



Pinfold Primary

'Learning is our passion'

'Small but mighty!'

Pinfold Pinfold Presentation and
Expectations Policy 2020

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Purpose

The purpose of this policy is to ensure a consistently high standard of expectations throughout our school. This includes presentation in books, our learning environment, (when talking about our learning environment we mean all areas, inside and out) and our policies, procedures and systems across the whole school which all children and staff recognise, understand and follow.

This policy is to be used in line with the individual guidance (below) for each class which outlines the expectations and progression throughout school.

Communication Friendly Spaces and Inclusivity

We believe that children need communication friendly spaces in which to learn. The learning environment needs to be learning rich and inspiring, yet not gaudy and over facing, especially for children with dyslexia. Children with autism may not be able to cope with cartooned or non- realistic images. When creating a soothing environment with calming music or having warm smells, joss sticks etc we must also take into consideration what is calming to one human may be irritating or even painful for others.

Staff will get to know their children's learning styles and needs and adapt our environment accordingly.

" We need to challenge the historical stereotypes that often exist around the way that learning environments are set up for children, blending new understanding of learning styles, how children really learn and their preferred contexts so that our environments can be responsive and dynamic."

Elizabeth Jarman, 2013, the Communication Friendly Spaces Approach

"Strengthening children's early language development is the golden thread in improving quality and outcomes for young children. The size of a child's vocabulary at five is a key indicator of later academic success. That is why it is so important to support practitioners in developing communicative environments so that children can build their stock of words and, quite simply, talk more."

Sue Ellis

This does not mean having a classroom full of more words, (although that will not hurt unless they are just 'clutter'). It means setting up environments where children are relaxed, inspired and listened to so they will talk and explore language more and practitioners can skilfully interject and explore more and more exciting language.

Elizabeth Jarman splits this very neatly up into three categories:

- Resources
- Physical environment
- The adult role

Resources

At Pinfold, we believe in teaching children about being responsible for our environment and our world. We will do our best to only:

- purchase recyclable/recycled/biodegradable, fair trade and natural resources
- use food, grain etc. in play, science or art activities that is passed its sell by date and explain to children that third world countries do not have food to spare and we must not waste it

Care of our resources (including outside)

We have high expectations for children to respect and look after our equipment. Staff will:

- ensure everything has a place, children know where that space is
- ensure the children have ownership of their space, so may have decided where things 'live',
- model how to tidy away and how to treat books, putting them away carefully, the right way round, not stepping on books on the floor etc.
- teach children to tidy up in one area before moving to the next
- ensure the environment is clean, safe and fully resourced. If they feel a resource or area needs fixing, dusting or cleaning they will: see to it themselves; or get the children to wash it; or ask the caretaker
If there is a hazard staff will remove and report to the head teacher immediately.

British Values

At Pinfold, we make sure we celebrate everyone. Our displays and learning resources will promote individual liberty and tolerance of those of a different faith by:

- Always including a wide variety of cultures and gender types in our resources, books etc.
- Having welcome signs, labels in the language relevant to our children and Spanish
- Cater for any parents or children who have special needs for example, use braille in signs if needed

Healthy School

Our display and resources will educate about and promote a healthy lifestyle.

Sweets will not be given as a reward.

Display in school, labels, marking, floor books etc.

- Staff will use pre-cursive writing in Willow class when writing labels, marking, targets etc.
- When using font Willow will use 'Comic sans'
- Staff will use cursive writing in Oak class when writing labels, comments etc.

- Displays around the school will have a mix up of both fonts
- In the EYFS classroom 'Environmental print' will be included in the role play areas and working walls, for example;



- Staff will make sure LO's are grammatically correct, spelled correctly and has the correct use of capitols
- Staff will ensure all font is of a consistent size
- All children's books will be labelled using the same format (in T drive) and Willow will be comics sans, Oak Lucinda handwriting sans
- Staff will create opportunities where possible for children to create their own labels for displays in the classroom
- Staff will use 'and' and not '&' in English and other written subjects

Making it a reality

Staff will ensure that presentation of work is modelled and actively taught, as it will not 'just happen'. It should be a main focus at the start of each academic year and then be referred to periodically throughout the year. Teachers will provide direct teaching and accurate modelling, and they will observe pupils, monitor progress and determine targets for development.

