



Reviewed on:	March 2016
Next Review:	March 2017
Staff Responsibility	Literacy lead
Governor responsibility	IEB/FGB
Signed by Chair	

Britannia Primary School

Presentation Policy

It is important that pupils take pride in their work. Good presentation contributes towards a sense of achievement and self-respect.

The following guidelines need to be followed so that presentation is consistent throughout the school:

1. The front of exercise books should be clearly labelled.
2. Each piece of work should have a date and a learning objective from the left hand side across the page from the margin. In maths, the date should be written in numbers e.g. 10/02/12 at the top right hand side of the page. Date and learning objectives should be underlined in pencil. In Key Stage 1 learning objectives should be in the form of a sticker but children should be encouraged to write the date independently.
3. A line should be left under the date and objective before the work is begun. The strategy of DUMTUMS (Date, Underline, Miss a line, Title (LO), underline, miss a line and start. should be used with the children.
4. All questions should be numbered and numbers written in the margin.
5. The margin may be used by the teacher for simple comments or identifying incorrect spellings.
6. Children should begin using pen in all books, when the teacher judges the handwriting to be of a high enough level (for most children this will be when writing is joined correctly). Maths work should be completed in pencil.
7. Children should use a red pen when editing, improving their work and annotating according to fix its.
8. Drawings and diagrams should be done in pencil.
9. In maths, one square should be used for one digit or decimal places. Teachers should also use their professional judgement. Fractions will be set out vertically over 2 lines and mixed number fractions the whole number will go across 2 lines.
10. If colours are needed in exercise books, coloured pencils should be used.
11. Before starting the next piece of work, children should rule off. Children should start a new page if there are less than three lines left

12. The children should correct any mistakes by putting a line neatly through a word and the correction written above, or next to it.
13. Margin in Maths books should be two squares wide. These should be started in year 5 and 6.
14. In A4 maths books, children should work down the page.
15. Children should be taught the correct marking scheme and ensure that appropriate constructive comments are used when reporting back to the teacher. When children are peer marking presentation should be of a high quality.
16. These standards of presentation should be consistent across every book. The SLT will do spot checks on presentation throughout the year and feedback to individual staff will be given.
17. Comments from teachers should be neat and well- presented modelling the appropriate standards for the children.
18. Children must not doodle on or deface their books.
19. Pens can be issued to those children who are consistently using joined handwriting and whose work is presented to a high standard.

Policy issued March 2016

Britannia Community Primary School Handwriting policy

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Teaching time

There should be a **minimum** of 2 x 15 handwriting lessons each week as well as time to practice
Children who find handwriting difficult should be targeted for daily intervention.

Model used

Britannia Community Primary School uses the Nelson Handwriting Scheme with the following letter formation
Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

The break letters (letters that aren't joined from) are b g j p q x y z s

abcdefghijklmnopqrstuvwxyz

At Britannia we will progress to a fully joined font when the children are ready

abcdefghijklmnopqrstuvwxyz

NB children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

Paper

As motor skills increase then the size of writing should decrease. Children should start writing in A4 plain books then as their handwriting improves then lined exercise books should be introduced.

Reception

All children should write in A4 plain books. When ready to move on to lines, they should have pencil lines drawn on for them before the children write. These lines should be well spaced (about 2cms apart).

Year 1

Children should start the year as above. *When they are ready* they should move on to lined exercise books. Handwriting books should be introduced at the appropriate time.

Year 2

The majority of children should be ready to start the year in narrow lined books. For some children they will need to continue on wide lined books until ready and for a small number of children, particularly those with SEN, it may be necessary to continue to use wide lined books.

All children should be allowed to use unlined paper *from time to time* so that they can practise applying skills; considering issues of presentation and aesthetics.

