

Wenlock CE Academy



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MULTI-ACADEMY TRUST

Handwriting and Presentation Procedure

Policy Type	Local Academy
Adopted by the LGB	Not Applicable
For Review	Yearly
Person Responsible	Mh Hudson & R. Anderson

Our Vision

With God's love we are lights for the world

'With God's love in our hearts, we are eager to reach our goals and stretch our limitless imaginations to build our futures and create aspiring leaders. Everyone is welcomed and respected for their unique contributions as we flourish and grow. Our Christian values help us to keep safe, go above and beyond to build the foundations that shape our school.'

Introduction

Wenlock CE Academy believes that handwriting, similar to reading and spelling, can affect pupils' progress and achievement across the entire curriculum. When taught effectively, handwriting is mastered by most pupils during the primary phase, allowing them to develop a more effective style of handwriting by the time they begin secondary school. We believe that neat, well-formed handwriting and a consistently high standard in the presentation of written work help to raise standards as pupils take pride in and have a sense of ownership of their work. Self-esteem is raised when children are able to communicate meaning accurately.

National Curriculum

In September 2014, the Department for Education published the 'English Programmes of Study: key stages 1 and 2' document, which included a set of handwriting standards that pupils are expected to reach by the end of each year group. All school staff members regard the national curriculum standards for handwriting when delivering lessons.

During Years 3 and 4, pupils are taught to:

- Use the diagonal and horizontal strokes that are needed to join letters, including leading lines, and understand which letters when adjacent to one another...
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant. That lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

During Years 5 and 6, pupils are taught to:

- Write legibly, fluently and with increasing speed by:
- Choosing which shape of a letter to use when given choices
- Choosing the writing implement that is best suited for a task.

Teaching and Learning

- Following the Letter Joins Handwriting Scheme, pupils are taught to recognise and appreciate patterns and lines.
- Pupils are encouraged to hold their writing implements correctly, away from the point, to ensure the line of vision is not interrupted.
- The importance of neat and clear presentation is clearly communicated to pupils – successful teaching leads to pupils taking pride in the appearance of their work.
- Pupils are encouraged to have the correct seating position when learning; the bottom of the back needs to be in contact with the back of their chair.
- Pupils in KS2 are encouraged to write quickly whilst maintaining clear and accurate presentation.
- Pupils are taught to write on a range of textures, such as whiteboards and different types of paper.

- Teachers display examples of correct handwriting in the classroom through teaching modelling both whiteboards, flipcharts and in-class modelling books, along with examples of the highest standard of work by pupils.
- Teachers provide an environment which promotes good handwriting through high-quality modelling and examples of the highest standard displayed.
- Teachers observe pupils, monitor and provide timely targets towards improving their handwriting and presentation.
- All pupils begin Year 3 using a pencil. Once handwriting is considered to be joined, neat and legible following the Letter Joins standard, a teacher may choose to move the child onto a school pen. By the time the children are in Year 5, they will have access to a pen.

Provision for children who are left-handed

All teachers are aware of the specific needs of left-handed pupils and make appropriate provisions:

- Left-handed children always sit on the left side of right-handed children so they do not compete for space.
- They are encouraged to find a comfortable orientation for their paper, usually slightly to the left centre of their body.

Presentation Guidance

- All books are named with the child's full name, subject area and class name.. Labelling is neat and is printed on all books.
- Every piece of work is dated (short date in Maths, long date in all other subjects).
- All work has a learning objective/question (depending on the subject - see Appendix), in a child-friendly format.
- Headings and sub-headings are underlined with a ruler.
- Modelled examples are used to introduce new skills and reinforce expectations.
- Children use guidelines if they are writing on plain paper.
- Headings/sentences are usually begun close to the left page margin.
- Children should write from the margin to the edge of the page.
- All drawings and diagrams are in pencil.
- Colouring pencils, not felt pens, are used in exercise books.
- Children use purple pens for self-correcting, editing or peer assessment.
- Green pens are used by teachers and HLTAs to mark or edit, including the use of feedback symbols as per the Feedback and Marking Procedure. These should be identified inside the columns to aid with the presentation.
- Any use of worksheets to be whole-punched in date order next to the corresponding piece of work in all subjects.
- Errors made by pupils should be crossed out with a single line and ruler. Rubbers may be used in Maths, at the teachers' discretion.
- Exercise books are to be kept in as new condition as possible, ready to be passed up to the next academic year teacher. This includes no form of defacing on the covers by children (e.g. drawings, doodles, colouring in book stickers)
- One digit is written in each box when using squared paper for Mathematics. A 2 square margin is ruled from the left-hand side and the centre of each page.
- In Maths, a rubber can be used at the teacher's discretion.
- Poor presentation is challenged through verbal feedback and marking comments.

Monitoring and Review

- The Trust has delegated to Wenlock CE Academy the responsibility for reviewing the implementation and effectiveness of these procedures.
- The procedures will be reviewed every three years or if there are changes to the relevant legislation.

Appendix

Presentation in all subjects (except Maths)

Missing out on the large top line, children write the longer date on the left-hand side on the second line down. This should be underlined using a ruler and pencil, not a pen. A line is to be missed between the date and LO.

On the next line on the left-hand side, the LO will be written. This should be underlined using a ruler with a pencil, not a pen.

This should be set out as below:

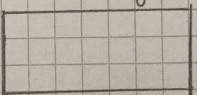
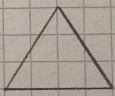
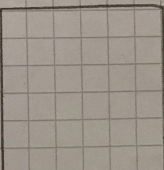
<u>Tuesday 1st September 2020</u> <u>LO: To use complex sentences</u>

However, writing the LO shouldn't take more than a few minutes; some children may benefit from this being typed and stuck in for them using the appropriate font (Letter-join basic 4.0).

Presentation in Maths books

Children will write the short date to the left of the page. Roman numerals date will be underneath the short date- Years 4, 5 and 6. The LO will be written under the date in pencil. (One line skipped between). Both will need to be underlined with a pencil and a ruler. **Two margins will be drawn for most lessons - with the exception of lessons where a larger area of the page is required, then only one margin may be drawn.**

This should be set out as below:

<u>01.09.2023</u> <u>I.IX.MMXIII</u> <u>LO: Represent numbers to 100</u>	<u>02.09.2023</u> <u>II.IX.MMXIII</u> <u>LO: Measure and draw accurately</u>
1 There are 3 tens and 2 1's. The number is 32	1 
2 There are 4 tens and 3 1's. The number is 43	2 
3 49	
4 64	3 
5 72	
6 85	

Letter-join Handwriting Guidance

Teachers and children at Wenlock CE Academy use the Letter-join handwriting guidance in with the following letter formation (also see appendix 1):

Lower case letters

Cursive Lower Case Letters



*-/Capitals

ABCDEFGHIJKLMNOPQRSTUVWXYZ