**Presentation**

Presentation of work is an important aspect of children’s learning. The quality of work reflects the children’s skills and the pride they take in their work. How work is presented should depend on the learning outcome and the audience. It is important that consistency of work and presentation is developed throughout the school, taking into account the age and ability of children.

We encourage all children to take pride in their work. We set them clear guidelines for their work so they know what is expected of them.

**Presentation for Foundation**

|  |  |  |
| --- | --- | --- |
| CLL Work | Number Work | Corrections |
| An adult will write the date and learning objective for each piece of work. The children need to write their name at the top of the page before they begin their work. A pencil will be used for all work.  | An adult will write the date and learning objective for each piece of work. A pencil will be used for all work.  | When using pencil children should use a rubber to correct any mistakes made.  |

**Presentation for Key Stage One**

|  |  |  |
| --- | --- | --- |
| English and Written Work in other subjects | Maths Work | Corrections |
| The L.O. and success criteria will be provided for the children to begin their work. A pencil will be used for all work, except when a child receives their pen licence when they will be allowed to use a handwriting pen provided by the school.When writing in draft, children are not expected to use ‘best presentation.’ However all handwriting should be legible and consistently sized. | The LO and success criteria will be provided for the children as in English.A pencil will be used for all work.  | All mistakes should be crossed out with a single line. |

**Presentation for Key Stage Two**

|  |  |  |
| --- | --- | --- |
| English and Written Work in other subjects | Numeracy Work | Corrections |
| The L.O. and Success Criteria will be provided for the children to begin their work. A pencil will be used unless children have developed a consistency in writing, taking into account their ability, and then they will be issued with a pen. A school handwriting pen will be provided in black ink. If a child has forgotten their handwriting pen, then their work will be completed in pencil When writing in draft, children are not expected to use ‘best presentation.’ However all handwriting should be legible and consistently sized | The L.O. and Success Criteria will be provided for the children to begin their work.All work will be completed in pencil.  | When writing in pen children should draw one line through their mistake and write the correction next to it.  |

**Display**

Display of writing could take the form of a class book or work on a board. Children will be encouraged to redraft written work for display, understanding the purpose and audience for which they are writing. Any written work displayed will be of the highest standard for that individual child and written in pen where appropriate, unless the genre dictates otherwise (e.g. calculations or jottings perhaps in a maths display).

**Books**

Children should be expected to keep their books well presented. They should not ‘doodle’ on the

front cover, or indeed on pages inside. With work that is not well presented children will be asked to re-write work, either in the lesson if there is time, at a break or lunch time.

**Assessment**

Teachers assess handwriting and presentation as part of their normal marking in line with the marking policy. They use this formative assessment to inform their further planning.

Presentation will be assessed by using the ‘smiley face’ scale on the L.O.

**Monitoring**

Monitoring of handwriting and presentation comes under the main subject of English and is the responsibility of the English Co-ordinator. The Head and Governors will also monitor, as with other subjects and in accordance with the school policy. Monitoring can take the form of moderation of work.

**Equal Opportunities**

Lessons will be differentiated to accommodate all levels of ability. Children in need of extra help will be identified and given such help. It is understood that left-handed children can find connected writing more difficult, and we will support this accordingly. Children joining the school from other schools who arrive with different handwriting styles will be allowed to continue with these if the teachers judge it acceptable.

**Handwriting**

**Overall Aims**

* **To have a consistent cursive approach across the whole school to ensure high levels of presentation**
* **To adopt a common approach towards handwriting by all adults when writing in children’s books, on the whiteboard or on displays and resources**
* **Children to achieve a neat, legible style with correctly formed letters in cursive handwriting**
* **Children to develop fluency and speed whilst writing so that eventually the children are able to write the letters with confidence and correct orientation**

**Teaching and learning**

As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing. Teachers and teaching assistants model the agreed cursive style when writing in class, on displays and when giving feedback in children’s books. Our agreed cursive style is:





We will teach the letters in the following groups:

1. ilt uwe co ad nmh
2. jy gq bpk vsr fzx

Handwriting will be taught in the following stages:

**EYFS**

* Children to be introduced to cursive and pre cursive script at the earliest stages of writing
* Children in the foundation stage should be writing in the pre cursive script to enable an easier transition into year one and the cursive script depending on their ability. However, the expectation is at the end of the foundation stage, children will start to transfer to a cursive style depending on their ability
* Displays in both nursery and foundation should include models of cursive script, implements such as age appropriate pencils, large chalks and pens are used to rehearse skills wherever possible

**Key Stage One**

* Within KS1, every class will have at least two 15 minute handwriting lessons a week. These will be combined with the spelling activities completed each morning. In each lesson, appropriate spellings and vocabulary work should be first modelled by the staff member and then practised by the children. All children by the end of year one should have adopted the cursive style.
* In year one, the children will practise their handwriting on four lined handwriting paper but by year two the children will progress to practising their handwriting in normal 8mm lined books.
* All children will have a ‘personal best’ sheet in the front of their books which will be replaced as the children improve their handwriting. This will be the standard that staff will match all work to and children will be encouraged to redo work when it is not of this standard.
* All children should achieve a ‘pen licence’ by the end of year two.

**Key Stage Two**

* All children to use the cursive style confidently. This will be practised through the morning spelling and vocabulary work and underpinned at every opportunity. Children will be encourage to sit at the table correctly and select the correct implement to suit the purpose.

**See Appendix 1 for statutory guidance for each year group.**

**Resources**

The school use the ‘Joinit’ fonts to support the teaching of handwriting. All staff have access to the programme in order to use the resources in an age/cohort appropriate way.

**Equal Opportunities**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with SEND needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled, lined paper. Children will also have the opportunity to use I-pads to rehearse specific skills on a more regular basis. Intervention is available for children who experience difficulties to practise prewriting skills and fine motor coordination. Intervention will also be provided for late joiners to the school.

Policy agreed on:………………………………………………………………………………………….

Signature of chair of governors:……………………………………………………………………

Signature of head teacher:…………………………………………………………………………….