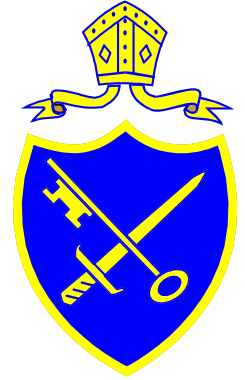


BISHOP WOOD C OF E JUNIOR SCHOOL
MARKING AND PRESENTATION POLICY



Handwriting is a tool of communication in the written form. All teachers should aim for the best that individual pupils can achieve. Handwriting is often linked to decoration and illustration, leading to a finished product which is pleasing to look at and which can be attractively displayed. Children can achieve a great deal of satisfaction and pleasure from the way they present their work.

Aims

- ✓ A whole school approach to the learning and teaching of handwriting and a consistency in the presentation of work
- ✓ Children are taught to write clearly and legibly in both joined up and printed styles
- ✓ Children understand and value the need for high quality presentation and handwriting
- ✓ Children learn consistency in the format of their presentation.
- ✓ That the children can write in ink by the end of Year 6.
- ✓ That the children be made aware of the necessity of having more than one style of handwriting for different purposes.
- ✓ That the children have experience of dictation before they leave year 6

Principles for Teaching and Learning

- ✓ Handwriting is a skill that needs to be taught and learnt
- ✓ Children need to understand the purpose and audience for their handwriting
- ✓ Joined up handwriting also aids spelling

Progression in Handwriting

There are four main phases to the development of handwriting. They are:

1. Role play phase

2. Letter formation
3. Linked script
4. Fluency, style, confidence and neatness

It is assumed that early writing skills will have been introduced in the infants school to develop fine motor skills as well as spacing and the correct letter formation, with joining tails. Much revision and practice will take place with an emphasis on the size of the letters and writing on lines, particularly in Year 3.

Children will then advance on to linked script. We acknowledge current research findings which, suggest that children who are introduced to joined-up writing quickly develop confidence and are able to write with speed and enthusiasm.

As the children progress they will concentrate on fluency and a legible style of handwriting. Pupils will also give attention to presentation and layout. Once the children have learned to form letters and to link them, there is no need to teach handwriting as such. The focus of the work switches to flow, speed and presentation. All children, unless their special needs dictate otherwise, will begin to learn the modified cursive style of handwriting. These should suit most special needs.

The use of pen can be introduced at any point in key stage two. Children in year 6 will use pen for all writing, unless their special needs dictate otherwise.

Key Skills

- ✓ Letters are usually clearly shaped, correctly formed and orientated
- ✓ Capital letters are recognised, correctly formed and orientated
- ✓ Numerals are correctly formed and orientated
- ✓ Upper and lower case letters are accurately produced in one style and used consistently
- ✓ Handwriting is joined, fluent, legible and evident in independent writing
- ✓ Children start to use a pen
- ✓ Handwriting is adapted to a range of tasks

Teaching Points

- ✓ Ensure children are using the correct grip.
- ✓ Ensure correct formation at all times, close monitoring of individuals is important while engaged in this formal writing process.
- ✓ Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor.
- ✓ Ensure there is good lighting
- ✓ Ensure each child has a suitable implement before they begin, pencils are adequately sharpened and pens are suitable for fluent writing.
- ✓ Capital letters do not join to lower case letters
- ✓ The letters g, j, and y are formed as single letters at the beginnings of words
- ✓ The letters g, j and y are joined to the proceeding letter, when they appear within a word, but they end as a single letter
- ✓ Link handwriting practice to spelling patterns
- ✓ The teacher will act as a model using the chalk and talk approach

Suggestions for teaching left-handed children

Seating: Consideration should always be given to the amount of space a left handed child needs to write, without interfering with others. This may mean sitting the child on the left side of a table.

Grip: The child should grip the pencil at least an inch from the point so that he or she is able to see what they are writing. The grip should not be too tight. A 'pencil grip aid' may be used to help position the fingers correctly. The pencil should be held with the handle pointing back up the arm towards the shoulder.

Position the paper: Position the paper to the left of the body, at an angle, with the right hand top corner of the paper nearer the body than the left. This develops a freer movement and makes possible the development of vertical writing or even a forward slant.

Writing Implements: It is easiest to use a pencil at first as the push and pull movements are equal. Children should be encouraged to use a pen later on.

Support for Learning

Children who are experiencing difficulty with their handwriting will be brought to the attention of the SENCo. A programme will be agreed to support the child's progress. Continued concern following the implementation of this programme may result in referral to the Occupational Therapist for assessment and advice.

Resources

There are handwriting resources held in the SEN base. Children will mainly practice in their handwriting exercise books from the "chalk and talk" approach, however, worksheets or booklets may be made up to support teaching and learning.

Presentation

Presentation of learning is very important; it demonstrates what a child has learnt, their ability to order and record their learning; the amount of care that they have taken in recording their learning and their ability to look after the things over which they have responsibility.

Presentation in Literacy and other exercise books

- ✓ The long date will be recorded on the left hand side. It will be written properly on the top line and not squashed into the margin
- ✓ Learning Objective or a title (framed as a learning intention) should be written
- ✓ If the date and/or title are underlined this will be done with a ruler and pencil.
- ✓ Joined script should be used
- ✓ Children should edit using coloured pencils.
- ✓ Mistakes should be crossed out with one line using a pencil and ruler.

- ✓ Every time a new paragraph is used there should be an indentation

Presentation in Numeracy

- ✓ The short date should be written in the left hand corner.
- ✓ Learning objective or a title (framed as a learning intention) should be written
- ✓ If the date and/or title are underlined this will be done with a ruler and pencil.
- ✓ Use pencil only

- ✓ Pages will be folded lengthwise and the children encouraged to write the problem on the left and the “working out” on the right.
- ✓ Use a ruler for any drawing of a straight line even for the equals on a column method.
- ✓ One digit should be placed in one square.
- ✓ Cross out mistakes using one neat pencil line and a ruler. There should be no rubbing out.
- ✓ Problems should be well spaced on the page.

General points

- ✓ All illustrations in exercise books should be coloured with pencil crayons only.
- ✓ Wherever possible any work that is done on loose paper should be cut to size and included in the exercise book so that it is clear to see continuity and progression in learning
- ✓ Children need to be reminded to improve their presentation by teachers in their feedback

How we judge the quality of presentation

Good presentation

The book has been cared for very well. Each piece of work has an appropriate learning objective/title and date and this is underlined with a crisp, straight line. Spacing is used well and this demonstrates that the pupil has thought about the way each piece of work should be presented. Handwriting is very well presented; joined up and consistently neat. In the way that the pupil uses the book it is clear that a great deal of care and pride is taken in presenting learning well. Pens and pencils are always used as appropriate, mistakes are carefully crossed through with a single line.

Unsatisfactory presentation

The book has not been cared for; there are doodles on the cover or on the pages. Few pieces of work have an appropriate title/learning objective and date and underlining is not straight – indicating that the child has not bothered with a ruler. There is a careless approach to how learning is recorded. Handwriting is poor; generally not joined up and not neat. Mistakes are scribbled out. There is little timely and appropriate guidance from the teacher/teaching assistant about how to improve presentation

Review

This policy will be reviewed in September 2011 and the Literacy Coordinator will monitor class room practice for evidence of implementation. With all staff in agreement of this policy it should be possible to support pupils with their handwriting skills and, taking account of individual styles, set high standards of presentation.