



Creating a chance to SHINE everyday

Presentation Policy

This policy was ratified: September 2020

And will be reviewed: September 2023

Signed by Headteacher: Samantha Welsby

Signed by Chair: Dave McWhirter

1. Handwriting

Rationale

If children have well-developed handwriting skills they will work faster and be more motivated to take a pride in the presentation of their work. Caring about how it looks also influences a pupil's attitudes to the quality of their work generally. Conversely, good work is de-valued by poor presentation.

To reinforce the message that neat handwriting and presentation are important, children may, for example, be taught how to write, and then illustrate, a poem - but one that is linked to their work in literacy or other topic work. Writing short tongue-twisters is an enjoyable way to repeatedly practise letter formation - and develop oracy at the same time.

Teachers and classroom assistants should try to model the correct style, when annotating children's work - and adopt the same high standards of presentation that we expect from the children.

Pencils / Pens etc.

- Our youngest children should have some choice about which writing tool to use, including chunky pencils or use of pencil grips. In Reception children will start to use standard sized pencils - again with pencil grips if necessary.
- All children should have transferred to using pen by the end of Year 1.
- Children will use blue or black ink only (unless directed otherwise by the class teacher for a specific task)
- Correct pencil/pen grip needs to be encouraged at all times from Reception through to Year 6

Regularity

- Handwriting is **taught** (modelled) in Years 1-4 once per week, and using the 'WriteDance' programme in Reception.
- Children in Years 5 & 6 refine their skills at other times at teacher's discretion.
- Pre-writing skills are developed during the Reception year with emphasis on tactile experience - sand patterns etc. in a richly resourced graphics area. When children are ready, they will be encouraged to trace over dots, write over letter shapes or copy letters freehand.

- All children should be taught to write using joined handwriting in Year 1.

Letters and Numbers

- We use a cursive style of handwriting. This encourages children to begin to join letters when they are ready - but most children during Year 2.
- Numbers are the same height as uppercase letters.

Special Needs

- Where children have difficulty judging letter size, teachers or classroom assistants may start them off with faint pencil letters already written on the line. Alternatively, pencil guidelines will be supplied.
- Care should be taken to ensure that left-handed and right-handed children who sit next to each other, have the dominant hand on the outer side.
- Children experiencing particular difficulty with fine motor control will receive additional support, including the use of writing aids when appropriate. Parents may be asked to support at home.
- Children may be given a modified book to assist handwriting.

2. Layout of Work in books

From the earliest age children will be encouraged to reflect upon the quality of their own work - both the content and the standard of presentation.

Setting out work:

STAFF

- Staff should use the full date on their boards at the start of the day, including short date.
- Learning objectives or title, should be written in full on the board for the children to refer to throughout the lesson.
- Dates and learning objectives should be underlined with a ruler. From Year 1 onwards children should write their own date and learning objective where possible.
- Worksheets provided for children should be cut down in size to fit neatly in books and should have lines for writing on.
- Good presentation is a non-negotiable and the children should be prompted regularly
- Presentation stickers can be awarded for well presented work.

CHILDREN

- When children are dating their work, the date will be written on the top line, to the right side of the page using the short date and the learning objective below.
- English to use a full date and maths a short date.
- To start a new paragraph, when writing, children will leave a line.

Mistakes

- We encourage children to self-correct but with limited use of rubbers.
- If children realise that a mistake has been made, they should put one line through the mistake in pencil, using a ruler.