

Tansley Primary School

Presentation and Handwriting Policy

2020



Introduction

Our Presentation policy supports good practice in assessment and recording, and is based on a positive approach to marking which involves pupils being clear about the progress they are making and the next steps in their learning. As a staff we have agreed guidelines to promote a consistent but developmental approach to enable the children to present their work to a high standard.

The essential feature of the presentation policy at Tansley Primary School is:

1. To ensure that staff expectations of presentation are high, consistent and matched to the ability of individual pupils.

This policy therefore defines the purpose, nature and management of marking pupils' work and the agreed standards of presentation which are promoted at Tansley Primary School.

Presentation

Standards

Consistent standards of neatness, legibility and accuracy are stressed in order that pupils may be encouraged to learn good work habits and develop pride in their achievements. Respect for pupils' own work and property, and that of others, is encouraged and care is taken not to deface or damage it.

Equipment and Materials

In order to produce work of a high quality, appropriate equipment and materials are required. Such equipment will be maintained to a high standard and will be readily accessible to all pupils. That which is no longer suitable will be discarded.

Appropriate furniture should be used at all times. The correct height of chairs, desks and worktops is critical to ensure good presentation, the development of fluent writing styles and to avoid discomfort, long term physical problems and RSI. All pupils are expected to sit correctly when completing written work.

For more able pupils in Years 3, 4, 5 and 6 the use of appropriate pens is introduced at the discretion of staff, and full use is generally encouraged by Year 6.

Appropriate presentation is important and handwriting is taught and marked as a key skill .

Children are expected to work hard with their presentation, especially when their work will be read by someone else. They should be encouraged to consider the purpose of their work. If they are making rough notes or a first draft, presentation is not the key consideration and work could be completed in a notebook for final presentation later.

Presentation

- Pupils are encouraged to apply the most appropriate form of presentation according to the needs of a particular piece of work.
- Pupils are encouraged to develop an increasing range of presentation styles as they progress through the school.
- In Early Years, staff present work in books or on worksheets for the pupils to complete and pupils become used to accepted formats. As soon as possible however, pupils are taught to copy tasks to their own exercise books.
- Pupils may use a word processor to draft, edit and print their work as part of the ICT curriculum targets, for particular presentation tasks (e.g. display labels), or if they have a particular short or long-term co-ordination problem.
- All work must be dated, either by the pupil or teacher as appropriate. At Key Stage 1 pupils should be taught to write the full date (on the left hand side of the page) fluently as part of specific lessons. In all Key Stages the inability to write the date should not be allowed to delay the completion of the task in any subject, and staff should do this pending the pupil developing fluency. All pupils who are able should write the date on each piece of work- short date for Numeracy, long date for all other subjects.

- Each piece of work is given a title or page reference if a textbook is used.
- A ruler should be used for underlining dates and lesson objectives (LO).
- Encourage children to put clear titles and dates on all written work. Titles to be linked to learning objectives. Date to be towards the left-hand side, LO miss a line and to be written underneath.
- Ensure that the last piece of work is underlined before the children begin their next piece, allowing space for teacher comments.
- In Maths books children will be encouraged to put one digit in each square and use margins where appropriate and to mark their own work when necessary in their green 'fix-it' pens.
- Ensure children have clear strategies for dealing with mistakes in their presentation e.g. drawing a single line through a mistake.
- Lines for diagrams are to be in pencil and writing is to be joined and horizontal on the page.
- Line guides are to be used when writing on plain paper.
- Rubbers are only to be used for Art or diagram work.
- To encourage independence and a pride in their books the children from Year 2 onwards write their own names, subject area and class.

Conclusion

This policy sets out our intentions with regard to marking and presentation of pupils' work at Tansley Primary School and will be reviewed by the staff and Governing Body.

Handwriting

Overall Aims

A flexible, fluent and legible handwriting style empowers children to write with confidence and creativity. Therefore, handwriting must be actively taught and the skills applied to everyday use. It is a developmental process with its own distinctive

stages of sequential growth from readiness for handwriting through to letter joins, practising speed and fluency and higher presentation skills.

1. Children should develop a clear, comfortable, legible style of writing
2. In handwriting pupils should be taught to:
 - hold a pencil comfortably in order to develop a legible style that includes writing from left to right, from top to bottom of the page, starting and finishing letters correctly;
 - develop a regularity of size and shape of letters and a regularity of spacing of letters and words.

