

# ASPLEY GUISE LOWER SCHOOL

*Growing Together, Aiming High*



## Presentation of Work

Ratified September 2019

Review: September 2021

**Aims:** to develop pupil presentation skills.  
to raise staff expectations of pupils presentation of work.

We believe that children should aim high and that they should take a pride in their work. To that end we will teach them about the importance of presentation and respect for their work.

*Guidelines for developing pupil presentation skills*

- Use writing frames where necessary.
- Date work → short date e.g. 29/04/17 on right
- By the end of Year 2, pupils to write the full written date in English and Topic books
- Use Learning Objectives/Key Questions → from Y1, in middle.
- Use rulers and pencil for underlining.
- Teach the children how to use rulers.
- Have rulers available on the tables in all classes.
- Encourage appropriate spacing between words and numbers.
- Encourage children to have the correct sizing and orientation for letters and numbers.
- Encourage children to use presentation checklist cards, which are available in each classroom.
- Ensure the teacher is a good role model for the children (presentation, joined writing).
- Share good examples of presentation with children.
- Use marking, stamps and stickers to reward good presentation.
- Emphasise the importance of good presentation skills throughout all subjects.
- Refer to handwriting guidelines.

All children are expected to take pride in their work. We therefore do not expect there to be any minor defacing or graffiti in or on their books. If this occurs, the child will be expected to rectify it or, if this cannot be achieved, replace the book.

This should be read in conjunction with the Appendix 1 Guidelines for Developing Handwriting and Appendix 2: Guidelines for Developing Spelling overleaf.

This policy is reviewed every 3 years.

## Appendix 1: Guidelines for developing handwriting

Aim → to develop a fluent joined, legible style of handwriting.

### *General*

- Handwriting activities should be completed daily.
- The teaching of handwriting and spelling should be linked.
- Specific handwriting lessons should be taught at least weekly.
- Teachers should model writing which is joined (Ash, Elm, Willow and Cedar Classes) or with flicks (Oak Class).
- Children will be taught individual letters with flicks in their daily Sounds-Write lessons and then encouraged to join as soon as they are ready during Year 1.
- The style of writing to be used is cursive.
- Oak Class uses pencils, crayons and felt tips to improve pencil grip.
- Pencil grips are available for use with children who find holding a pencil difficult
- Emphasis must be given to good handwriting particularly in a piece of work which is in the final draft form.
- Left-handed pupils: - Teachers are aware that special consideration needs to be given to the left-handed pupil. Such consideration includes the following:
  - that left handers push rather than pull the pen and may therefore have directional problems with some letters and joins;
  - that left-handed children need to tilt the paper to the right when they are writing in order to avoid obscuring or smudging what they have written;
  - that left-handers are prone to hand inversion (hooking) and need prompt attention to avoid this becoming a habit;
  - that care should be taken when seating left-handers, so that their left arm is not impeded by their neighbour.
- Pupils with handwriting problems: such pupils are identified and are considered for addition to the Special Needs List. According to the nature of their difficulty, various measures may help such pupils, including:
  - extra support;
  - a specific programme;
  - provision of apparatus such as pencil grips.
- Good posture when writing is encouraged.

### *Oak Class*

- developing fine motor skills through activities which include:-
  - ⇒ construction kits;
  - ⇒ writing table;
  - ⇒ painting;
  - ⇒ cutting and sticking;
  - ⇒ chalk and chalk board;
  - ⇒ tracing cards;
  - ⇒ copying patterns;
  - ⇒ colouring;
  - ⇒ threading;
  - ⇒ pegs + boards;
  - ⇒ mouse control;
  - ⇒ jigsaws;

- ⇒ hammers + nails;
- ⇒ drawing round templates.

- developing specific handwriting skills through activities which include:-
  - ⇒ using pencils, crayons and felt tips to improve pencil grip;
  - ⇒ roll and write letters to develop their letter formation;
  - ⇒ letter formation practice activities in daily Sounds-Write lessons
  - ⇒ handwriting patterns;
  - ⇒ experimenting with writing on the writing table.

#### *Ash and Elm Class*

- developing fine motor skills through activities which include:-
  - ⇒ construction kits;
  - ⇒ cutting and sticking;
  - ⇒ painting.

- developing specific handwriting skills through activities which include:-
  - ⇒ use of pencil grip
  - ⇒ handwriting patterns (Christopher Jarman);
  - ⇒ handwriting sheets;
  - ⇒ use of pencil grips to support handwriting activities.

#### *Willow Class*

- developing fine motor skills through activities which include:-
  - ⇒ construction kits
  - ⇒ cutting and sticking;
  - ⇒ painting.

- developing specific handwriting skills through activities which include:-
  - ⇒ use of pencil grips;
  - ⇒ handwriting sheets;
  - ⇒ handwriting exercise books – weekly using keywords;
  - ⇒ homework.

#### *Cedar Class*

- developing specific handwriting skills through activities which include:-
  - ⇒ handwriting books;
  - ⇒ handwriting exercise books – spelling and handwriting weekly;

#### *Resources for handwriting*

- pens/ pencils/felt tips;
- pencil grips;
- Roll'n'write – numbers;
- Roll'n'write – letters;
- large number mats;
- large alphabet mats;
- tracing cards;
- Write from the Start activity sheets;
- Interactive Whiteboard.

School Handwriting Font

a b c d e f g h i

j k l m n o p q r

s t u v w x y z

## Appendix 2: **Guidelines for developing Spelling**

**AIM** – For children to understand the sound and spelling system and to use this to read and spell accurately.

### General

- Spelling will be linked to handwriting;
- Spelling groups will be organised by ability;
- Marking codes allow incorrect spelling to be identified for children to correct. Selective spelling will be corrected e.g. key words or subject specific words;
- Work will be linked to Sounds-Write and the curriculum guidance for the EYFS.

### *Oak Class*

To develop spelling skills activities will include:-

- ⇒ emergent writing;
- ⇒ initial letter activities – games, worksheets;
- ⇒ final letter identification;
- ⇒ use of key word cards;
- ⇒ use of word banks;
- ⇒ basic initial blend activities;
- ⇒ basic final blend activities;
- ⇒ identifying dominant phonemes within words;
- ⇒ use of word building activities e.g. magnetic letters, jigsaws, ICT games
- ⇒ work linked to Sounds-Write

### *Ash Class*

To develop spelling skills activities will include -

- ⇒ key words to learn in school daily;
- ⇒ Sounds-Write spelling test;
- ⇒ Activities as for Oak Class.

### *Elm Class*

To develop spelling skills activities will include -

- ⇒ key words to learn in school;
- ⇒ tracks twice a week;
- ⇒ school spellings follow letter patterns, linked to handwriting and national literacy strategy, practised in handwriting books (LSCWC);
- ⇒ dictation linked to spellings;
- ⇒ Sounds-Write/Parallel spelling test completed in November and June.

### *Willow and Cedar Class*

To develop spelling skills activities will include:-

- ⇒ Spellings linked to key words practised twice weekly. Tested weekly;
- ⇒ key words tested half termly;
- ⇒ Sounds-Write/Parallel spelling test completed in November and June.

