



Radcliffe Hall

CE/Methodist Primary School

PRESENTATION & HANDWRITING POLICY

Let all that you do be done in love.

Demonstrating compassion, trust, love, forgiveness, community and friendship in all we do.

Do all the good you can.....



Love



Friendship



Compassion




Community



Trust



Forgiveness

Policy Review: <i>This policy will be reviewed on an annual basis.</i>			
Date of Issue: March 2023		Date of Last Review: May 2025	
To be Reviewed: May 2026			
Signed:	Writing Lead	Signed:	 Headteacher
Date:	May 2025	Date: May 2025	May 2025

Rationale

The purpose of this policy is to ensure that children at Radcliffe Hall receive consistent messages about expectations in relation to presentation of work and handwriting. Consistently high standards of presentation and handwriting are expected across all subjects. This policy should be read in conjunction with the Teaching & Learning and Feedback policy.

At Radcliffe Hall we are very proud of our pupils' handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Aims

In setting a high standard of expectation for the children and encouraging a sense of pride, children will understand that presentation is an important aspect of their work. Staff will ensure that presentation of work and handwriting is actively taught and will remain a focus throughout the year. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Guidelines

Staff should take the time to make expectations extremely clear to the children at the start of each term and provide feedback and reminders throughout the day. Below standard presentation should be addressed consistently and swiftly. During their time at Radcliffe Hall, pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly. Teachers should consistently model good habits.

Presentation

Expectations for pupils

- Stickers with school logo, child's name, year group and subject will be used on the front cover of all exercise books. When a child needs a new book – for example in English or maths – a new sticker will be printed and it will state Book 2 or Book 3.
- Children should not doodle or draw pictures unless they are clear illustrations or diagrams relating to the work done that lesson. All drawings should be done in pencil. No felt tip pen should be used in exercise books – all colouring should be done in pencil crayon.
- Pencils for drawing and writing must be sharp. If pen is used for writing, it must be a school blue pen.
- A purple pen is used by all children from Year 2 upwards for pupil marking, editing work and correcting errors.
- One single neat line is used to cross out mistakes in pencil (ideally using a ruler), rubbers should only be used for diagrams and

- Absolutely no writing on covers or on the inside cover of books.
- Highlighters should only be used for the purpose of highlighting- a skill that the children must be taught, particularly in reading comprehension.
- Title should be neatly written and underlined with a ruler.
- Date should be written and underlined on every piece of work. Long date in English books, short date in all other books.
- Unit sheets will be stuck in before each unit of work. Where work is stuck into books this should be trimmed so that it fits onto the page – or across two pages where the original work is A3 – without edges sticking out.
- In maths books children should write one digit per square.
- Pupils will not use pen until UKS2 (Y5) at this point they will be given a choice between a pen and a pencil.
- For consistency we use the same colour books for each subject across KS1 and KS2.

English – Purple

Maths – Blue (10mm square for KS1; 7mm square for KS2)

Science – Green

Guided Reading – Yellow

RE – Red

History/Geography – Orange

Art – Black Sketch Books

Computing and DT do not need books and work may be collected in folders.

Latin is taught through the scheme – Maximum Classics – and is completed in work books.

Expectations for staff

All teaching staff must model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

To support our children with the development of their handwriting all IWB files, powerpoints and resources for lessons should be written in Letter-Join Basic in KS2 and Sassoon Primary Infant in EYFS and KS1.

Pens and pencils

Children will start handwriting using a soft pencil. Pens will not be used until UKS2 (Y5). All pupils will be given a pen and the choice of whether to use this or a pencil. Maths work must always be done in pencil. Diagrams, tables etc must be completed in pencil. The

school will not use pen licences.

Inclusion

Where pupils fine motor skills, cognitive needs or social and emotional needs require adjustments to this policy this will be written into their One Page Profile. Adjustments may include – coloured paper; adult writing date and title; larger squared books in KS2.

Handwriting

Structure of lessons and progression

For our youngest pupils we teach short handwriting lessons daily, which will include the following:

- Enhancing gross motor skills such as air-writing, pattern-making and physical activities
- Exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets etc.
- Becoming familiar with letter shapes, their sounds, formation and vocabulary.
- Correct sitting position and pencil grip for handwriting.

Teaching progress in KS1 from five short, to three longer lessons per week:

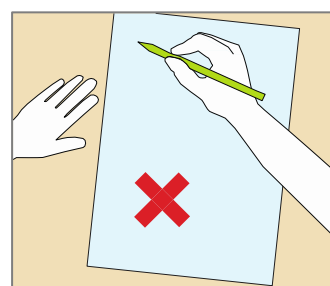
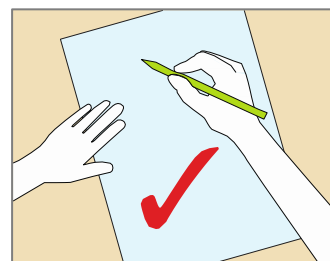
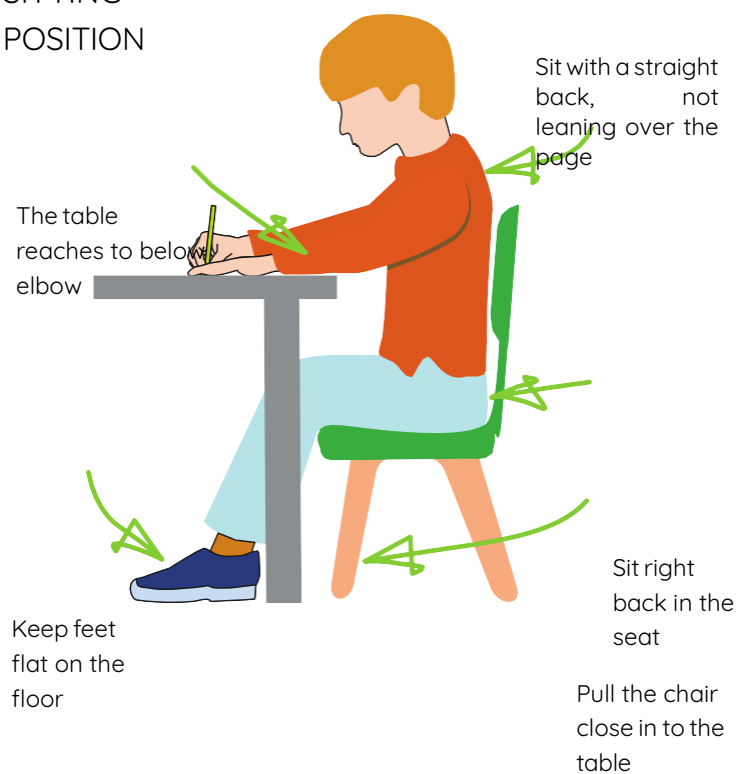
- Continuing with gross and fine motor skills and exercises.
- Strengthening handwriting, learning and practice.
- Numerals, capitals and printed letters; where and when to use, learning and practice.

Handwriting lessons will continue twice a week in KS2.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

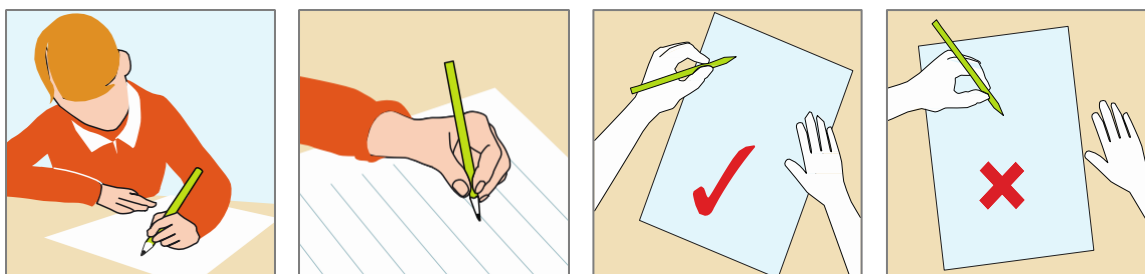


Paper position for right-handed children

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil, Pinch it near the tip,

Lift it off the table,

Spin it round...

and grip.

Left-handed pencil grip



Point away the pencil, Pinch it near the tip,

Lift it off the table,

Spin it round...

and grip.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include adaptive teaching activities for extra practice/challenge.