



COLDFAIR GREEN C P SCHOOL Handwriting and Presentation Policy

Produced by : Coldfair Green Primary School

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Position:	Headteacher

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Date of Next Review: March 2020 (earlier if required)

Signed:

(Chair of Governors/Committee)

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Handwriting and Presentation Policy – March 2017

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 subject and class. Names are typed on the front of books.
- Every piece of work is dated and the date is underlined with a ruler (long date in all subjects except Maths).
- All work has a learning objective and clearly defined success criteria. (These are typed and stuck into books)
- 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.
- A green coloured pen is used for specific reasons 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.
- If using a text book the name and page number is stated.
- 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.

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.
- Opportunities for linking phonics and spelling are used.
- Handwriting books are used from Y1 onwards in Key Stage One.
- 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 blue pens once they have passed a pen licence, proving they can write legibly and fluently. (No biros).

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 are taught.
- Children 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

- 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.
- They 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 blue 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.

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 ensure 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 (Praise, House Points, Headteacher visits).
- Sharing good work in whole school assemblies (work of the week).
- 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.

POLICY ADOPTION

Date policy adoptedMarch 2017

Signed Print Name

Review date ...March 2020 or as necessary prior to that date