

## Presentation and Handwriting Policy



*We can and we will*

### GLEBE PRIMARY SCHOOL

## PRESENTATION AND HANDWRITING POLICY

### **Mission Statement:**

At Glebe school, we believe in an ethos that values the whole child. We strive to enable all children to achieve their full potential academically, socially and emotionally.

### **Aims and Objectives:**

The purpose of this policy is to provide a consistent approach towards the presentation of work throughout the school. Children should all be aware of the standard expected of them and this same standard should apply irrespective of who is taking the class. It will ensure standards are raised by all staff and engender in all children a sense of pride in how their work should look throughout the school.

### **Handwriting**

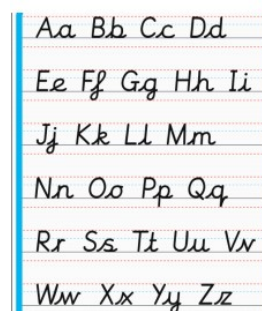
Last year, the government's guidance over teaching handwriting has changed for EYFS; "At first, children should not be taught to join letters or to start every letter 'on the line' with a 'lead-in', because these practices cause unnecessary difficulty for beginners."

<https://www.gov.uk/government/publications/phonics-teaching-materials-core-criteria-and-self-assessment/validation-of-systematic-synthetic-phonics-programmes-supporting-documentation>

As of last year (2021), cursive handwriting will not be taught in Reception and will be introduced in year 2. However, as there will be current children in year 1, who started to learn cursive script, we will continue this practice for this academic year and then use non-cursive the following.

**When teaching handwriting, we follow Little Wandle's Phonic and Handwriting scheme. Please see Appendix 1 for the letter formation phrases.**

- Pencils will be used when children start learning to write.
- Children start to learn how to write in Nursery, using non-cursive handwriting.
- In Early Years, an emphasis is placed on ensuring that children develop the fine motor skills and muscle control to develop their fine motor skills.
- In year 2, cursive handwriting, with the lead in, is introduced at the beginning of the year. By the end of year 3, the expectation is that children will then be using



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this at all times.

- Handwriting should be practised weekly in the purple handwriting books, and or on specific handwriting sheets, to ensure consistency in letter size.
- In Reception, handwriting will be taught daily and will be taught in line with grapheme progression within phonics lessons. This will take place in their phonics books. If children are not ready to grip a pencil, they will use physical material and where appropriate photos will be taken.
- If children earn a pen licence, only blue ink may be used in exercise books. School handwriting pens only should be used.
- In EYFS and Year 1, wider lined pages will be used and in Year 2 and above narrow lined books will be used, unless the child is not ready for this. In year 1 and above, if the teacher feels that the children are ready for narrower lines, then they may be introduced earlier.

### **Left-handed Children:**

For most children, hand dominance fully develops around the ages of 5 and 6. Left handed children have different needs from right-handers and are given extra support to:

- Learn the 'tripod' grasp and to hold the pen/pencil slightly higher up to help them to see what they are writing.
- Sit where elbows do not bump right-handers.
- Hold their writing tool away from the point so that their thumb does not get in the way.
- 'Pull' the pen/pencil rather than 'push' it across the page.

### **SEND**

For children, who may find this difficult, reasonable adjustments will be made on a case by case basis. Support will be given to build muscle control and, where applicable, advice from occupational therapists will be followed. However, it is important to have high expectations of pupil's handwriting whilst still acknowledging their individual barriers.

### **General Points**

- The front cover of each book should have a sticker with the child's name and subject. When children complete their first book, additional stickers should be ordered from the school office.
- Both sides of the paper should be written on and each page filled before turning to the next.
- Children should ruler off under a piece of work and the teacher's / peer comments and then write the new date rather than moving straight onto the next page.
- A new page should only be used if there are less than 4 lines left on a previous page.
- Each piece of work must be dated on the left. As a model for this, the teacher must write the date on the board and underline it for the children to copy. The short version of the date, with "lines", i.e. 24/03/20 is to be used in Maths books, but the long version should be used in all other subjects.
- The date should be underlined using a ruler and pencil. In year 1, children will initially need help and modelling of how to do this.

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- Children should know how to spell the days of the week and months of the year.
- Each piece of work should be dated with a learning objective. Where appropriate the learning objective will be incorporated into the success criteria.
- Children will write on every line. The only exception to this may be during a creative/extended writing activity where teachers may need the space to correct any errors clearly or where the child may need the space to re-draft and/or include new ideas.
- Any mistakes, or things to improve, should be crossed out neatly using one ruled line. The correct version should be written on the same line or above the mistake, wherever is most appropriate.
- Tippex is NOT allowed.
- Rubbers should be used sparingly as they can make more mess by smudging the page.
- Work for displays around the school should be written as a "best copy" in pen for KS2 and in pencil for KS1.
- A child should not write or draw ANYTHING on the covers of any exercise books. Any graffiti must be removed immediately.
- Success criteria and sheets of paper should be trimmed down and then stuck in neatly & straight so that no bits of paper are hanging over the edges.
- In KS2, children may use fine liners or gel pens when annotating texts in their books or needing to write in different colours.

### **Drawing**

- Drawings or diagrams must be done in pencil and straight lines drawn with a ruler unless it is intended to be a rough sketch. If a plain page is needed this must be trimmed before being neatly stuck in.
- Colouring pencils can be used to colour in pictures drawn directly into the book; felt tip pens if it is on a piece of paper that will be stuck in.

## **SPECIFIC SUBJECTS**

### **English**

- See notes above which refer to pieces of extended writing.
- Question numbers should be recorded in the margins.
- When drafting first ideas, handwriting does not need to be as neat. As per the assessment policy and marking policy, children can use green biro or fine liners to respond to marking and to edit and revise their work.
- As above, ideas no longer wanted may be crossed out, arrows may be drawn as to where pieces of text may be moved to.
- As per the assessment and marking policies, children will use pink highlighters to show areas of success and may use green highlighters to indicate areas to improve. They may also write with the finer part of the nib to indicate what does need to improve e.g. tense or up level, repetition etc.
- If re-drafting certain sections, editing flaps may be used so that the original ideas can still be marked.

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- The end of unit outcome, i.e. the diary or letter, must be published in the children's best handwriting with no crossings out. This may be done in the book or on specific pieces of paper. Line guides must be used behind the piece of paper to ensure the writing is straight.

### **Mathematics**

- As above, the children record the short date in their books.
- No margins are to be drawn in Maths books, but pages should be folded in half to allow for two columns of calculations when appropriate.
- Numeracy work is to be recorded in pencil.
- All lines should be drawn with a ruler, this includes answer lines for vertical calculations, tables, graphs and all straight sided shapes. This will change in year 6, however, for their answer lines after Christmas, as they will not need to use rulers due to time constraints in the tests.
- For those children using squared pages, each digit should be written in a separate box to assist with understanding place value.
- Wrong calculations should be shown with a dot and KS1 draw a box to show where the new sum should be written.
- Explanations should be written, still using pencil, inside explanation bubbles and then stuck into the book.

### **Science**

- Rulers must be used for any diagrams that need straight sides represented.
- All diagrams and lines to label parts must be drawn in pencil but written labels can be written in ink if appropriate.
- Any colouring should be done using colouring pencils.

### **Topic, MFL, RE & PSHE**

- Rulers must be used for any diagrams that need straight sides represented.
- Any colouring should be done using colouring pencils unless it is on a separate piece of paper.
- Any question number should be inside the margin.
- Please see the above general practices.










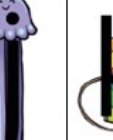
















**Reviewed: October 2023**






















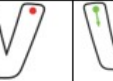




**To be Reviewed: October 2024**

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### Appendix 1)

Letter Formation

												
												
Around the astronaut's helmet, and down into space.	Down bear's back, up and round his big tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear; down and curl under his chin.	Down, up and over the helicopter	Down the iguana's body, then draw a dot [on the leaf] at the top.	All the way down the jellyfish. Dot on its head.	Down the kite, up and across, back and down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.

												
												
Down the stick, up and over the net.	All around the octopus.	Down the penguin's back, up and round its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground, up the arch and over the rainbow.	Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripe across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.	Down to the bottom of the volcano, and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zag down and across the zebra.