Where possible, all staff should ensure that presentation is celebrated through the following:

- Celebrating work with a high standard of presentation in whole class situations.
- Displaying work with a high standard of presentation
- Ensure good presentation is rewarded in line with whole school behaviour policy (praise, Dojo points, Golden Book)
- Sharing of good work in whole school assemblies.
- Handwriting will be taught on a regular basis (at least twice weekly in Years 1-4 and weekly Y5-6). The focus of these lessons will be correct letter and number formation, letter joins and cursive handwriting. Children will need to be taught how to write in a joined style.

General rules

Application

These expectations are intended to apply to the vast majority of children in our school. Occasionally a decision will need to be made to personalise the presentation expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing).

- Teachers must ensure that the correct-sized lined or squared books have been purchased for each year group
- Children will write with a HB pencil until they achieve a consistent joined style, when they will be awarded a 'pen licence'
- Children using pen will write with a black handwriting pen.
- Mathematics work will ALWAYS be in pencil
- All straight lines will be drawn using a ruler
- One single, ruled line is used to cross out mistakes
- All drawings and diagrams should be in pencil
- When various colours are needed e.g. for underlining verbs and adverbs, coloured pencils are to be used. Felt pens and gel pens are not to be used in exercise books
See Marking and Feedback Policy for the colour of pens for adults
- No doodling on pages in books or on covers, including jotters.
- Tippex and corrections pens are not used by pupils or staff
- For Year 6 Golden Books they may use the erasable pens provided in their 'Year 6 pen licence'

Handwriting

Aims:

- To know the importance of clear and neat presentation in order to communicate meaning effectively
- To write legibly in both joined and printed styles with increasing fluency and speed by:
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

In accordance with the Government Statutory and Non-statutory guidance we will teach children how to form letters, once they are confident in forming them with the correct orientation. Children will be taught how to form letters starting at the top of the letter with a lead out, to prepare them for cursive writing, as and when they are ready, generally the end of Year 2 ready for entry into our KS2 class.

Government Statutory and Non-statutory guidance:

For Year 2 pupils (6-7 years), the requirements include the following:

Year 2 Statutory guidance

In writing, pupils should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.

Year 2 Notes and guidance: non-statutory

Pupils should revise and practise correct letter formation frequently.

They should be taught to write with a joined style as soon as they can securely form letters with the correct orientation.

And for Years 3-4 (ages 7-9)

Lower Key Stage 2 Programme of Study (Statutory requirements)

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and
 - understand which letters, when adjacent to one another, are best left un-joined
-
- Handwriting will be taught on a regular basis, through emergent writing in the Early Years, with a word rich learning environment and guidance sheets available for practise (at least twice weekly in Y3/4) and correct letter formation and joins will be emphasised by all adults, and this will be reinforced through other work (English, Wider curriculum, Maths books).
 - All adults will emphasise correct letter formation and letter joins as per the Year group and/or stage of the individual child. For example when Early Years practitioners or KS1 staff will always re-iterate and re-inforce the direction of the movement as they model how to write letters, for example, 'start at the top, round, up down and flick' (a)
 - ***Any child in Year 3 or beyond still forming numbers or letters incorrectly MUST be given individual targets and intervention in order to rectify their errors.***

Handwriting in the Early Years

Writing equipment in the EYFS

- Children will always be offered a variety of writing utensils including large paint brushes and water in buckets (outside), fat chalk and thin chalk, pencils, crayons or felt tips
- Pencils and crayons will be in a variety of thicknesses, children will be taught which pencil is appropriate to their stage of writing- not in Year group pots, (independence of learning)
- Children will be taught how to sharpen pencils, this will ***always be*** over a bin
- There will be a fully stocked writing area, with a variety of writing paper, sizes and textures, old diaries, calendars and reporters notebooks

- There will be writing trays, including clipboards, notebooks etc. outside to enable portable writing
Children will be encouraged to chalk or paint water on the floor not on any other wall or surface

Expectations of presentation from nursery through to Reception will change and in Reception will change significantly as the year progresses and the children move towards transition to Year 1, where appropriate to that child. It is expected that:

- some of the nursery children will be writing cvc and common words independently combined with emergent sentences
- ***30-50m: draw lines and circles using gross motor movements***
- ***Use one handed tools and equipment***
- ***Hold pencil between thumb and two fingers***
- ***Hold pencil near the point between the first two fingers and thumb and uses it with good control***
- ***40-60m: begin to form recognisable letters***
- the majority of reception children will be writing some words independently will be writing in sentences in the summer term of Reception.
- ***ELG's: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.***

How to achieve this

The key movements underpinning letter formation should be introduced through large-scale movements, from the shoulder.

