

**Camblesforth Community Primary School**  
**Presentation & Handwriting Policy**  
November 2013

**Children's work**

**1 Book covers should indicate:**

- Child's full name
- Year group
- Subject
- Children should not write on the covers of their books
- Children may produce their own covers for topic folders

**2 Date of work in books:**

- Full written date in all books except numeracy when the digital date will be appropriate
- For younger children, teachers are encouraged to work towards this standard as soon as children are able
- Date is left aligned and underlined with a ruler

**3 Title of work in books:**

- It is not necessary for children to write the learning objectives in their books for each piece of work
- Titles should be centred and underlined with a ruler
- For younger children, teachers are encouraged to work towards this standard as soon as children are able

**4 Finishing work:**

- Children should **not** rule off on completion of a piece of work. Space should be left for teacher's comments and children's responses (Reflect & Review Time)

**5 Handwriting**

- The school uses the cursive letter shapes from the 'Hickey' style of handwriting with the addition of a 'lead in' stroke so that all letters start on the line. In EYFS the approach to handwriting includes daily access to activities designed to aid physical development.
- Clear and specific guidance about letter formation, letter joining, and advice for left-handed writers is presented to all pupils. The letter charts are clearly displayed in classrooms and pupils are given a copy to take home
- The school adopts a developmental approach to handwriting. Pupils are first taught single letters as part of the phonics curriculum in EYFS. When they have secured single letter shapes, they will be taught to join letters.
- The teaching of handwriting is closely related to the spelling curriculum.
- Teachers ensure that children are provided with high quality writing equipment for handwriting purposes. These may include sharpened pencils and good quality pens purchased by the school for handwriting purposes.

- Pupils in class one write in pencil in exercise books. Fine felt tips pens (e.g. Berol) can be used to engage pupil interest.
- Handwriting pens are introduced in class two, providing pupils are able to write all letters correctly and are beginning to join letters with reasonable accuracy.
- Once pupils are able to write basic letter shapes, they are given lined paper, or guidelines, to write on. These are consistent with the lines found in other exercise books in order to facilitate the transfer of skills.
- All children take part in regular handwriting and spelling practice. This is included on class timetables. In Early Years and Key Stage One, this takes place at least four times a week. In Key Stage two, handwriting takes place at least three times a week.
- Children will be given a blue handwriting pen for use in their own work in school, except for numeracy where all work must be completed in pencil. Other pens are used only when advised by the teacher.

## 6 General presentation

- Children should use wax or pencil crayons when illustrating work in books
- Teachers should encourage a good standard of presentation overall
- Errors should be crossed out with a single line
- Children may use rubbers at the teachers' discretion
- Staff must ensure that their own handwriting and presentation reflects best practice at all times.
- Where margins are not included in exercise books, pupils should be taught to draw these neatly.

### Teaching Boards (e.g. whiteboards and Interactive Whiteboards)

#### 1 Date:

- Full date and digital date underneath - both underlined
- Both dates left aligned

#### 2 Title of work:

- Centred and underlined

#### 3 Handwriting:

- Teacher should **model the appropriate cursive handwriting style** whenever they are writing for the class unless this mitigates against children's ability to read the text

### Display

- There should be an appropriate emphasis on current literacy and numeracy work on display in the classroom
- Displays should have clear titles and children's work should be named
- A range of borders, colours and styles is to be encouraged e.g. a balance of handwritten and computer fonts for titles
- Classrooms environments celebrate work produced in school. Generic website materials from sites such as 'Sparklebox' and 'Twinkl' should not be displayed in classrooms. Learning resources such as letter fans, games and phonic teaching materials from these sites may be used to support learning, however.
- Displays should celebrate and reflect recent work. Teachers should ensure that displays are changed regularly
- Classes will be responsible for some boards in communal areas of the school
- Shared areas should display a range of work from different year groups

- All subjects of the curriculum should be represented in displays
- Where display space is limited, e.g classrooms, displays in teaching areas should be used as tools for teaching and learning.
- Boards in corridors and halls may be used for celebrating completed work