As pupils become increasingly confident they will be encouraged to develop greater control and fluency.

3. Children need to appreciate that their work is usually presented for others to read and, therefore, attention needs to be given to layout, presentation and accuracy.
4. Children should be helped to develop a comfortable, flowing and legible joined-up style whilst retaining good presentation.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The style is quick and easy to learn, particularly when it is practised from an early stage. Pupils will learn to form individual letters appropriately and accurately first and then by term 3 of Year 1, pupils will begin to join their handwriting.
- Handwriting is taught regularly and systematically in classes, groups or individually as appropriate through the use of 'Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum. Pupils in the Foundation Stage and Key Stage 1 will use photocopiable masters designed by Letter-join, on which they have

dotted lines to follow the formation of letters. Pupils in Key Stage 2 and more able Key Stage 1 children, will practise their handwriting by using Letter-join printable masters. The activities are differentiated according to individual children's needs. This practise is therefore carefully planned and implemented so that all children can achieve a good standard of writing.

- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Display writing throughout the school includes cursive writing and computer generated writing using the Nelson handwriting font.

Considerations when teaching handwriting:

- (a) Pencil grip and tension;
- (b) Writing pressure;
- (c) Clarity of the stroke;
- (d) Orientation of the paper for left/right handed children.

Non-Negotiables:

All classes should participate in consistent, handwriting practice for at least 15 minutes three times a week. Teachers should clearly model the handwriting and letter patterns and children should record all practice in a handwriting book. The school's 'letter join' account should be used to aid handwriting practise. In year 6, dictations should be practised to help prepare for the demands of secondary school as well as to develop fluency and speed of handwriting.

Foundation Stage through to the beginning of Year 1

Suggested materials to develop gross and fine motor skills:

- (a) Use of sand trays/seeds and other tactile materials
- (b) Letter shapes/feely letter shapes
- (c) Large paper and brushes to make writing patterns
- (d) Blackboards and chalk
- (e) Plasticine, play dough, clay

Children will begin the Foundation Stage with a wide variety of writing skills ranging from simply making marks to writing their own name unaided. They will move from gross to finer motor skills using a variety of tactile methods. They will need opportunity to make marks in their own way and to gradually refine these into recognisable patterns and eventually individual letters.

To aid co-ordination sand trays and sticks (or fingers), paper, paint and large brushes, modelling materials, blackboards and chalk will be used. They will trace over letter shapes and patterns and then move on to actual letter formation, using handwriting pencils. They will be taught the use of capital letters for names and beginning of sentences. They will practice overwriting and copy a good example (eg of teacher's writing). Handwriting will be taught in short sessions every week using a range of resources.

Years 1 and 2

Most children in year 1 should be writing unaided, using capitals where appropriate and presenting their written work legibly. By year 2 they should be moving towards a joined (cursive) handwriting style where letter joins are secure.

They should be able to write on lined paper with a reasonable degree of accuracy. HB pencils will be used at this stage. An introduction to joined writing can be started whenever a child has developed a consistent, clear print join style, where

letters are generally correctly formed. Regular handwriting practice will continue throughout key stage 1, using a range of resources.

Children need to be aware of:

- (a) Where the letter starts;
- (b) Where the individual letter stands with regard to the baseline;
- (c) Ascenders and descenders - lined paper will assist;
- (d) Spacing and finger space between words;
- (e) Writing size needs to be consistent;
- (f) Capital letters and the appropriate use thereof.

Years 3 and 4

The introduction of handwriting pens will begin at this stage. Once a child has developed a clearly formed and consistently accurate cursive style, a pen licence will be awarded. It is the expectation that all year 4 children will achieve a pen licence. Children should increasingly be developing speed and accuracy in years 3 and 4 and making a start on higher presentation skills.

Years 5 and 6

Structured handwriting sessions will continue throughout Key Stage 2.

At all stages, pencils and pens should be kept in good condition and stored appropriately where children have easy access. Children in year 3 and 4 may have their own pens for use in school.

Handwriting sheets will be used to supplement the work of children needing extra support.

Intervention Groups

Children identified as having difficulties with handwriting will be targeted for intervention to help support their development of cursive handwriting.

