



Rainford Brook Lodge Primary School

Presentation & Handwriting Policy

Responsible Committee:

Curriculum

Last review date		Aut	2022
Next review date		Aut	2024
Signed		Name	
Position		Date	
Governor ratification			
Signed		Name	
Position		Date	

Presentation and Handwriting Policy for Rainford Brook Lodge Primary School

Aims

- To provide a consistent approach in presentation throughout the school
- For children to take a pride in their work

Dates and Titles

- **EYFS:** short date and title to be put in by the teacher
- **Key Stage 1:** Choose appropriate long or short date for task dependent on time etc; title to be LO with question eg LO Can I...
Underlined in pencil with a ruler
- **Key Stage 2:** Long date for all subjects apart from Maths and Science; title to be LO with question e.g LO Can I...
Follow DUM TUMs (Date Underline Miss a line; Title, Underline, Miss a line, Start)
- Underlined in pencil with a ruler

Presentation in books

- In Maths, children to add a margin of ruler width in KS1 and KS2.
- Question numbers in the margin.
- Line off after every piece of work. Only start a new page when less than half of the previous page is blank.
- Insist upon one digit in one box in Maths.
- Miss a line under marking comment, before starting a new piece of work.
- Use pencil (HB or 2B) in Maths until children have been awarded a pen licence where a pen will be used. (However, all lines in diagrams, graphs, shapes etc should be in pencil.)
- Only coloured pencils to be used for colouring.
- Rubbers only used for drawings and diagrams (Maths, DT, Art, Science etc). All written errors in both number and words should be corrected with a single line through them to cross out.

Handwriting: The Journey to Continuous Cursive

EYFS

In order to perform the mechanics of writing confidently, children must develop good hand control. To this end, we promote the development of both gross and fine motor control through a variety of ongoing opportunities.

Having introduced the skills for handwriting from a very early stage, through play and cross-curricular opportunities, we allow children to pick up the writing implement themselves and decide which hand they prefer. Only then are they given help with the pencil hold, and pencil grips provided if appropriate. Once they are confidently using flowing movements, the children are introduced to smaller, more controlled activities, and left to right; top to bottom and anti-clockwise movements are reinforced.

Initially, through EYFS, children are encouraged to form letters clearly. To avoid confusion at this early stage, letters should be reasonably similar to those met during RWI sessions (in reading and shared activities).

KS1

In Year 1, children will be encouraged to form letters similar to those met during their RWI session. The children will be encouraged to focus on their letter formation, sizing and orientation.

In Year 2, and only when they are off the RWI programme, children will be taught the diagonal and horizontal strokes needed to join some letters. (Some children may go further than this and begin to join.)

KS2

Our aim in KS2 is for every child to develop a handwriting style that is joined fluently when writing at speed.

- In KS1, one letter a week will be formally taught. Additional, opportunities to practise skills will be created in various ways.
- In KS2, formal handwriting lessons (using the Twinkl scheme) should take place x1 per week. Additional opportunities to practise skills should be created throughout the week. (See progression grid)
- In all classes, working walls will be utilised to promote skills within handwriting.
- Children will write in pencil until they are awarded their pen licence. If standards drop, Teachers reserve the right to remove this licence.
- Pen License issued and presented by the Headteacher.

The Learning Environment

We provide an environment which is conducive to good writing by ensuring that tables and chairs of a suitable size and height are available for the children's use;

that there is adequate space and good lighting; that the atmosphere is calm and purposeful; and materials are accessible, suitable and varied, and of good quality.

Children are introduced to a variety of writing tools and equipment as they progress through the school: pencils, felt pens, handwriting pens, biros, chalk, crayons and paper of different colours, shapes, textures and types.

Within classrooms, handwriting expectations should be displayed, whether explicitly, or through labels / displays within the room. Computer fonts similar to our agreed style can be used to support this, but written handwriting should be regularly modelled.

Left-Handed Children

These children are noted, and given guidance to ease the process of writing, by the implementation of these simple strategies:

- They are seated on the left of right-handed children, so their arms do not clash;
- Their paper is tilted clockwise so they can see what they have written;
- To avoid smudging their work, they are encouraged to position their fingers about 1.5 cm away from the end of the writing implement.

Is this working?

Samples are monitored by the Curriculum Leader and SLT, from which individual, phase, and whole school issues are fed back to staff and used to inform the School Improvement Plan and any future staff training.

- Does work scrutiny suggest that teachers are applying the Handwriting Policy?
- Are teachers following the relevant approach to handwriting?
- Is there continuation and progression across the school?
- Are standards for handwriting across the school meeting local and national expectations?

Rewards and Sanctions

- **Rewards:** certificates, presentation display in the hall, comments in marking (especially for improvements made), pen licence and any other rewards in line with the Behaviour policy.
- **Sanctions:** Through verbal or written feedback about the work outlining the improvements needed. If not improved, then work to be redone in their own time.