Intent

At St Mary's, we set consistently high expectations for all pupils, in all subjects, across our curriculum. We believe that well-formed handwriting and presentation of written work is essential to our pupils' educational achievement. Our aim is that all pupils are successful in the acquisition of handwriting skills and present their work in a neat and organised manner in all lessons. We encourage pupils to take ownership of their learning and to take pride in the appearance of their work.

Aims

- To establish and maintain high expectations for presentation of work in all lessons.
- To provide a nurturing learning environment within which pupils can foster a positive attitude towards writing and to take pride in its appearance.
- To support pupils to produce clear, concise, legible handwriting and overtime develop fluency and speed using a continuous cursive style.
- To ensure by the end of Year 2, most pupils will be joining their handwriting.
- To ensure by the end of Year 6, pupils will understand the importance of neat presentation and the need for different letter forms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations for Presentation

In striving for consistency in presentation across the school, pupils will be taught how to set out and present their work in each subject. Pupils will be taught that different styles of presentation are appropriate for different pieces of work and different circumstances.

Pupils will be expected to:

- Look after exercise books and not draw or doodle on or in them
- Think about and plan their work so it looks attractive and well presented
- Only use writing and drawing media that is fit for purpose
- Always use a ruler to draw straight lines
- Set out, number and annotate work appropriately
- Cross through mistakes and edit alterations with a single line. Erasers should only be used for graphs, charts, diagrams or drawings.

Presentation in Written Work

EYFS

- Pupils will have access to a range of tools and equipment for mark making, writing and drawing.
- Pupils will be taught to write on a line, starting at the left hand side of the page or the margin.

KS1 and KS2

- Pupils will use sharpened pencils for writing and drawing.
- Sharpened pencils will be used for all drawings, graphs, charts and diagrams.

- Pupils will be taught to write on the line, starting at the left hand side of the page or the margin.
- Pens should be used for writing by all pupils who have achieved a consistent, cursive style. This can be achieved from the summer term of Year 2. Pupils will only use pens provided by the school.
- When mistakes are made, a simple line across the mistake should be used. Erasers are only to be used for graphs, charts, diagrams or drawings.
- Any additions and revisions in written work should be made with a purple pen.
- Displayed work should always be a celebration of a pupil's best work and should be beautifully presented and show excellence for that individual.

Date and Learning Objectives

- The long date will be written in English and RE books and the short date in all other curriculum subjects.
- A learning objective (LO) will be written for all recorded written work. If typed, the date and LO should be in school script, size 12 and underlined.

<u>Monday 5th September 2022</u> <u>LO: I can sequence a story</u>	<u>05.09.22</u> <u>LO: I can identify and name common 2D shapes</u>
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- The date and LO will be written on the left hand side of the page. The date will be written on the top line and then the LO will be written on the next line down. Both the date and LO will be underlined with a straight line, using a ruler.
- In EYFS and Year 1, the date and LO will be stuck into books prior to the lesson. From the beginning of the spring term, Year 1 pupils will be taught to write the date and LO on the page themselves and underline both neatly using a ruler. By the end of Year 1 most pupils will be expected to do this independently.
- From Year 2 onwards, most pupils will be expected to write the date and LO in all lessons, using a ruler to underline the date and LO.
- If there is sufficient space on the page, after the teacher's written feedback, pupils will miss a line and then draw a straight line with a ruler to show that piece of work is finished. The next piece of work will start, with the date and LO underlined, under that.

Presentation in Maths

We teach mathematics using a Concrete – Pictorial – Abstract approach based on the White Rose Scheme of learning. Children will be taught to use concrete objects and pictorial representations to understand mathematical concepts, support their mathematical reasoning and make links that will support their understanding of abstract mathematical concepts and understanding of formal written methods. Some maths lessons will be practical lessons; in these lessons, pupils will demonstrate their learning using concrete resources and photographs may be taken. Any photographs will be carefully trimmed and stuck into pupils' books. Pupils will be encouraged to use pictorial representations to support their understanding and thinking. Pupils will be taught how to present these in an organised way in their maths books.

EYFS

- Pupils will have access to sharpened pencils for mark making, writing and drawing.
- Number work is primarily practical though pupils might record their work / jottings on white boards or paper. When work is recorded, pupils will be encouraged to organise their jottings in a way that supports their mathematical thinking.

- Pupils will be taught to use correct number formation.

KS1 and KS2

- Pencil should always be used for maths work.
- Pupils will be taught to use correct number formation.
- Pupils will be taught, and expected, to place one numeral or mathematical symbol in each square.
- Any lines drawn will be done with a ruler and where shapes are drawn, they should be accurate, using appropriate mathematical knowledge and resources. Lines and shapes should also be drawn using the squares within the books as guidelines, where appropriate.
- Pupils will be taught to use correct presentation when formal written methods of calculation, charts, tables and graphs are taught. Pupils will be expected to use correct presentation to organise their work to support accuracy and mathematical thinking.
- All worksheets must be trimmed and carefully stuck into books. Pupils will complete calculations on the squares in their books, either next to or below the question.

Date and Learning Objective

- The short date will be written in maths.
- The date and LO will be written on the left hand side of the page. The date will be written on the top line and then the LO will be written on the next line down. Both the date and LO will be underlined with a straight line, using a ruler.
- In EYFS and Year 1, the date and LO will be stuck into books prior to the lesson. From the beginning of the spring term, Year 1 pupils will be taught to write the date and LO on the page themselves and underline both neatly using a ruler. By the end of Year 1 most will be expected to do this independently.
- From Year 2 onwards, most children will be expected to write the date and LO in all lessons, using a ruler to underline the date and LO.
- If there is sufficient space on the page, after the teacher's written feedback, pupils will miss a line and then draw a straight line with a ruler to show that piece of work is finished. The next piece of work will start, with the date and LO underlined, under that.

