

ST VINCENT'S CATHOLIC PRIMARY SCHOOL



HANDWRITING AND PRESENTATION POLICY

Review Date: May 2027

Mission Statement

Caritas Christi Urget Nos

The love of Christ urges us to care for each other and strive for excellence in everything we do.

Rationale: A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Presentation across the school:

- All books are named with the school labels and logo. Names are typed on the front of books.
- Religion books are protected with a plastic cover.
- Every piece of work is dated (short date in Maths).
- All work has a Learning Objective and Success Criteria. (Typed on sheets or stuck into books.)
- All drawings and diagrams are in pencil.
- Pencils, not felt pens, are used in exercise books.
- Coloured pens are used for specific reasons by children e.g. self-correcting, editing or peer assessment.
- One single line is used to cross out mistakes or edit writing.
- Books are well kept with no writing or doodling on the outside or inside of covers.
- Children are taught where to start a new piece of work.
- When work is stuck in, it should not overhang from the pages in the book.
- Poor presentation is challenged through verbal feedback and marking.

Handwriting across the school:

- The correct letter formation should be displayed in classrooms to ensure familiarity with the style.
- Children work towards a continuous cursive handwriting style.
- They are encouraged to maintain a correct posture and pencil grip.
- Opportunities for linking phonics and spelling are used.
- Additional handwriting sessions may be given to those children whose letter formation, joining or speed require improvement.
- Children write in pencil until the end of year 2. From year 3 onwards pupils begin to write in blue pens (no biros).
- Pencil is used in all Maths books.

Specific Progression:

Foundation Stage

- Children are taught correct letter and number formation, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child-initiated learning.
- Correct pencil grip is taught.
- They are encouraged to write in a straight line from left to right.

Years 1 and 2

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to use a ruler.

Years 3 and 4

- Children write in blue pen (not biro). Pencil to be used in Maths books.
- They work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children write in paragraphs around a theme.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- Children write in blue pen (not biro). Pencil to be used in Maths books.
- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Spelling lessons are used to support handwriting.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing e.g. note taking or the final draft of a piece of writing.

Inclusion: These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with fine motor difficulties). Difficulties are addressed through appropriate interventions, individualised targets or specific equipment.

Left-handed Pupils:

- Paper is always positioned to the far right for left-handed pupils and slanted to suit their individual needs.
- Left-handed pupils are always seated to the left of a right-handed pupil in order to avoid competition for space.
- Left-handed pupils are given additional supervision and practise time to ensure they are making the same progress as other pupils.
- Left-handed pupils maybe provided with left-handed pencil grips to help them hold the writing instrument correctly.

Celebration and Motivation:

All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard, including homework, in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy (Praise, Dojo points).
- Displaying written work.
- Using joined, legible and consistently formed handwriting on boards, in books and on flip charts.
- Providing modelled examples and reviewing expectations with children.

Homework: Parents are encouraged to support their children to produce quality work following the policy guidelines. Children are expected to take the same care with homework as they do in their classwork.

Monitoring and Evaluation of this policy

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews. Feedback will be shared with the class teacher and at Senior Leadership meetings. This will ensure that the policy leads to good practice. The governor curriculum Committee and staff STEM working party will, in consultation with the Head teacher, monitor and evaluate the implementation of this policy. It will be reviewed at least every 2 years to ensure it reflects current practice.

Member of staff with Lead Responsibility for this policy:	K Malone + STEM group
Date for Review:	May 2027