

**NEWPORT PRIMARY SCHOOL
HANDWRITING AND PRESENTATION POLICY**

PRESENTATION

RATIONALE

By encouraging children to take pride in their work and by giving them the skills and knowledge to present themselves and their products appropriately to the purpose of task at hand, the school is helping pupils communicate more effectively with others and as such achieve greater success in their work.

AIMS

The school aims to give children the skills, understanding and knowledge to enable pupils to present work at the highest standard of which they are capable. It aims to help pupils produce work that is:

- Clear and legible
- neat
- presented appropriately for specific audiences and purposes.
- presented using a variety of media including ICT

IN PRACTICE

All children are encouraged to value their work and take pride in their presentation. Teachers achieve this through:

- modelling high expectations of presentation
- the production of well presented displays
- giving praise and constructive comments.
- Rewarding effort and outcomes (brainbox, superstars)

HANDWRITING SCHEME

The Newport Literacy scheme is available for staff to use as a tool for teaching letter formation and joins. A cursive style leading to joins will be taught. Handwriting will be taught through plenaries, phonic sessions and timetabled sessions after breaktime. It will be completed in a special hand writing book but staff must encourage consistency and application of skills when pupils work in other books.

WRITING TOOLS

Foundation Stage

- Variety of mark-making resources; pencils of main mark making and formation

KS1

- Pencils - assorted.

KS2

Handwriting pens are provided to children in KS2.

Children With Special Needs

- The Standards Leader can advise on a variety of resources to support the needs of individual children.

FOUNDATION STAGE Teaching

- Throughout this stage opportunity will be given to children to develop manipulative skills and hand eye co-ordination through a variety of early years activities e.g. threading beads, painting, malleable experience etc.

- It is essential for children to use correct letter formation at an early stage in order that a fluent, consistent and joined style may be developed at a later stage.
- The teachers look to ensure that children use suitable position, posture and grip when writing.
- The teaching of correct letter formation is undertaken in conjunction with the teaching of phonics where appropriate.
- Teachers model how to form lower case letters and joins during shared times and encourage pupils to share their attempts either on the teacher's board or by using individual white-boards and pens. During independent activities children are given opportunity to develop fine motor control through the drawing of patterned line and the writing of letters using a variety of different media as part of a multi-sensory approach. Whilst children are working independently the teacher should take the opportunity to assess pupils progress and make positive interventions, where appropriate, to highlight misconceptions and areas for improvement.

KS1/2 Teaching

- It is essential for children to use correct letter formation at an early stage in order that a fluent, consistent and joined style may be developed at a later stage.
- The teachers look to ensure that children use suitable position, posture and grip when writing.
- Teachers use correctly formed letters when modelling writing.
- Whilst children are working independently, the teacher should take the opportunity to assess pupils progress and make positive interventions to highlight misconceptions and areas for improvement.

KS1 Agreed Conventions / Expectations

- During Y1 children are given opportunity to consolidate their ability to correctly form lower case letters alongside spelling and independent writing activities.
- During Y1/2 children begin to be expected to use a joined style in their everyday writing.
- All work is dated with a full date on the top left-hand side of a page. By the start of Y2 it is expected that children will underline their date.
- No pages are to be skipped.
- Where children recognise they have made a mistake the error should be crossed out with one line and the correction made to one side or slightly above. This applies unless the purpose and audience for the writing render this procedure inappropriate:
- All children will be expected to refrain from writing below the last line on a page.
- Children will be expected not to draw and doodle on book covers or on pages of writing.
- Loose sheet work should be stored in subject specific pupils folders in date order.

KS2 Agreed Conventions and Expectations

- By the end of Y3 children are expected to use a joined legible writing style as a matter of course in all their daily work.
- All children work on lined paper (sheet or book) unless the objective of the lesson is such that lines would hinder progress.
- They will miss a line and write the title and use a ruler to underline.
- Generally where children recognise they have made an error or errors, corrections are to be made in line with the following procedure, unless the purpose and audience for the writing render these procedures inappropriate:
 - Single words should be crossed out with one line and the correct word written next to or slightly above the original.

rain
e.g. ~~shap~~ sharp or ~~The rane~~ fell very fast.

- Where several words are written in error a ruler will be used to cross through.
- Where several lines are written in error written in error a ruler will be used to cross through, or if appropriate the child rule off and start again..
- All drawing will be in pencil
- All lines must require a ruler