



**‘Valuing Potential; Creating Opportunities’**  
**Handwriting and Presentation Policy**

This policy to be read in conjunction with English and Marking Policies, SEN Policy and Equal Opportunities

### **RATIONALE**

When communicating ideas in writing it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children’s self-esteem is also heightened when they are able to take pride in their handwriting.

### **AIMS**

- To develop a joined, confident handwriting style that is clear, legible and fluent, which will free the writer to write and not worry about letter formation.
- To instil a positive attitude towards handwriting
- To present work in a neat and orderly fashion appropriate to the task.

### **PROVISION**

- Handwriting and expected standards of presentation should be taught as a regular, whole class activity.
- Intensive teaching is recommended at the start of each school year to clarify expectations, with further reinforcement in weekly lessons.
- Teachers and Teaching Assistants should act as a model when writing on the board or marking work, using a fluent joined style where appropriate.
- An example of an appropriate font and writing style should be made available to pupils.
- Posters and displays around the school environment should model expectations for handwriting and presentation.

### **HANDWRITING**

Pupils will be taught an agreed style cross the whole school. (Example in Appendices).

Attention to posture and seating arrangements is important. Children who write with their left hand face particular difficulties and teachers need to be aware of this. Left-handed children should either sit next to other left-handers or on the left side of a right-hander to avoid bumping arms or smudging work.

Children who display specific difficulties with handwriting will have these addressed through such interventions as slanted writing boards, rubber pencil grips, using alternative writing media etc. Individual cases may be referred to the SENCo where necessary.

### **PRESENTATION**

It is very important to ensure consistency with presentation of work, displays, classroom equipment, exercise books, labelling etc across the whole school. Staff should focus on the following guidelines to ensure this consistency, taking into account age and ability of children where necessary.

## English – FS and KS1

Children will write in pencil until they demonstrate sufficient ability to write fluently and legibly, at which point they can use a handwriting pen as supplied by the school. It is expected that all children will be using a handwriting pen by the end of Year 3 for at least some of their work.

Children should be encouraged to write the date and titles themselves, though where necessary teachers may do this or use other methods such as date stamps or sticky labels with titles printed on. Children should be encouraged to write from the left hand edge of the page, or margin, though in FS more freedom should be allowed exploring letter shapes and formation initially.

## English – KS2

- Children will write in pencil when producing notes, rough work or draft copies. All final copies, 'best' work or work for display will usually be written in pen.
- Handwriting pens should be provided by the school, although children are allowed to use their own pen from home (black or blue ink). We favour Berol handwriting pens, roller balls, some gel pens or fountain pens. Birs should not be used (unless they are appropriate to a specific task, such as writing a greetings card).
- All work should have the date and a title, underlined using a ruler.
- Children should write from the left hand margin.
- In all Key Stages a line should be left between the date and title and then another line left between the title and the first line of work (see example).
- A mistake should be crossed out with one line through it and not deleted with an eraser pen or similar.

## Mathematics – FS, KS1 and KS2

- Pencil should always be used for mathematics work.
- Guidelines for presentation of date, title etc. is as for English.

## Science – KS1 and KS2

- Pen or pencil may be appropriate for different recording activities.
- Diagrams, charts, etc should be drawn in pencil and all lines should be drawn with a ruler.

## Other Subjects

- The guidelines for English also take into account other subjects where written work is produced.
- Diagrams should be drawn in pencil with labels in either pencil or pen depending on age.

## 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 **never** 'doodle' on the front cover, or indeed on pages inside. Books which are not well presented may be sent home to be covered or children asked to re-write work on paper to be stuck over messy work.

## **Homework**

Parents will be encouraged to support their children to produce quality work following the handwriting and presentation policy guidelines. Children will be expected to take the same care with homework as they do in their class books and the same standards will be expected unless the teacher has specified differently.

## **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. A comment on handwriting or presentation should be written at the end of a piece of work as a 'green for growth' comment. (see Marking Policy). At the end of the year handwriting is assessed from Year 2 upwards as part of the optional QCA writing tasks. Examples of handwriting taken from the Year 6 SATs mark book can be found in the appendix.

## **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 Improvement Plan. Monitoring can take the form of lesson observations, sampling and moderation of work, data analysis and looking at teachers' planning.

**Date of Policy: September 2013**

**Date of Review: March 2015**

*Example awarded 3 marks*

The handwriting is consistent and fluent with letters and words appropriately placed.  
The handwriting maintains a personal style to engage the reader.

*I had a great day ... today, hi I am 8 years old,  
it was brilliant! I went to the zoo  
with my sister Sarah and my  
mum and dad. I fed the Lemus  
and saw a show about sea lions,  
the best one was Benson. This day  
out was the best one we had  
since, well, the last time we was  
at the zoo as a family.  
We got to see hippos, rhinos, giraffes,  
elephants and monkeys and if you  
didn't think that was enough, you  
could have lunch and watch the  
perquins stride along the water  
and jumping for some fish. I loved  
today but unfortunately Sarah  
didn't, she was moaning all the  
time because I picked the  
adventures day out the ZOO.  
I want to go again!*