



Presentation Policy

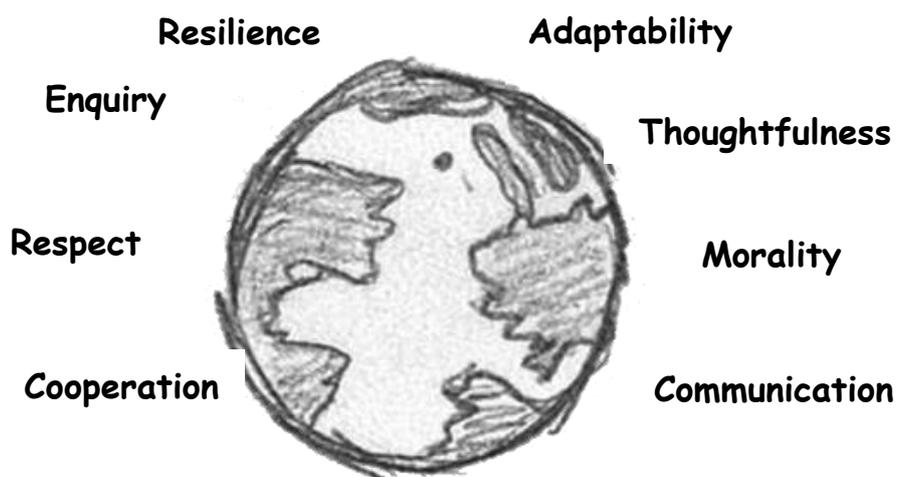
VISION STATEMENT/ SCHOOL AIMS

At Boothferry Primary School our multi-cultural community places family at its core.

Our innovative, international curriculum provides opportunity and experiences that enable our children to become ambitious, resilient learners.

All members of our school community aspire to achieve their full potential. This ensures that all children make the best possible progress from their starting points and are supported to achieve high level academic skills.

We recognise and appreciate our responsibilities for ourselves and the wider world.



Presentation Policy

VISION

All pupils and staff at Boothferry Primary School take pride in the presentation of the work produced. The basic skills learnt in Foundation Stage and Key Stage 1 are built upon and reinforced throughout Key Stage 2. Staff recognise the importance of high expectations and share these with pupils.



Presentation Policy

Aims

- ◆ To establish high expectations and pride in everything we do – both staff and pupils.
- ◆ To create a clear and consistent set of guidelines for the presentation of children's learning.
- ◆ Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- ◆ To have consistency across the school in terms of the standard of presentation.
- ◆ Progression in presenting work between each class is evident and understood by all children and adults.

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

Expectations for Staff

The staff at Boothferry Primary School are excellent role models to our pupils and have high expectations of their own presentation as well as the pupils they teach. Staff are positive and rigorous

- ◆ The date is written on the board each day in accordance with the school handwriting scheme and is underlined using a ruler.
- ◆ Writing on the board and marking in the children's books, is written in neat, legible handwriting and models the school handwriting scheme.
- ◆ When sticking work/labels/headings in pupil's books they are cut to a suitable size with all edges firmly adhered.

Expectations for Pupils

Handwriting

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Given effective teaching, handwriting can be mastered by most pupils by the time they are seven or eight years old enabling them, with practice, to go on to develop a faster and more mature hand.



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Handwriting is a movement skill, intrinsically linked with a child's fine motor development. It is best taught directly through demonstration, explanation and practice.

The youngest children in our school are provided with a range of activities and resources which aim to increase fine motor strength and dexterity. These include but are not limited to: dough disco, finger rhymes, funky fingers activities, handwriting patterns and early make-making resources.

As children are introduced to letters, they are taught both the sound a letter makes and how to form it using the Read, Write Inc letter formation rhymes. A copy of which is attached to this policy. Teaching correct early letter formation is a high priority; we recognise and believe that pupils should master this before any attempts are made at joining. We expect most children to begin to learn to join their handwriting using a Continuous Cursive script in Year 1 or 2. Capital letters are taught using the Manuscript font style.

Handwriting is taught as a discrete lesson at least once a week in each year group.

In Foundation Stage, Key Stage One and Lower Key Stage Two (Y3/Y4) children will write in pencil. They will also write in pencil in Upper Key Stage Two (Y5/Y6) until they demonstrate sufficient ability to write fluently and legibly. At this point they will use a handwriting pen supplied by the school. If a child's standard of handwriting slips, they will revert back to using pencil. It is expected that all children will be consistently joining their handwriting and using a pen by the end of Year 5.

Handwriting pens are provided by the school and are the only pens to be used for written work.

Children who display specific difficulties with handwriting will have these addressed through additional intervention, practice time or aids such as; slanted writing boards and rubber pencil grips. Individual cases may be referred to the SENCO where necessary.

