

Fairfield First School

Presentation Guidelines

Aims

- To establish high expectations and pride in everything we do – both of ourselves and of the children.
- To create a clear and consistent set of guidelines for the presentation of children's learning.

Objectives

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.
- To share this information with parents on a regular basis.

For Teachers

- To create consistency in standards of presentation across the school.
- To provide a baseline for judging acceptable standards of presentation.

Expectations for Teaching Staff

Remember – you are the most important role model for presentation and high expectations! Use the resources available to you e.g. on the IWB – lines, grids to model good practice.

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat.
- Marking of children's work must be done in accordance with the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.

Expectations for Children

Use of pencils and pens:

- Pencils should be used in all Maths books and in underlining/sketching etc.
- Pens should be used for all written work (not maths) as soon as possible from the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Pens must be fibre tip. No ballpoint, biros or felt pens should be used.
- Felt pens should not be used in exercise books for underlining or illustrations, although they can be used on paper at the teacher's discretion.

Expectations for Handwriting

- Cursive script will be taught in Foundation Stage and developed through the school with the expectation that by the time most children leave Key Stage 1, they will be writing in neatly joined cursive script.
- Use the right size letters when you need to – capital letters at the start of sentences and for proper nouns.
- Handwriting is taught as an integral part of spelling and phonics lessons – interventions for handwriting should take place once the child is in Year 2 upwards as it will not be taught discreetly after this.
- Good examples of handwriting from the children will be displayed in the classroom as a reference for others. These examples could include letter families such as 'curly caterpillars' etc.

Expectations for Layout

- Children should be encouraged to write the L/O and long date particularly by the time they are in Year 2; teachers will use their professional judgment in order to build up to this as the children progress through the school. The long date is written at the top; miss a line then write the Learning Objective (LO) on the next line. It may also be appropriate for the teacher or teaching assistant to write/stick these in the children's books if appropriate.
- When hand written the date and Learning Objective must be underlined using a pencil and ruler.
- At the start of a new piece of work, miss a line under the last piece of work, rule off and start on a new line. Don't leave a blank page.

- Miss a line under the LO and start at the margin.
- Leave one line between each paragraph.
- If you make a mistake, draw one neat line, through the mistake and start again – do not over-write or rub out.
- Write ON THE LINE to the end of the line. Do not write in the margin.

Layout in Mathematics

- The short date, to be written on the left hand side of the page, children should be encouraged to write the L/O if appropriate ; teachers will use their professional judgment in order to build up to this as the children progress through the school.
- All figures, this includes all mathematical signs and symbols, must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations which involve ‘carrying’ should see the relevant digit written smaller than usual beneath the bottom line.

Classroom Organisation and Resources

- All children should be able to access, with ease, the appropriate equipment: rulers, pens, pencils, colouring pencils.
- Each room has “wipe-boards” available for all the children.

Outcomes of Presentation Policy

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.
- Progression in presenting work between each class is evident and understood by all children and adults.

Monitoring of Presentation Policy

The Headteacher or English Subject Leader will collect examples of children’s work on a regular basis to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

Letter Formation

It is important that children are taught correct formation from the start, and that teachers and parents both do the same thing. When helping your child with letter formation, please make sure you form the letters as shown on the attached sheet.

Upper and Lower Case Letters (Capital and small letters)

When helping your child with letter formation in the early stages, focus on lower case letters. To begin with, only introduce capital letters for the first letter of names. Explain that we do not normally use capitals within words.

Later on, when children are beginning to write in sentences, encourage them to use capital letters at the beginning, and for the first letter of names of people and places.

Progression throughout School

Much of our handwriting practice is linked with the teaching of sounds and spelling. In Oak Class, there is a handwriting scheme followed from Reception to Year 4. Children learn the formation of individual letters as they learn the sounds they make during daily phonics teaching sessions. When children have been introduced to all the letters of the alphabet, and when their hand control is sufficiently developed, they will begin to join letters in simple words. They will then progress to longer words, linked with spelling patterns. It is important that children are taught to join the letters in one particular way. If you wish to help your child with joining letters, please check with his/her teacher to see whether she/he feels your child is ready to do so, and, if so, how you can help. Please remember to join letters in the way the children are taught at school. Note: Capital letters are not joined.

In Oak Class, children learn the formation of individual letters, after they have a secure grasp of single letter recognition. When the children enter Reception, they spend time developing pre cursive writing skills, alongside learning to recognise each 26 letters of the alphabet. This is done in a variety of ways, such as Write Dance, Dough Gym and patterning. This happens daily. When children can recognize the single letters securely, and when their pencil grip and hand control is sufficiently developed, they will begin to write letters in the cursive style. This will happen at various stages throughout the Autumn term, as some children will be more ready to formally write than others. Once children can write individual letters correctly, they will learn to join consonant/vowel and consonant/vowel/consonant words. They will then progress to longer words, linked with spelling patterns, their first and last names and how to write capital letters. It

is important that children are taught to form their letters in our school style. For any children entering Oak class with their own handwriting style in place, learnt from nursery or home, we ask parents to encourage cursive writing only at home. Two conflicting styles make it confusing for children. Parents and carers at home are offered the opportunity to take part in a workshop held by Oak class staff, during the first few weeks of joining the school. This workshop includes information and demonstrations about how cursive writing is taught at Fairfield.

Writing Equipment

Children need a varied selection of tools and materials to experiment with. They will benefit from using paper of different textures, shapes and sizes, both lined and unlined, pencils of different thickness and colours, pens, felt pens, paintbrushes, chalks and crayons. They can be encouraged to form letters with play-dough or plasticine and in sand. As children begin to write more fluently, the majority of their work in school will be done in pencil. Children who have developed neat, legible and joined handwriting will be encouraged to use a pen for most of their written work. The school will provide a child's first pen, but from then on we ask that parents provide one of a similar type.

Left-handed Children

Don't automatically equate left-handedness with problems, but it helps to remember that left-handed children have different needs from right-handers. It is important that left-handed children can see what they are writing. They should sit where elbows do not bump right-handers and where they are not in their own shadow. Encourage them to hold their writing tool away from the point so that their thumb does not get in the way. It also helps to use free-flowing pens that don't smudge. Particular care should be taken with anticlockwise letters in the letter family: c, o, d, g, q, e.

The attached sheet 'Letter formation for left-handed children' may be useful, but do not worry if a left-handed child prefers to form letters in the way outlined on the sheet for right-handers. (The differences are with some capital letters and crossing the f and t.) As some left-handers cross "f" and "t" from right to left they may find it easier to leave the "g" unjoined in words.

Responding to Children's Writing

All children will come to school with some previous knowledge and experience of writing. As well as teaching sounds and letter formation, we also encourage children to see themselves as real writers and writing as a means of communication. We will encourage children to have a go at many different types of writing, for example, captions, stories, messages, lists and notes. We will praise children's efforts, and perhaps focus on one thing that needs to be improved upon. This may be in connection with handwriting, spelling, or ideas. We ask that you, as parents, also praise your child's efforts, and focus only on one particular aspect of their handwriting that needs improvement at a time. In this way children's confidence can be steadily built upon at the same time as their learning is being developed. Remember – as in all things, children will progress at different rates – do not compare your child with another. If you have any concerns, please see your child's teacher.

APPENDIX 1 – Oak Class letter formation sheet

abcdefghijklmnopqrstuvwxyz

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

Cursive Writing ~ Fairfield