



Learning Together, Learning for Life

Handwriting and presentation policy

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

Letters are taught using the following style from Year One. In Early Years, children are taught to recognise and form letters without lead ins and lead outs. 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.



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:

The image shows five handwritten letter patterns in a cursive style. From left to right, they are: 'ie', 'oa', 'oo', 'oi', and 'ee'. Each pattern is formed by a single continuous stroke, demonstrating the 'lead in' and 'lead out' technique mentioned in the text.

During Year 2, most 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 most letters.

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

During time in the Junior Class, if the teacher sees that a child has secured the ability to join letters fluently, they will be awarded a pen license. These are presented in Celebration Assemblies.

Page Layout

In all written work 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 writing the learning objective, another line will be left out before writing the title.

Learning objectives may be prepared on stickers to be stuck in carefully by the children under the full date.

Where there is a margin on the page, each new line of writing should 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.

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 practice 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

There is at least one timetabled session per week in Key Stage One and Two for modelled handwriting practice. Links to handwriting will be clear in every phonics and spelling session also. Extra sessions will be timetabled as part of intervention sessions for individuals and groups when necessary.

Presentation in maths

All maths work will be completed in pencil.

Numbers should all be formed starting at the top.



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.

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 underneath on a prepared sticker. 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.

Written by teaching staff November 2019

Approved by Curriculum and Standards Governing Body November 2019

Review date: November 2021