Maths Presentation:

- ◆ Children work on squared paper and **each digit in a sum/equation is written in its own square.**
- ◆ Rulers are used for all underlining and also when carrying out vertical calculations
- ◆ The short date is used, for example 29.03.03 and underlined with a ruler.
- ◆ The learning objective is written by the pupil into their book underneath the date. Year 1 will have learning objectives stuck into their books for them.
- ◆ Care is taken to line up figures of equal place value in the same columns (e.g. tens, units, decimal points, tenths, hundredths)



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- ◆ Vertical calculations are written down the page in two neat columns. Space is left between the columns to ensure that the calculations are clear.
- ◆ Calculations involving decimals should see the point written on the line between the squares used for the units and tenths digits.
- ◆ Where mistakes are made, children either use a rubber or draw a neat line using a ruler through the error.

English and Topic Presentation:

- ◆ Children use lined books. If plain paper is used, guide lines will be used. (KS2 Margins are used)
- ◆ The long date is written on the right side of the page and is underlined with a ruler.
- ◆ The learning objective is written by the pupil into their book underneath the date. Year 1 will have learning objectives stuck into their books for them.
- ◆ Where mistakes are made, children either use a rubber or draw one neat line using a ruler through the error.

Displayed work:

- ◆ Display of writing can take the form of a class book or work on the wall. Children will be encouraged to redraft written work for a display, understanding the purpose and audience for which they are writing.
- ◆ Any work displayed must be of the highest standard for the individual child.

Monitoring and Assessment

- ◆ Teachers assess handwriting and presentation as part of their normal marking in line with the Marking Policy. They use this formative assessment to inform their future planning. Handwriting is assessed and levelled throughout the school when using the National Curriculum objectives.
- ◆ The Senior Leadership Team will look at examples of children's work to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, teaching and learning.

Policy date: Sept 2017
Review date: July 2019
Signed: C.Burden



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Print Letter formation: Read, Write Inc

Long ladder letters:



Stretch: lllleg
Handwrite: Down the long leg



Bounce: i-i-i-insect
Handwrite: Down the body,
dot for the head



Bounce: t-t-t-tower
Handwrite: Down the tower,
across the tower



Bounce: j-j-j-jack-in-a-box
Handwrite: down his body
curl and dot



Bounce: u-u-u-umbrella
Handwrite: Down and under,
up to the top and draw the
puddle



Bounce: y-y-y-yak
Handwrite: Down a horn up
a horn and under his head

One-armed robot letters:



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 <p>Stretch: rrrrobot Handwrite: Down his back, then curl over his arm</p>	 <p>Stretch: nnnnet Handwrite: Down Nobby, over his net</p>	 <p>Stretch: mmmountain Handwrite: Maisie, mountain, mountain</p>	 <p>Bounce: h-h-h-horse Handwrite: Down the head to the hooves and over his back</p>	 <p>Bounce: b-b-b-boot Handwrite: Down the laces to the heel, round the toe</p>
 <p>Bounce: k-k-k-k-kangaroo Handwrite: Down the kangaroo's body, tail and leg</p>	 <p>Bounce: p-p-p-pirate Handwrite: Down the plait and over the pirate's face</p>			

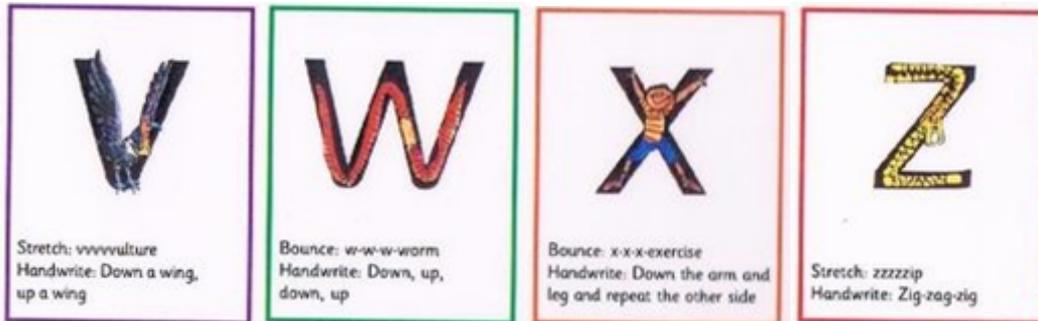
Curly caterpillar letters:

 <p>Bounce: c-c-c-caterpillar Handwrite: Curl around the caterpillar</p>	 <p>Bounce: a-a-a-a-apple Handwrite: Round the apple, down the leaf</p>	 <p>Bounce: d-d-d-dinosaur Handwrite: Round his bottom, up his tall neck, down to his feet</p>	 <p>Bounce: o-o-o-orange Handwrite: All around the orange</p>	 <p>Bounce: e-e-e-egg Handwrite: Lift off the top and scoop out the egg</p>
 <p>Bounce: g-g-g-girl Handwrite: Round her face, down her hair and give her a curl</p>	 <p>Bounce: qu-qu-qu-queen Handwrite: Round her head, up past her earrings and down her hair</p>	 <p>Stretch: ssssnake Handwrite: Slither down the snake</p>	 <p>Stretch: ffffflower Handwrite: Down the stem and draw the leaves</p>	

Zig-Zag Monsters letters:



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Our continuous cursive handwriting script:

Straight line continuous cursive letters:



Curves to start continuous cursive letters:



Tunnel continuous cursive letters:





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Top exit continuous cursive letters:



Hooks, loops and lines continuous cursive letters:



Numerals:

