



Policy for **Handwriting and Presentation**

Aims

At Buxton Primary School we encourage all pupils to take pride in the presentation of their written work. As well as striving to achieve high standards in terms of the content of their work, pupils also need to develop a legible handwriting style. By the end of primary school we hope for all children to be confident with their own handwriting style and to be able to write legibly, using cursive handwriting. Our school ethos is one of pride in learning and the presentation of pupil outcomes in books forms a core part of this.

This policy sets out our agreed expectations for handwriting at Buxton.

This policy should be read in conjunction with the learning & teaching policy, marking and feedback Policy and behaviour policy.

Objectives

- To ensure children have confidence in their handwriting ability.
- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.

Across all year groups, we believe that:

- Presentation needs to be modelled so that all pupils can achieve success. This includes page layout of work, systematic recording methods and an expectation of neat and presentable staff handwriting in line with school policy. It is expected that by the upper end of KS2, neatness of work will be achieved in all work books.
- Pupils will be included in demonstrating good practice and celebrated for the effort to progress and improve.
- We will monitor standards closely through book scrutinies, praising children's efforts and doodles or scribbles on books will not be tolerated in line with the school behaviour policies.

At Buxton we expect children to:

- Practise skills taught in discrete lessons when writing at other times.
- Take pride and care in the presentation of their books reflecting the high standard that is expected.
- Cross out mistakes using a single line.
- Not to use felt tip pens to present work in books or on display.
- Use quality writing equipment appropriate to the year group.
- Consistently use either pen or pencil, not moving between them.
- Use pencil for drawings or diagrams.

When plain paper is used for writing, a line guide will be used to ensure presentation is neat.

Coloured pens will only be used for specific reasons.

Blue is used for children to write, green is for marking, purple is for children to respond to marking. Erasers are discouraged, errors can be scored with one line using a ruler. However, teachers and support staff can use discretion when they feel it would enhance the quality of work or motivate the pupil to make greater progress.

Labels are used to state the learning objective and date of every lesson. When a child is absent, the LO label will be displayed with 'absent' written next to it. The label for the next lesson will be placed directly beneath this one, so as not to take up too much paper when a child is absent for a period of time.

Labels are used at the front of every book (and subsequent books, when old ones are full). Labels show the child's name, subject, class name. When sticking work/labels/headings in books, they are straight and cut to size.

We begin the foundations of writing and mark making in Reception. Children need to develop their fine motor skills, muscle control and dexterity in order to be able to write. Our Reception pupils have access to a range of resources and activities that promote this. We introduce them to letter formation through teacher modelling, classroom displays and adult supported activities. Hand written and printed writing is displayed in class to expose children to different forms of writing and text. Our own phonics programme (Buxton Primary Schools SSP) includes letter formation stories and letter families. These are non-cursive and are taught in Reception and year 1, see appendix 1 and appendix 2.

Throughout year 1, pupils use the letter formation stories and families from our own SSP programme to enable them to become confident with their letter formation and physical writing abilities. In year 2, children are introduced to cursive letter formation and begin to practise this during discrete handwriting lessons and within their school work books.

In key stage 2, pupils are expected to join their handwriting. Where children are in lower key stage 2 and not yet joining in all of their writing, we expect them to be making progress in this and making good attempts within their written work.

Pupils are taught that written and digital word formats differ. They will be reminded that the books they read and the keyboards/phones/tablets they use, will not show the form of writing that is taught in school but that we expect them to take pride in their handwriting and to join their letters consistently throughout the school.

As we expect high standards in presentation and handwriting from our pupils, it is essential that school staff adhere to the same high standard, acting as role models for our pupils. Therefore adults are expected to use non cursive, pre cursive or cursive font (depending on their year group) when marking, modelling any writing on whiteboards and sharing written information with pupils.

Presentation Pledge

All key stage 1 and key stage 2 classes produce a 'Presentation Pledge' with their pupils. These are made by the individual teachers in each class. The children are encouraged to honour this pledge and to have these points in mind when creating pieces of work. We have separate presentation pledges for Maths books, detailing how to use our 1cm square books neatly. The presentation pledges are placed in children's books for reference.

The teaching of handwriting:

Reception: children have access to mark making resources at all times and are taught letter formation in many ways, including;

- Daily phonics lessons
- Fine motor activities
- Child initiated activities
- Adult led interventions or learning activities
- Discrete handwriting interventions












Key Stage 1: children have weekly discrete handwriting lessons (upto 40 minutes per week) focusing on formation of non-cursive (year 1) and pre-cursive letters (year 2), moving on to cursive handwriting as they become more confident. Those that need extra support with fine motor skills and handwriting will have planned interventions for extra support. Children may be awarded their 'pen licence' by the class teacher in year 2 and above if they adhere to their class's presentation pledge.



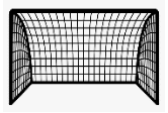





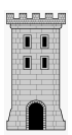



Key Stage 2: class teachers can decide to plan handwriting interventions or workshops, depending on the needs of their cohort. Handwriting lessons do not appear on class timetables but can be part of our KS2 'workshops', if they are an area of focus for groups of pupils within that particular cohort. The flexibility of our KS2 workshops makes it possible to deliver specific fine motor sessions for those children who really need support with their physical handwriting skills and dexterity.




Outcomes of the presentation and handwriting policy:

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all children and adults.

Appendix 1: Letter formation stories

a	round the apple, up the stork and down the leaf	
b	down the bat, up and over the ball	
c	curl around the caterpillar	
d	round the dinosaurs bottom, up its tall neck and down its feet	
e	take off the shell, scoop out the egg	
f	over the flower, down the stem, under the root then back through the leaf	
g	round the girls head, down her long hair, under the curl	
h	down the horses head to its hooves, up and over its back and down to its hooves	
i	down the insects body and a dot for its head	
j	down the spring, under the box and dot for his head	
k	down the long key, up and over the middle and through the lock	

l	down the long leg and along the foot	
m	down to the ground, up and over the mountain, up and over the mountain	
n	down the pole then up and over the net	
o	all around the orange	
p	down the parrots head to its tail, up and over the head and back along the perch	
q	round the Queen's crown, under her head and up and down her gown	
r	down the road, back up and round the bend	
s	slither down the snake	
t	down the tall tower, along the ground then across the tower	
u	under and back up the umbrella and down to the puddle	
v	down the vultures wing, up the vultures wing	
w	down the worm, up the worm, down the worm, up the worm	

x	cross through the box	
y	down, across and up the yaks horns, then down and under its chin	
z	zig, zag, zig	

Appendix 2: Letter families for use in Reception and Year 1

