

SEAVIEW PRIMARY SCHOOL



PRESENTATION AND HANDWRITING

POLICY AND GUIDELINES

August 2018

SEAVIEW PRIMARY SCHOOL

PRESENTATION POLICY

Aims

At Seaview we are constantly seeking to raise standards in all aspects of learning and teaching. Our school ethos is one of pride in learning and the presentation of pupil outcomes forms a core part of this.

Pupil jotters form a record of the learning and teaching that has taken place during an academic year and as such need to reflect a progression of personalised learning opportunities, as well as evidence of pupils making effort and taking pride and in their outcomes.

This policy was created in Session 2011-2012 and updated most recently in August 2018. The end point is a policy that clearly sets out our agreed expectation for presentation of work at Seaview School. Pupils should be taught handwriting in line with the school policy.

Across all stages, we believe that:

Presentation needs to be modelled so that all pupils can achieve success. Consideration needs to be given to:

- page layout of date and title – when a new page is taken only a date should appear on the top line, it should not be used for recording answers or text
- when a new piece of work is to be started in the middle of a page a line should be drawn across the page using a ruler. The line immediately below this should be used for the date then a line should be missed before the work begins
- systematic recording methods, including one digit / one square
- an expectation of neat and presentable staff handwriting on whiteboards, pupil work etc
- the fact that pupils will be included in demonstrating good practice and celebrated for the effort to progress and improve;
- differentiation is expected across year groups and for individuals.

Having agreed this policy we will all monitor standards closely, including:

- the presentation policy will used when sampling pupils' work
- children's efforts will be celebrated;
- graffiti, doodles or scribbles on jotters will not be tolerated

At Seaview we expect children to:

- regularly read and respond to the comments made by adults in their books
- take pride and care in the presentation of their jotters and workbooks reflecting the high standard that is expected
- underline titles using a ruler and pencil and never leave unnecessary gaps
- take time to correct and finish off work where appropriate.
- not to use felt tip pens to present work in jotters or workbooks
- use quality writing equipment appropriate to the stage
- consistently using either pen or pencil but not moving between them
- use pencil for drawings or diagrams.
- pupils should be expected to record the learning intention and full date at the beginning of each piece of recorded learning. Younger and less able pupils will be supported to establish these routines

At Early Level

When writing the date we:

- date all work with a hand written short date, scribed date, computer generated date or date stamp building to writing the full date in literacy work by the end of Primary 2
- place dates in the left hand corner of the page
- miss a line after the date

When writing the titles we:

- write a short title and a short child friendly Learning Intention (which might be handwritten, scribed or computer generated titles, as is most appropriate for the class, child and activity)
- miss a line after the title.
- We always use pencil in books although other writing materials are available for writing tables and incidental writing activities.

All jotters and workbooks will have labels. Essential points to consider include:

- pre-prepared labels are available for all jotters
- labels show the child's full name, subject, class name, and jotter number if more than one jotter for one subject

In First and Second Level

When writing the date we:

- date all numeracy work with a hand written short date
- date all literacy based work with a hand written long date
- place dates in the left hand corner of the page;
- underline the date with a pencil and ruler; miss a line after the date;
- differentiation can include Early Level variations

When writing the titles we:

- write a short title and a short child friendly Learning Intention (differentiation can include Early Level variations which might be handwritten, scribed or computer generated titles, as is most appropriate for the class, child and activity)
- underline the title with a pencil and ruler
- we miss a line after the title;

Pencils / Pens are used:

- All pupils in Primary 7 and the majority of P6 use Nexus or Berol Handwriter pens for final copy in any literacy work
- Primary 4 and Primary 5 pupils can receive pens when their joined handwriting achieves the required standard. The pen will be given to the child once the appropriate level and skill has been demonstrated
- Pens, when used, should only be used in writing and topic books or for final copies of work
- All drawings and diagrams should be in pencil

All jotters and workbooks will have labels. Essential points to consider include:

- pre-prepared labels are available for all jotters
- labels show the child's full name, subject, class name, and jotter number if more than one jotter for one subject

Margins

- Where a margin is missing then a ruler width line should be drawn in with a pencil

For each new piece of work, start a new page in topic and science jotters. In Literacy and Maths jotters underline last piece of work and continue down the page.

Handwriting

Pupils should be taught to form letters in line with the school policy which is set out in the following pages.

Handwriting in Nursery

A CURRICULUM FOR EXCELLENCE

Early

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

In the nursery children should enjoy playing with a range of painting, drawing and writing materials.