Left Handed Children

Left-handed children will not in any way be discouraged from favouring the left-hand in their work. They may need to position their paper at an angle on the table. The tripod grip (thumb and first finger grip the pencil, which then rests on the side of the second finger) should be encouraged. Practise on a vertical blackboard could help this position. All left handed children will be seated on left in order that their writing movement is not inhibited.

Special Educational Needs

Pupils with specific learning difficulties find cursive handwriting useful because the writing implement stays on the page for the majority of a word.

Assessment

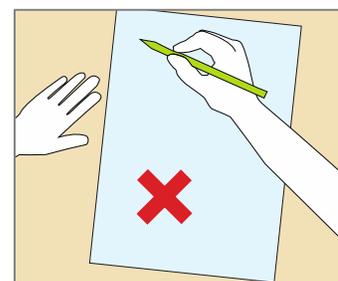
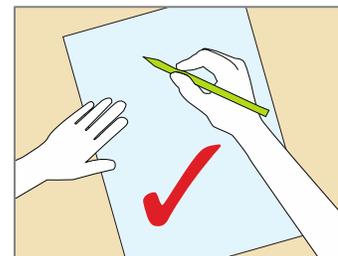
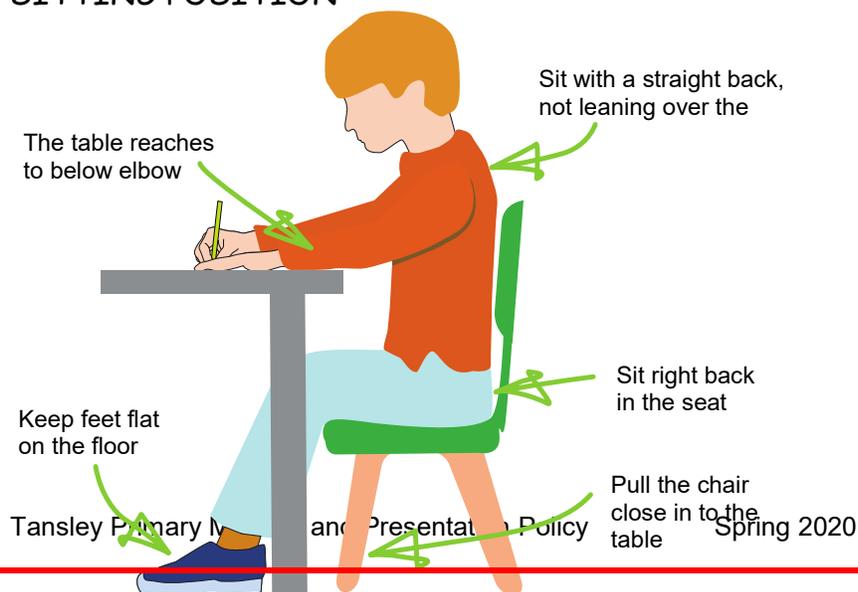
Throughout their time at Tansley Primary School, samples of children's writing are collected and moderated against the Assessing Pupil Progress grids criteria within writing.

Appendix

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

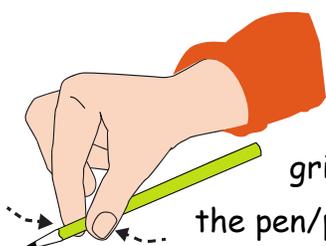
SITTING POSITION



Paper position for right-handed children

THE TRIPOD PENCIL GRIP

1
tripod allows the pen/pencil to be held securely whilst writing. This grip which encourages the use of the pen/pencil to be held securely whilst writing.



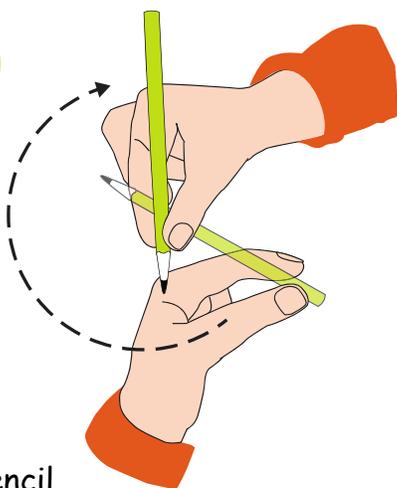
Both right and left handed children should be encouraged to use the tripod grip which

1) Grip the pencil with your index finger and thumb with the nib pointing away.

