



Learning Together, Learning for Life

**Handwriting and presentation
policy**

Approved by:

Curriculum Standards Committee

Date: 02.07.2024

Next review due by:

July 2024

Signed:

Headteacher:

CoG:

This policy sets out our expectations of handwriting and presentation across the curriculum at Reed First School.

Aims:

At Reed First School we believe that handwriting and presentation should:

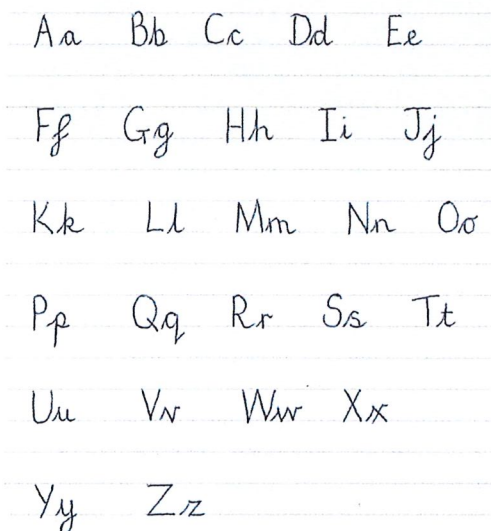
- Demonstrate the value of learning
- Be consistent across the curriculum
- Be consistent across the school
- Show progress year on year
- Be modelled to a high standard by all members of the school

Our agreed handwriting style

In Early Years, children are taught to recognise and form letters without lead ins and lead outs. Children are expected to form their letters correctly without lead ins and lead outs by the end of the Early Years.

All children start to write their letters with a sharp HB pencil. Chubby HB pencils are available for our Early Years children and those in Key Stage One where needed.

Letters are taught using the following style from Year One.



In Year One, individual letters are taught with lead ins and lead outs. There is a clear link to phonics to begin to join letters together in letter patterns for example:



During Year 2, children are expected to use the links between letters patterns in phonics and their now natural use of lead ins and lead outs to join all letters.

During Year 3 and 4 the children will continue to secure their joins in pencil.

Page Layout

In all written work in Key Stage One and Two, with the exception of maths (see below), the full date will be written and underlined on the top line of the page. Where needed, the date will be handwritten in full by an adult to support a child or a child may write just the day and the rest be completed by the adult. A line will be left out before where appropriate, writing the learning objective, another line will be left out before writing the title.

It is agreed in Key Stage One that time should not be wasted copying learning objectives, therefore stickers can be used. The placement of these must be neat underneath the date. The written work should be placed under the sticker, not next to it.

Where there is a margin on the page, each new line of writing will start next to it.

Mistakes

Where mistakes are made or finding and fixing is taking place, children should take care to keep their corrections neat. One neat ruled line should go through what is being changed and the correction written above where possible.

If a larger area of writing has been selected to improve either by the teacher or pupil, the area will be marked with a green for growth line down the margin. The pupil will then rewrite the agreed section at the end of the piece of writing or on a paper flap to be stuck over the original so that the changes can be seen.

Rubbers will only be used by the teacher if they deem it necessary. We believe that being able to see what has been corrected by a child is crucial in all subjects including maths to see thought processes and self-editing.

Supporting Handwriting

Children who find forming letters challenging will be given extra support to practise letter formation and have further modelling from an adult.

Strategies such as individual handwriting style cards on desks, use of pencil grips, copy writing and tracing can be used. To celebrate progress, pupils who need to make more progress with their handwriting will have their best piece of handwriting copied and laminated to have on their desk as a reminder of their best handwriting. Once this is improved upon, a new laminated copy will be made to ensure standards are kept up in all books and curriculum areas. This can be repeated until standards are in line with the year group expectations.

Opportunities to practise

Handwriting is modelled by all teachers across the school in all lessons. This is also applied to handwritten displays and written feedback in books. Handwriting is focused on in phonics and spelling lessons, where formation and joins are modelled.

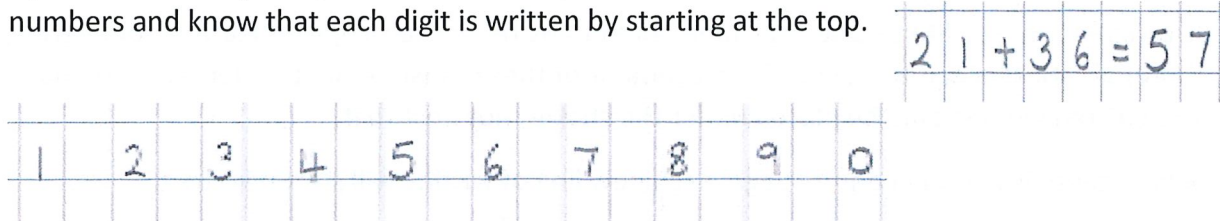
Pupils will be asked to practise their handwriting on any page where it does not match expectations.

Presentation in maths

All maths work will be completed in pencil.

Numbers must all be formed starting at the top.

By the end of Early Year, all children are expected to be able to control the direction of their numbers and know that each digit is written by starting at the top.



In Key Stage One and Two, when presenting work in maths numbers and symbols should be placed carefully one per box. If words or sentences are being used to explain or record, the base line of the squares should be used as a guideline.

Children in Year 1 will be explicitly taught how to achieve this.

The short date will be recorded at the top of each new piece of work. The learning objective will be either written underneath or stuck in underneath on a prepared sticker.

In KS2, a ruled line will be used to show where a piece of work has ended so that the rest of the page can be used for the next task.