



Presentation and Handwriting Policy

Rationale

A consistently high standard of presentation is promoted across our school. For children, we aim to foster a sense of pride and respect in their work to raise self-esteem and enable them to communicate meaning clearly and confidently.

Outcomes of Presentation and Handwriting Policy

- Children of all abilities are expected to, and are able to, present their work to the highest possible standard.
- There is consistency across the school in terms of the standard of presentation expected across the curriculum and a common approach by adults writing in children's books.
- There is progression in the presentation of work between each class which is evident and understood by all children and adults.
- Children meet the current expectations for presentation and handwriting: National Curriculum non-statutory guidance.

N.C. Reference

In Y2 pupils should be taught to: form lower-case letters of the correct size relative to one another; start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined; write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters; use spacing between words that reflects the size of the letters

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

In Y6 Pupils should be taught to: write legibly, fluently and with increasing speed by: choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters

choosing the writing implement that is best suited for a task

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

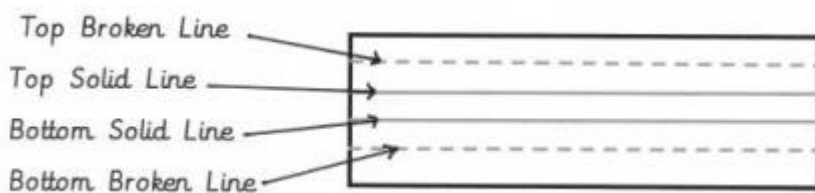
We follow the Martin Harvey method which means that we do not follow a scheme, but instead use a consistent approach using the Martin Harvey methods and guidelines. The approach continues through school with emphasis on consistent use of language and expectations. Good examples of handwriting should be displayed in the classroom.

Children should be prepared for writing with:

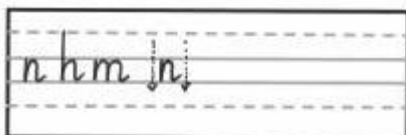
BBC – bottom back in chair

Six feet and two hands: 4 + 2 = 6 feet on the floor & spare hand to hold the page.

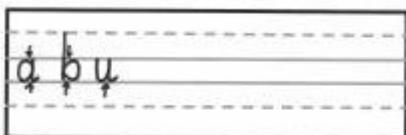
Key Elements:



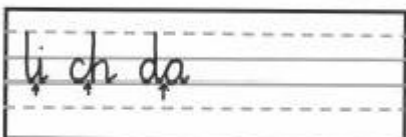
Narrow bridges



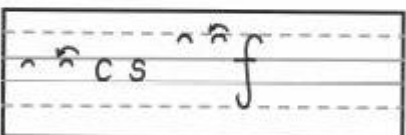
Letters with triangles



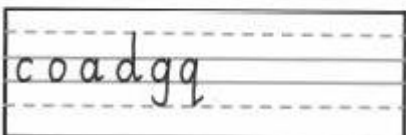
Joins with triangles



Coat hanger hooks



Egg shapes in the coat hanger letters



Shoe lace k



Small letters

e i u x z r

Tall letters

d k l

Tail letters

j p g y

Narrow letters

n b p

Letters with sharp
points

v w

Narrow curved tails

j g y