



Winterton Junior School Handwriting and Presentation Policy

Introduction

Handwriting is a tool of communication. Winterton Junior School has high expectations of presentation and aim for the best that individual pupils can achieve.

Aims and Objectives

- To ensure a whole school approach to the learning and teaching of handwriting and a consistency in the presentation of work.
- To provide equal opportunities for all pupils to achieve success in handwriting.
- To produce clear, legible handwriting.
- To develop accuracy and fluency.
- To encourage children to take pride in their work.

Organisation

Handwriting is taught daily, during independent working time. However shared and guided writing provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill that needs to be taught explicitly. The school follows a progression of letter formations and joins across terms and year groups. Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.

In Years 3 and 4 the pupils consolidate their use of the four basic handwriting joins, ensuring consistency in size, proportion and spacing of letters. Handwriting speed, fluency and legibility are built up through regular practice. By the end of Year 4, joined handwriting should be used at all times unless other specific forms are required.

Years 5 and 6 are used to consolidate learning for those pupils who have not yet achieved a fluent and legible script. Those who have will develop an individual style based on the principles of good handwriting taught in previous years. Children are encouraged to increase the speed at which they write whilst maintaining legibility.

All pupils use pencil until they demonstrate an ability to join handwriting in all curriculum areas using the four, basic handwriting joins correctly and demonstrating consistency in size, proportion and spacing of letters. When this has been achieved, a sample of the work will be shown to the Headteacher who will make a decision as to whether the child should move onto using pen, with a 'pen licence' awarded in assembly in recognition of this.

When writing on whiteboards and writing comments on children's work, all members of staff use the school agreed handwriting style.

Presentation in exercise books and on paper:

- The long date is recorded on English based tasks. The short date is recorded for Maths based tasks.
- The date is underlined and this is done with a ruler.
- Where less than half a page has been used, work is ruled off, using a line on the page as a guide and with a ruler.
- Mistakes are crossed out with one straight line. Rubbers are not used.

Presentation in Mathematics exercise books:

- Work is done on A4 squared paper with one digit recorded per square.
- Calculations are well spaced on the page. Children are encouraged to make effective use of the available space, which will vary from task to task. Where appropriate, children fold a page vertically down the centre and work on both sides of the fold. Time is spent periodically discussing conventions of presentation.
- Question numbers should be distinct from the calculation through the use of a single bracket but not a full stop, which may be confused with a decimal point.
- Mistakes are crossed out with one straight line. Rubbers are not used, although some topics within Maths will require the use of a rubber, e.g. geometry.

INCLUSION

Equal Opportunities

Handwriting activities are planned to challenge and involve all pupils appropriately, according to age and capability, ethnic diversity, gender and language background. We are aware of different learning styles and the need to allow pupils to be able to work in their preferred learning styles for some of the time. We deal with such issues clearly and sensitively when they arise. Pupils with Special Educational Needs are catered for in teachers' planning and delivery of lessons.

Health and Safety

Pencils are only sharpened at one end. Children are not allowed to suck or chew on writing equipment.

Assessment

- We assess the children's learning by making informal judgements as we observe them during lessons.
- The schools marking policy is implemented to provide verbal feedback and challenges in order to aid further learning. (see Marking policy for further guidance).

This policy, as with all other policies, will be subject to review in accordance with any new guidelines.

Handwriting and Presentation Policy written by Stacey Melding: Autumn 2017

Handwriting and Presentation Policy accepted by Staff: Autumn 2017

Handwriting and Presentation Policy adopted by Governors: Autumn 2017

Handwriting and Presentation Policy review date: September 2020