They will begin to notice letters and words in the environmental print around them at home and in school.

Some children will show an interest in writing, others won't.

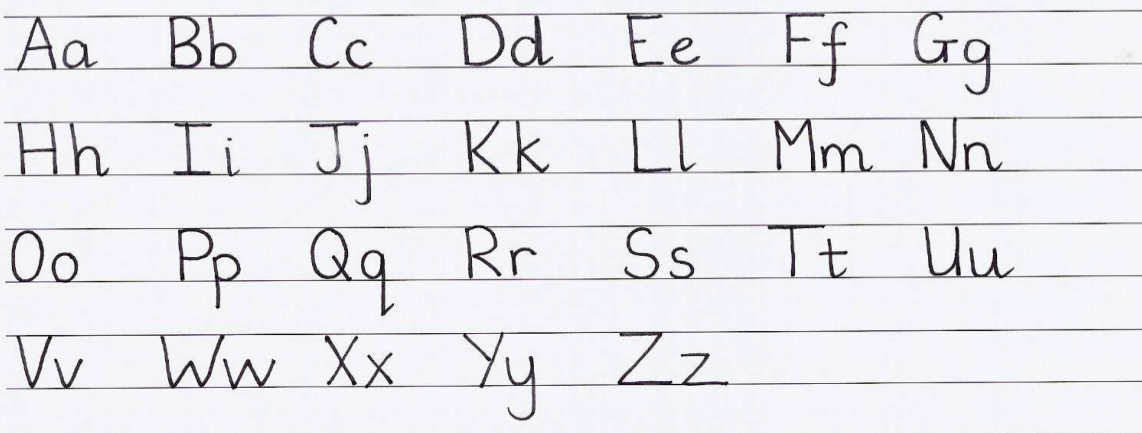
Children should never be forced to write, they will come to it in their own time.

The emphasis is on enjoyment and pleasure gained from playing with a range of materials.

Some children will want to write; they should be encouraged to form letters correctly but no formal teaching should be done at this stage.

By the end of nursery many children will make an attempt at writing their own names.

School font:



Handwriting in Primary 1

A CURRICULUM FOR EXCELLENCE

Early

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

In Primary 1 children should continue to enjoy playing with a range of painting, drawing and writing materials.

They will begin to notice letters and words in the environmental print around them at home and in school.

By the end of nursery many children will have made an attempt at writing their own names.

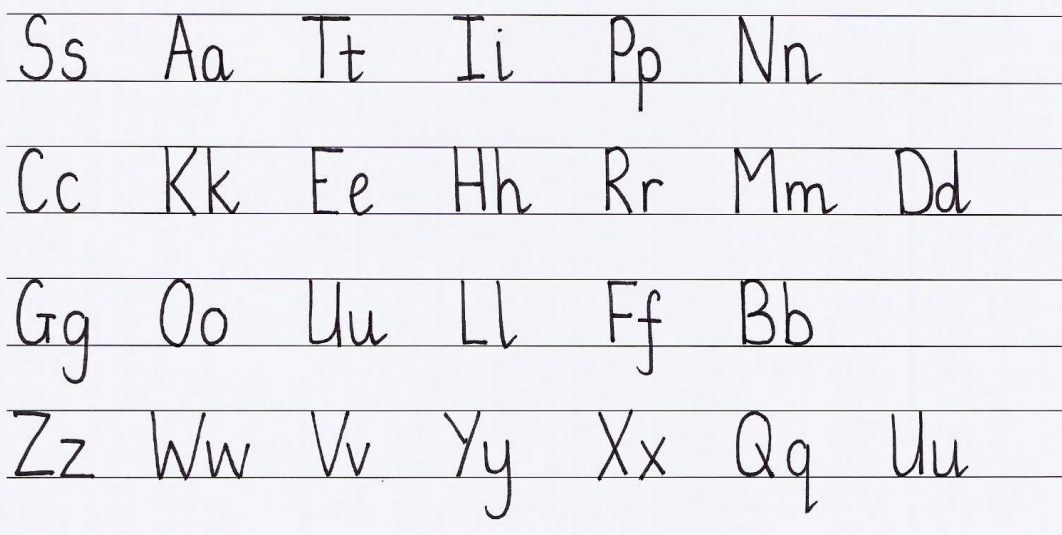
In Primary 1 children are introduced to handwriting through a range of writing patterns that develop coordination and control.