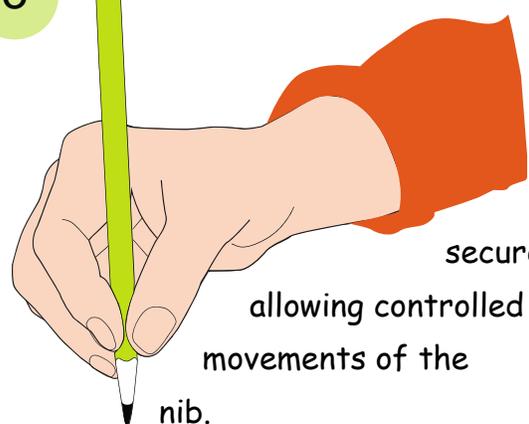
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

2
held securely whilst writing. This grip which encourages the use of the pen/pencil to be held securely whilst writing.



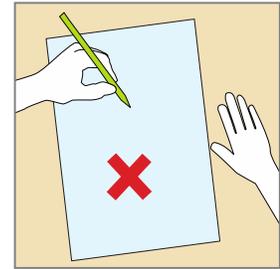
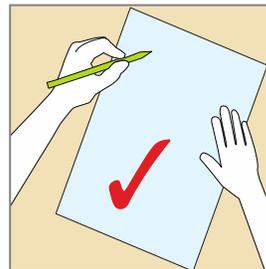
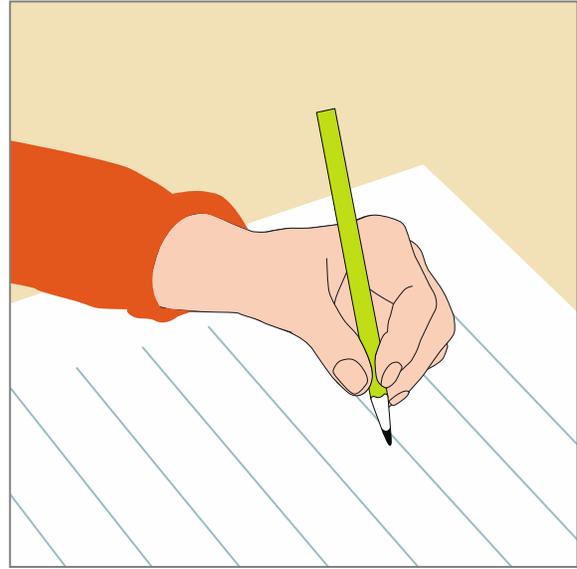
3
Use your middle finger to support the underside of the pencil.



securely allowing controlled movements of the nib.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



Paper position for left-handed children

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

PENS AND PENCILS

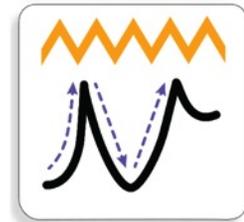
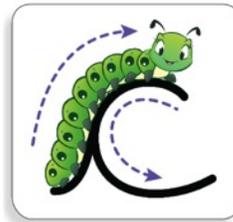
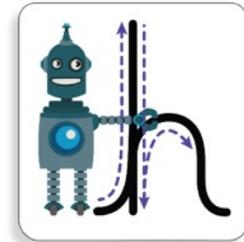
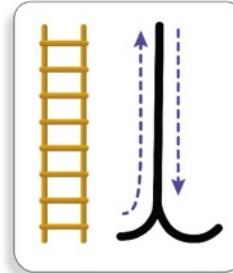
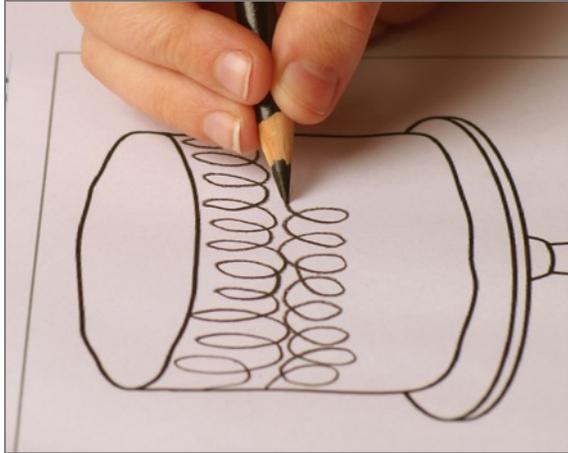
Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

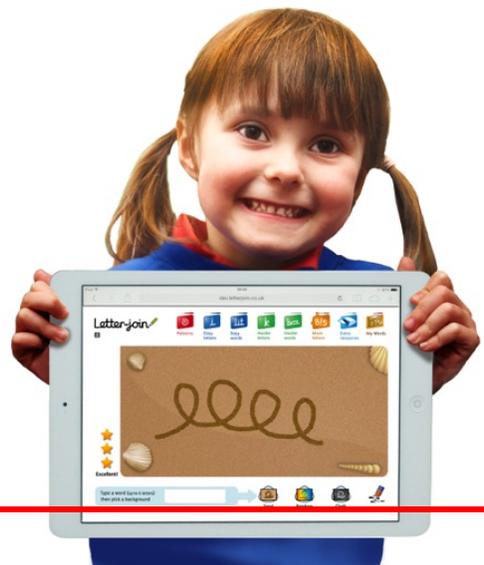
Key Stage Teaching

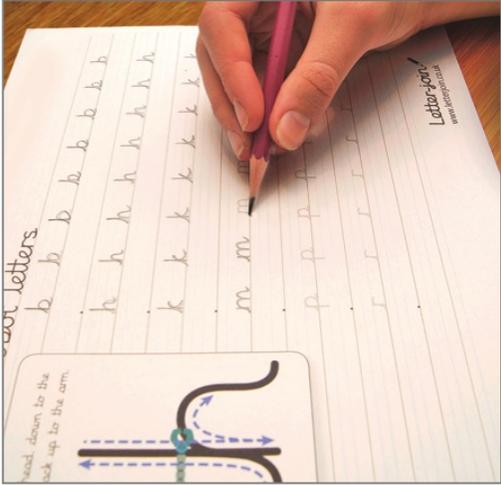
FOUNDATION



RECEPTION

- a
- Hold a pencil in an effective manner for writing and be encouraged to correct any errors in grip or stature.
 - Understand that letters are written on a base line and that all cursive letters 'start on the line' and 'end with a hook'.
 - Begin to form some recognisable joined-up cursive letters, capital letters and numerals.
 - Have an understanding of writing their own name.
 - Understanding different shaped letter families.
- Sit in the correct position and hold pencil correctly to allow fluid movement of the nib.
 - Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.
- Understand the language need to describe pencil movements in preparation of letter formation.





Key Stage Teaching

KEY STAGE 1



- Write legibly using upper and lower case letters with correct joins.
- Ensure that letters sit on the base line and are consistent in size with ascenders and descenders that are the correct length and formation.
- Leave the correct space between words.
- Form capital letters and use where appropriate.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.

KEY STAGE 2

Improve quality, speed and stamina of handwriting.

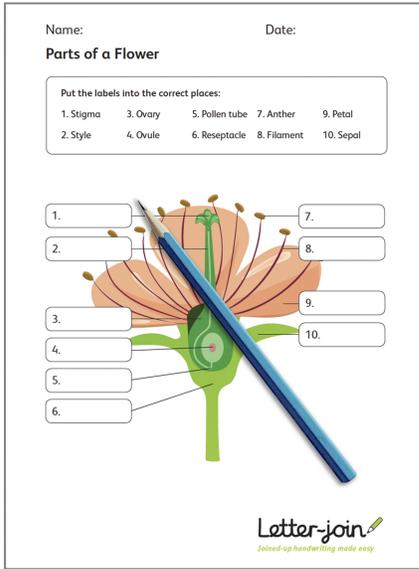
- *Quality*: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- *Speed*: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.
- *Stamina*: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Dictation Exercises

Easy practice	Harder exercises	More challenging
A selection of CVC words, a list of numbers and an easy poem.	A list of phrases, easy sums and a three-verse poem.	Shopping list, complex numbers and a written passage.
<p>dog hill bus 26 37 92</p> <p>I can eat a bun. Put it in my bun. Open up the top. Sip on my pop.</p>	<p>Over the hill.</p> <p>2 + 1 = 3</p> <p>A is an ant That saddle about still. It made a nice house. Inside a hill Nice little ant!</p>	<p>1 small sausages 12 medium barn eggs 29-10-2003</p> <p>My birthday is Scotland but all down I moved south for Lancashire I have lived there since then, other than</p>

Have full knowledge and ability of the different forms of handwriting for different purposes:

- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.



Policy written:- January 2020
Discussed by staff:- January 2020
Date of adoption by governing body: