



Leominster Primary School Handwriting and Presentation Policy

Children should aim for a high standard in their setting out of work and in their handwriting.

At Leominster Primary School we believe that neat, well formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we are adopting the fully cursive method of handwriting.

The **purpose** of this policy is:

- To establish an entitlement for all pupils
- To establish expectations for teachers of this subject
- To promote continuity and coherence across the school

The **aims** of this policy are:

- To raise standards in handwriting across the school
- To have a consistent approach across both Key Stage One and Two when teaching handwriting and presentation of work throughout the school
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources
- For pupils to achieve a neat, legible style with correctly formed letters in cursive handwriting
- For pupils to develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

The role of the teacher is:

- To follow the school policy to help each child develop legible and fluent handwriting.
- To provide direct teaching and accurate modelling.
- To provide resources and an environment which promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style, or specialist handwriting books.

Presentation requirements

Children in Year Three, Year Four and Year Five will write with pencils until the class teacher assesses that they are joining competently and consistently. They will then be given a handwriting pen.

By Year Six children will use a handwriting pen.

Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.

Pencils will be used in mathematics or for drawing and completion of diagrams

Mathematics Books (KS1 and KS2):

Short date, underlined placed on right hand side of top line

Leave a line

Learning Objective at the top of the page (KS2), underlined

Short title encompassing learning (KS1), underlined

Record the question number on the left of the margin with a full stop

One digit in each box

Decimal points to be recorded on the line

Start a new page every day

Only one column of work on the page

English Books (KS1):

Short date placed on right hand side of top line

Leave a line

LO printed

Leave a line

One entry per page (if continuation of previous day, continue on same page but put short date in margin next to beginning of new entry)

English Books (KS2):

Short date placed on right hand side of top line, underlined

Leave a line

Learning Objective, starting on left hand side, underlined

Leave a line

One entry per page (if continuation of previous day, continue on same page but put short date in margin next to beginning of new entry, underlined)

Writing on alternative lines to allow for re-drafting

Sustained Writing Books (KS1):

Short date placed on right hand side of top line, underlined

Leave a line

LO printed

Leave a line

One entry per page (if continuation of previous day, continue on same page but put

short date in margin next to beginning of new entry, underlined)
Writing on alternate lines to allow for re-drafting

Sustained Writing Books (KS2):

Full date placed on right hand side of top line

Leave a line

Learning Objective starting on left hand side, underlined

Leave a line

One entry per page (if continuation of previous day, continue on same page but put short date in margin next to beginning of new entry, underlined)

Writing on alternate lines to allow for re-drafting

Foundation Subject Books (KS1):

Short date placed on right hand side of top line

Leave a line

LO printed

Leave a line

One entry per page (if continuation of previous day, continue on same page but put short date in margin next to beginning of new entry)

Foundation Subject Books (KS2):

Short date placed on right hand side of top line

Underline

Leave a line

Learning Objective

Leave a line

One entry per page (if continuation of previous day, continue on same page but put short date in margin next to beginning of new entry)

General Requirements:

Criteria for presentation of work should be discussed prior to commencement of work

Cross out mistakes using a ruler; rubbers are not to be used

KS 1 English books should only have pictures in if the purpose is clearly linked to the English objectives; KS2 English books should not have pictures in unless appropriate to genre task (e.g.advertisements).

Colour pencils or crayons should be used rather than felt pens; colour the same direction.

Written work for display should be written on plain paper using guidelines.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SEN co-ordinator. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Pupils should be positioned so that they can place their paper to their left side;
- Left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space; extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when they are modelled by a right-handed teacher.

Teachers should demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.