By the end of Primary 1 children will have been shown how to form capital letters correctly.

Handwriting jotters are used to help children space and form letters. Initially children join dots, then follow arrows and finally write without this support.

The order of teaching is as follows:

School font:



Handwriting in Primary 2

A CURRICULUM FOR EXCELLENCE

Early

As I play and learn, I enjoy exploring interesting materials for writing and different ways of recording my experiences and feelings, ideas and information.

In Primary 1 children are introduced to all letters. By P2 they are developing better control and improving neatness.

Good pencil grip and seating position is important as is regular practice. Children use handwriting jotters and are encouraged to judge the quality of their letter formation, thus recognising their own errors and learning how to improve.

In Primary 2 children work through the alphabet in order, learning capital and small case at the same time.

Children will enjoy illustrating their work and using different layouts and graphics to enhance it. A sense of pride in their work is to be encouraged by careful display and sharing with others.

School font:

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Handwriting in Primary 3

A CURRICULUM FOR EXCELLENCE

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

In Primary 2 children are developing better control and improving neatness. They should be able to form all letters correctly.

Good pencil grip and seating position is important as is regular practice – at least weekly. Children use handwriting jotters and are encouraged to judge the quality of their letter formation, thus recognising their own errors and learning how to improve.

In Primary 3 children initially revise the alphabet covering capital and lower case at the same time.

They will add flicks to o, r, v and w:

o r v w

The next stage is to introduce some simple letter joins. By the end of Primary 3 children will have covered the following joins:

School font:

a c d e h i k l m n t u

joined to

1. e eg: de he ne te ee

2. i m n p r u v w y

eg: ai nu dr ev ty

Children will enjoy illustrating their work and enjoying different layouts and graphics to enhance it. A sense of pride in their work is to be encouraged by careful display and sharing with others.

Handwriting in Primary 4

A CURRICULUM FOR EXCELLENCE

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

In Primary 3 children are developing better control and improving neatness. They should be able to form all letters correctly and make some joins.

Good pencil grip and seating position is important as is regular practice – at least weekly. Children use handwriting jotters and are encouraged to judge the quality of their letter formation, thus recognising their own errors and learning how to improve. Children will enjoy combining images to their writing from their own imagination as well as downloading from the internet. They should take pride in the finished product and have an opportunity to share their work with others.

In Primary 4 children initially revise all capital and lower case letters. They will revise joins from Primary 3 then the remainder will be introduced. By the end of P4 children will have covered all joins:

School font:

a c d e h i k l m n t u
joined to
1. b h k l t eg: ch at cl it
2. a c d g o q s eg: ea to as
f o r v w
joined to
3. e eg: fe re ve
4. i m n p r u v w y eg: fi ry wr
5. b h k l t eg: wh ft rn
6. a c d g o q s eg: fa ro ws
7. ff ft tf

Children will enjoy illustrating their work and enjoying different layouts and graphics to enhance it. A sense of pride in their work is to be encouraged by careful display and sharing with others.

Handwriting in P5

A CURRICULUM FOR EXCELLENCE

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

In Primary 4 children are developing better control and improving neatness. They should be able to form all letters correctly and make all joins. They will have learned more about presentation for a particular purpose and should be developing an understanding of the role of font, images and style in the layout of their written work.

Good pencil grip and seating position is important as is regular practice – at least weekly. Children use handwriting jotters and are encouraged to judge the quality of their letter formation, thus recognising their own errors and learning how to improve.

In Primary 5 children should revise the joins from Primary 4. They should copy out simple poems (see appendix) and enjoy experimenting with layout and presentation.

Children will enjoy combining images to their writing from their own imagination as well as downloading from the internet.

A sense of pride in their work is to be encouraged by careful display and sharing with others.

Handwriting in P7

A CURRICULUM FOR EXCELLENCE

I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features.

I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader.

By Primary 6 children should be able to form all letters correctly and make all joins. They will have learned about presentation for a particular purpose and should have an understanding of the role of font, images and style in the layout of their written work.

In Primary 7 children should be developing their own personal style of writing. They should be encouraged to use joined writing to aid the speed of writing and assist their spelling.

In the Primary 7 year children should practise through copying longer pieces of writing. Poems and well known extracts from novels are useful sources for practice.

Children will enjoy illustrating their work and using different layouts and graphics to enhance it.

A sense of pride in their work is to be encouraged by careful display and sharing with others.