Provision for Handwriting

- We use a cursive system for handwriting to ensure a uniform approach to letter formation, leading to a more effective, fluent and legible joined style.
- To promote continuity, coherence and progression across the school, all staff and pupils will use a cursive script handwriting style. We will operate a 'pen licence' scheme to enhance our high expectations.
- Handwriting is timetabled in short, regular sessions and explicitly taught by a teacher then supervised. Handwriting is taught daily and systematically in classes, groups or individually as appropriate to ensure Key Stage targets are met.
- Our high expectations for handwriting and presentation will be upheld across all curriculum subjects.
- Prewriting shapes and patterns will be used in the early stages of writing, by using a variety of tools and using multi-sensory methods to help free flowing hand motions.

- Teachers and support staff will act as a model when writing on the interactive whiteboards or marking work, using a fluent joined style with accurate letter and number formation, as appropriate to the pupils' level of development.
- All text displayed throughout the school environment, whether written or typed, will also model high expectations for handwriting and presentation showing excellence for which to aspire. Typed text should predominantly use our school cursive script.
- Attention to posture and seating arrangements. Pupils who write with their left-hand face particular challenges and teachers need to be aware of this. Left-handed pupils should either sit next to other left-handed pupils or on the left side of a right-handed pupil to avoid difficulties when writing.
- Pupils who display specific difficulties with handwriting will have these addressed. Resources such as slanted writing boards, pencil grips or alternative writing media.
- Incorrect letter and number formation will be addressed through marking and feedback as appropriate to the developmental level of the pupil week as through daily handwriting practice.

EYFS

- At this stage, emphasis is placed on movement. Art, music, pattern and play are used to introduce the language and movement of letter shapes, prior to writing. This develops free flowing hand movements and muscle strength. Pupils are prepared for handwriting through gross and fine motor activities and introducing letter shapes through a varied, multi-sensory approach.
- Pupils are introduced to pre-cursive and cursive script at the early stages of writing.

KS1 and KS2

- Gross and fine motor skills exercises
- Cursive handwriting reinforcement, learning and practice
- Numerals, capitals and printed letters: where and when to use, learning and practice

Letter Formation

Letters are written on a base line, all cursive letters 'start on the line' with a 'lead in' and 'end with a hook'.

a c o b e d g u
p i j l m n h s
t k h v w z x
f

abcdefghijklmnopqrstuvwxyz

Correct Posture and Pencil Grip for Handwriting

Right handed children

How to sit correctly to be comfortable for handwriting.

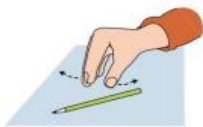


How to hold and position the paper.



How to hold a pencil correctly for handwriting.

Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,

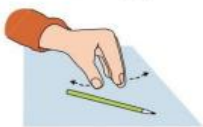


4. Spin it round...



5. ...and grip.

Left handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



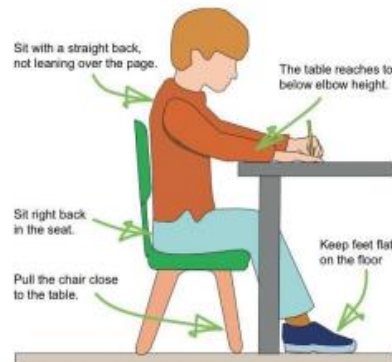
4. Spin it round...



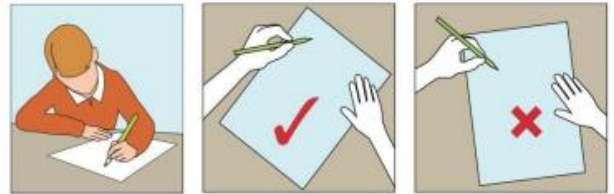
5. ...and grip.

Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Left Handed Children

Left handed pupils should be identified and closely monitored by the teacher to ensure success. Left handed pupils may find it difficult to follow the movements of right handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left handed pupils on an individual or group basis.

- Pupils should sit towards the left of their partner, leaving plenty of space for writing on the left side of his/her mid line (this allows maximum space for arm movement).
- The paper should be supported with the right hand.

- The writing forearm should be parallel with the paper edge as the pupil writes.
- The writing tool should be held sufficiently far from its point to ensure the pupil can see what he/she is writing.

Use of ICT

All teachers use the interactive whiteboard in direct teaching. Use of the lined writing templates are an essential tool for learning as the teacher can demonstrate the correct letter formation and joins clearly to the whole class at once if necessary. Software is available on all computers to allow staff and pupils to type sentences and words using the cursive script.

Monitoring

Handwriting is monitored as an ongoing process. The Headteacher and the English Subject Leaders monitor provision through samples of work, classroom observations, target setting and performance management. Evaluating this provision feeds into the annual cycle of school evaluation. They will also check the effect of this policy in relation to ethnicity, gender and disability.

This policy will be reviewed every three years.

Equal Opportunities

St Mary's positively celebrates diversity and inclusion is core to its Christian ethos. The Governing Body recognises that no one should receive less favourable unlawful treatment than another on the grounds of gender, marital or civil partnership status, colour, race, nationality, ethnic or national origin, disability, religious beliefs, age, or sexual orientation. It is the Governors' aim that no-one at the School should suffer unlawful direct or indirect discrimination, victimisation or harassment on any of these grounds. The Governing Body is committed to embedding fairness and equality at the heart of the school community, and in all aspects of the school's policies, procedures and practices.