Teaching Sequence

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teacher's writing (highlighter)
- Under teacher's writing (directly under words – write in large letters, leave large space between words)
- Independence

For the order of teaching letters and joins see Appendix 1

Techniques for teaching letter formation

- Model good handwriting all the time
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over highlighter pen (or dotted letters)
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard
- Wax resist letters
- Form letters with pegs on pegboard
- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you

Getting ready to write

Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

- Children should write with a pencil (or pen when introduced at the appropriate time) with a rounded nib. Pencils should be reasonably sharp.
- A tripod grip is the most efficient way of holding a pencil

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line
- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Assessment

Phase leaders in team meetings and senior leaders should monitor children's writing and presentation in books regularly (at least termly). The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum?

Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with new standards of the National Curriculum.

Links to spelling

Linking handwriting with spelling is one of the most powerful ways of developing the visual memory. Handwriting should be practised using letters, blends, strings or digraphs so that patterns are internalised.

Remember to use **Look – Say – Cover – Write – Check**

The child:

Looks at the word carefully

Says the word

Covers the word so that it can't be seen

Writes the whole word from memory

Checks the word is written correctly

If not, repeat.

Resources

Nelson Handwriting Teacher's Book and CD Roms

Monitoring and evaluation

This policy will be evaluated annually.

APPENDIX 1

Order of teaching

Single letters (YR and Y1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Supporting activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins Y2 (going into Y3)

Introduction of the four handwriting joins

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise capital letters
- Practise with break letters and move on to joining when ready

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

Joins Y3 (going into Y4)

Revision

- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound words

See Nelson Handwriting Teacher's Book p54 for learning outcomes and further information

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ ” , ‘

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the word
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t

See *Nelson Handwriting Teacher's Book p102 for learning outcomes, activities and further information*

- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision
- Looking at different handwriting styles

See *Nelson Handwriting Teacher's Book p126 for learning outcomes, activities and further information*

- Revision of all skills

See *Nelson Handwriting Teacher's Book p150 for learning outcomes, activities and further information.*

APPENDIX 1

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during the refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first.



Push palms



Pull hands

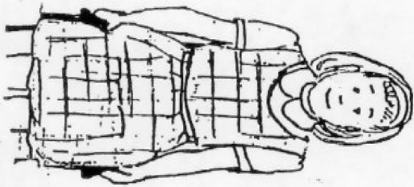
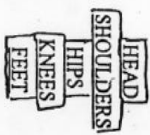


Hug yourself tightly

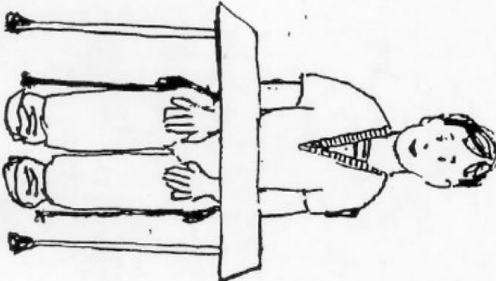


Reach high, one hand, then other
Reach - make circles in the air

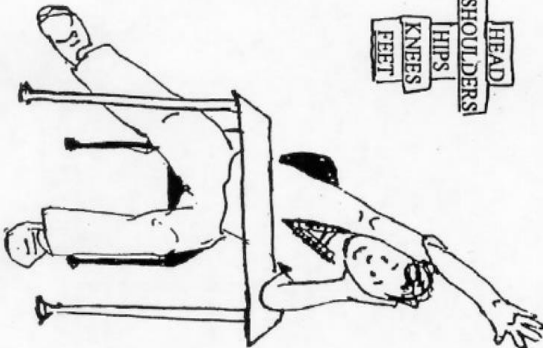
* BLOCKS



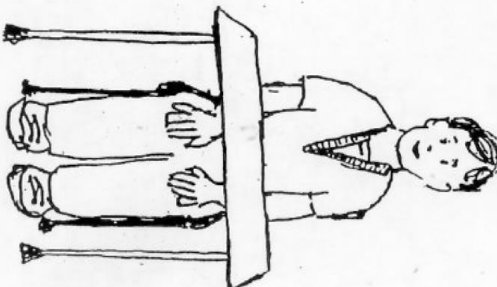
Pull up on chair



* Stack your blocks



Assume an outrageous posture



Stack your blocks again!