



## **Presentation Policy**

### **Rationale and Aims**

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting that has been agreed by the whole staff and Local Governing Body following discussion, consultation and professional development. It provides guidance for all staff, new and experienced and it will underpin the continued development of the school as a learning community.

### **Aims**

- To have a consistent approach to handwriting and presentation across both Key Stage One and Two.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.
- To raise standards in writing across the school.

### **For pupils to:**

- Ensure that children reach the expected standard for handwriting in line with the 2014 National Curriculum.
- Ensure that they achieve a neat, legible style with correctly formed letters in the adopted cursive hand writing style. Ashton use Letter Join as their resource and Cosgrove use Nelson.
- Develop flow and speed whilst writing, so that eventually the children are able to write fluently and with confidence.

### **Strategy for Implementation**

#### **Entitlement and Curriculum Provision**

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

#### **Teaching and Learning**

Handwriting is a skill that 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 sheet or worksheet.

#### **The role of the teacher:**

- 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 that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development.

## **Continuity and Progression**

Formal handwriting is taught by following the expectations set out in the 2014 National Curriculum, which acknowledges handwriting is a developmental process with its own distinctive stages of sequential growth. This will be adapted by the teacher to include the adopted styles of joining.

### **Foundation Stage**

The emphasis at this stage is with movement and fine motor skill development. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.

To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.

### **Key Stage 1**

Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing comfortable and efficient grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. It is expected that the vast majority of children will be joining by the end of Key Stage 1. Handwriting practices is carried out, but is to be modelled and expected in all writing books across school.

### **Key Stage 2**

The target for children in Key Stage Two is to produce a fluent, consistently formed style of handwriting with equal spacing between the letters and words. Children in lower Key Stage Two will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. The agreed handwriting style is expected to be used by pupils in all books and across all lessons. Children will write with pens as they move into Key Stage Two.

## **Presentation Guidance**

### **Children's Work**

Book covers should indicate:

- Child's First Name and Surname
- Class
- Year Group
- Subject

Children should not write on the covers of their books

### **Underlining**

When underlining a ruler should be used at all times. Children in KS2 should underline the date and title.

### **Maths Books**

When writing in maths books or on squared paper, the expectation is one digit per square.

### **General Presentation**

- Staff should encourage a good and high standard of presentation in all work across all subjects.
- Errors should be crossed out with a single pencil line.
- Children may only use rubbers at the teachers' discretion when the learning is a published piece.
- EYFS and Key Stage One will use slips with the date and title of the work on.
- The long date will be written in all books, with the exception of maths. (There will be circumstances when this will be differentiated for individual children)

### **Monitoring and Evaluation**

All staff are responsible for monitoring standards of children's presentation and setting a high expectation with children in the recording of their work. Books will also be shared in staff meetings to monitor them together.

### **Review**

This policy will be reviewed every three years by the curriculum committee.

Policy Agreed: July 2021

Policy Review: July 2024