In the earliest stages children should make the movements symmetrically using both arms. Once the movement is firmly established in kinaesthetic memory, it can be reduced in scale using activities such as sky writing, using sticks in sand etc. and then reduced further in art activities using felt tip pens, crayons and chubby pencils.

Here are some examples of how we can teach handwriting in the EYFS:

- Model good handwriting all the time
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Children finger trace over tactile letters
- Draw round templates
- Write in sand with finger or stick
- Write with chalk on chalkboard or pavement
- Finger trace the outline of letters on the back of the person in front of you
- Handwriting art patterns
- Word formation based on letter groups
- Tracing Patterns

- Offer plenty of opportunities for real independent writing, facilitated by scaffolds; letter formation mats that can be physically carried where necessary by the child for reference

Handwriting and the discrete phonics session

When teaching a new letter sound during the daily discrete phonics session, the children should be given the opportunity to practise the formation of the new sound. This could be by 'writing' the letter in the air, on their hands or on a partner's back. If possible they should also have the opportunity to correctly form the letter on a whiteboard. Guidance for the formation of each letter is given in Letters & Sounds (Page 196 or see Appendix 1).

It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Some children with specific difficulties may benefit from using a sloping surface and special equipment e.g. triangular pencil grip for a short period of time.

Cursive handwriting

At Pinfold we teach joined up handwriting and ensure it is staggered in appropriately to the child's need.

Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. This helps children to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school.

In the Early Years and Year 1 our children will learn 'pre-cursive' script, see Appendix 1.

How to teach letter formation

Letters can be put into groups or teams according to the movement needed to make them. When children learn to write a new letter, the 'lead' letter of its team will help them to start.

The 'l' team	l i u t y j
The 'c' team	c a d g q o e s f
The 'r' team	r n m h b k p
The 'zig-zag' team	z x v w y k

N.B. These letters have exit flicks to support joining but **no entry strokes** which complicate the basic letter shapes and use diagonal lines that many young children find difficult at this stage.

A basic lower case alphabet in letter formation families

Letters always start at the top. There are three families.

Please see Appendix 2. These are the;

- The 'c' team or 'curly caterpillar family'
- The 'l' team or 'long-legged giraffe letter family'

- The 'z' team or the 'zig-zag monster letter family'
- The 'r' team or the 'one-armed robot letter family'

Children will need guidance on the sizing of the letters once they can form them correctly and when they get the right orientation. They will be taught as follows:

While children are learning about size it is helpful to use paper marked with a base-line and a second line above for the tops of a, e, s, o etc. The tall letters and tails are written at about twice that size.

(This is preferable to traditional 'tram-line' paper with 4 lines that encourages over-long ascenders and descenders).

l u c a o e s r n m v w x z

l t d f b h k

j y g f a p A B C D

Beginner writers, especially, need widely spaced lines to avoid cramping letters and all children need some flexibility in line spacing rather than 'one size fits all'.

During the end of Year 2 or on entering Year 3, depending on the need of the child, children will begin to join letters together. The flick (exit stroke) will naturally lead to an entrance stroke- naturally create a lead in. (If children struggle the teacher will model carefully, as before with pre-cursive).

These can be taught in a series of lessons with plenty of practice:

- Diagonal (up the hill join) to 'l' team letters, both tall and short e.g.
- Horizontal (washing line join) to both tall and short letters from o, v, w e.g.
- Joins to 'c' team letters e.g.

cu il

ou wh

uc nd

Practice is more fun making patterns from digraphs using felt tipped pens. (See *Tips for Teaching: Patterns* for ideas)

The NC expectation for Years 3 & 4 is that pupils will be 'using joined handwriting throughout their independent writing'. This will encourage joined writing to become automatic. Note: cursive/joined writing can have some breaks - usually after j,y,g,x,z. (See Style below)

Agreed language or Patter

- Staff use consistent language to describe handwriting, including: Letter families, lower case, upper case, capital letters, ascenders, descenders, lead flicks, exit flicks, joining stroke
- We use technical language to support children with difficulties rather than the derogatory 'messy', 'untidy'
- Do not join capital letters.

Years 5 and 6

- Adding loops to **g,y,j** and possibly **f** to increase speed and flow.
- Consider if there are any joins that do not flow well and would be better left unjoined.
- Be aware that different qualities and speeds of writing are required for different tasks: personal notes, exams, course work, job applications – and adapt accordingly.

N.B. They should also be aware of occasions when an unjoined style is appropriate: for labeling diagrams/data, e-mail addresses etc. and be able to use capital letters for form-filling.

The quick brown fox jumps over the lazy dog. When she had reached the

These children are developing personal styles

EYFS

Recording writing in the EYFS:

- Younger children will be given massive spaces to mark make on using their gross motor skills for example the playground and a bucket of water and a paintbrush- this would be recorded as the children are making the marks with a camera or notes made on what they are saying as they write, or when they pause
- As they develop in their mark making skills children will be given large pieces of paper A1 and A2 sugar paper, this can be photographed and with notes of which hand the child used, or both, pencil grip etc. can be added to their Learning Journals
- Only when they begin to write letters that are small and correctly formed should they be given books to write in or lined paper- for formal work, they can of course choose to 'write' in a variety of notebooks, lined or otherwise, during their play

Boys and writing:

At Pinfold, as across the nation we need to promote writing within our boys this will journey will begin in our Early Years where children will be modelled writing for many purposes and given the opportunity to write outside and for a purpose. For example in role play and enhancement may be set up by staff such as a car wash or a mechanics. Children can be modelled how to write out tickets for MOT's or how to make number plates for scooters. They could be creating a train station or a bus stop and need tickets. Staff will provide opportunities for these boys to be inspired and celebrate their writing by using it in their play to increase their confidence. Research shows that boys do not want to write because they want it to be perfect and they know it will not be. We need to model how we have to practice and practice and celebrate the process. We need to be promoting the culture that it does not have to look perfect to be fantastic writing, it is the effort and ideas that are fanatastic.

Learning Observations, LO's and Learning Journals

- Adults will add the area for learning (LO) or characteristic of learning (COEL) to observations
- When staff are making written observations or taking photographic evidence they will ensure it does not impinge on the learning that is taking place (skilful practitioner)
- Observations of learning will always be dated by an adult
- Any photo put into a Learning Journal (LJ) will be demonstrating the learning that was taking place, not just evidence of a finished product- unless the child will then be looking at that picture and telling the adult what they could do to improve it next time
- Observations stuck in LJ's will be either handwritten in pre-cursive or typed in comics sans
- The observations- if what a child said can be included on a speech bubble- or if they have a great idea be included in a thought bubble, staff will teach children what these represent: speech and thought
- Children must be taught to revisit their learning through looking at the LJ's with peers and an adult, discuss how much they have learned, what they can do further

Year 1

Equipment and expectations

- All work will be written in pencil
- Coloured pencils or crayons can be used in exercise books. Felt pens will only be used on sheets of paper
- Children will be expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling, margins and crossing out
- Children will be taught how to use guidelines if writing on plain paper

Handwriting

- All adults will model and say the correct letter formation and letter joins as per the expectations for Year 1
- Modelling of number formation and sizing will be taught in handwriting lessons and in Maths- **but only when a child is secure with the concept of quantity and can count to ten**

Indicating errors

- Children will indicate an error with one neat line through work
Children will need to be taught how to do this

Dating work

- In Maths the short date is used, e.g. 16.3.18
- In English children will write only the day of the week (this reinforces basic key words). They will work towards writing the full date by the summer term of Year 1 or earlier if possible, e.g. Monday 8th September

Writing the Learning Objective

- Children will work towards writing the LO/title, ideally by the summer term, earlier if possible.

- Until then this L.O. may be stuck into the book by the child, along with Success Criteria, but must be stuck in **neatly**

Maths Books

- Only pencil to be used
- Children to be taught to use 1 digit or symbol per square
- Children will be taught how one square represents 1cm (when this is so in their books)

Year 2

Equipment

- All work will be written in pencil. Children will be continued to be reminded taught how to sharpen pencils over a bin and reminded to ensure pencils are sharp
- Only pencil crayons will be used in exercise books. Felt pens will only be used on sheets of paper
- Children will be expected to know how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children will be reminded how to use guidelines if writing on plain paper

Handwriting

- Handwriting will be taught on a regular basis (at least twice weekly) and correct letter formation and joins will be emphasised by all adults, and this will be reinforced through other work (English, Wider curriculum, Maths books).
- All adults will model/emphasise correct letter formation and letter joins as per the expectations for Year 2 and the need/stage of the individual child
- Modelling of number formation and sizing will be taught in handwriting lessons and in Maths

Indicating errors

- Children will indicate an error with one neat line through work.

Dating work

- In Maths the short date is used, e.g. 16.3.18
- In English the longer date is used, e.g. Monday 8th September

Writing the Learning Objective

- Children will write the L.O./title
- This may be stuck into the book along with Success Criteria, but must be stuck in neatly

Maths Books

- Only pencil to be used
- Children to be reminded to use 1 digit or symbol per square and that one square = 1cm

Key Stage 2

Equipment

- Years 3/4 will be the transition time from pencil to pen
- Children need to be ready to use pen in their work
- Only when teachers are sure that children can write consistently well using joined handwriting should a 'pen licence' be given
- ***However if a child is trying really hard and it will knock their confidence to not have a pen (and it will not hinder their progress) they will be issued a 'pen licence'***
- Only appropriate black ink handwriting pens can be used
- Coloured pencils can be used in exercise books. Felt pens will only be used on sheets of paper
- All maths work will be completed in pencil
- Children will be expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out
- Children will use guidelines if writing on plain paper

Indicating errors

- Children will indicate an error with one neat line through work
Children will need to be reminded to do this

Dating work

- Guidelines for dates need drawing from Year 4 (8mm line)
- Date written on right and underlined with a ruler
- In Maths, the short date is used and underlined with a ruler, e.g. 16.3.20
- ***All other*** work has the long date, e.g. 16th March 2020

Learning Objective

- Title to indicate work content - usually the learning objective
- If using a text book the name and page number (or sheet number) should be stated
- Staff will think carefully of the effectiveness of the LO, for example when teaching a concept in Maths
- Staff will ensure the LO is actually what the children are learning, not merely a title

Maths Books

- Draw a margin of three squares on the left-hand side of the page with a ruler
- Children work down the margin leaving the right-hand-side of the page blank (this is where corrections go)
- Leave ONE LINE ONLY in between calculations.
- Use one number or symbol per square.

For extra handwriting guidance please visit this document from the National Handwriting Association (NHA)

https://nha-handwriting.org.uk/wp-content/uploads/woocommerce_uploads/2018/11/good-practice-for-handwriting-%E2%80%93-a-toolkit-for-teachers_1.pdf

(some of our guidance is snipped from this document)

Appendix 1:

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



The lower case alphabet



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

PENPALS for
Handwriting



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Promoting good practice



The upper case alphabet



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

PENPALS for
Handwriting



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Appendix 2:

Curly caterpillar letter family



c a d o s

g q e f

PENPALS for Handwriting

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Long-legged giraffe letter family



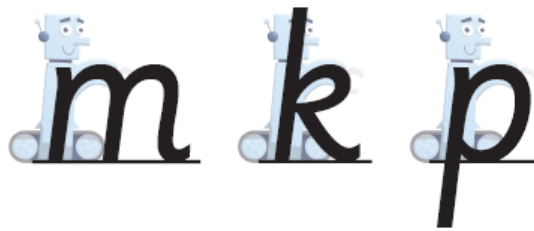
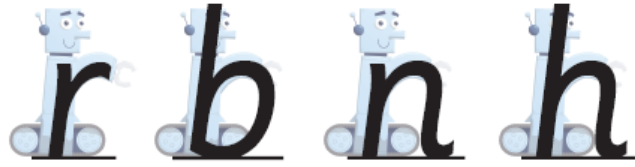
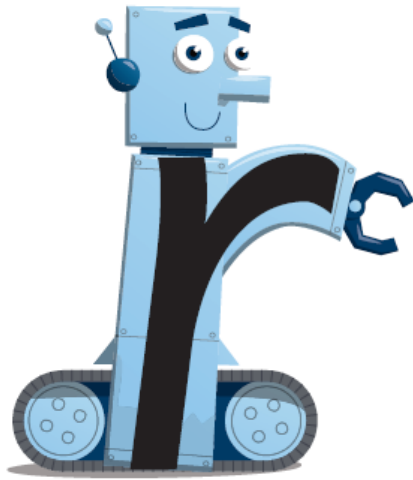
l i t

u j y

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One-armed robot letter family



PENPALS for Handwriting

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Zig-zag monster letter family



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