



EAST BOLDON INFANT SCHOOL

Presentation Policy

At East Boldon Infant School we pride ourselves in holding high expectations for ourselves and our pupils and we endeavour to create an environment where children are encouraged to fulfil their potential. We believe that we should have high expectations in everything we do, including our presentation of our work.

We wish to:

- Motivate each individual to present their work in the best possible way.
- Enable children to recognise work that is presented to a high standard.
- Ensure each child knows the standard of presentation that is expected of them.

As Teachers we will ensure:

- We create consistency in standards of presentation across the school.
- We provide a baseline for judging acceptable standards of presentation.
- Our handwriting is neat and easy to read.
- All work is marked using the agreed marking policy

Expectations for Children:

- Children will only use pencils within their work.
- Mistakes can be erased using an eraser. Caution should be taken by teachers to ensure there is not an over reliance on erasers as this in itself can cause presentation within books to become untidy.
- Handwriting is discreetly taught within classes
- Children are encouraged to practise and apply the skills taught in handwriting throughout all books used.

Expectations for layout:

- All work must have a date and a title.
- The title for each piece may be modelled on the board by the teacher where appropriate. This could be the learning objective.
- In KS1 all pupils should leave a line underneath their title and then leave another line before starting their work.
- In Maths, a line should be missed between starting a new sum/problem
- Writing should begin at the margin within writing books.
- In Maths, one digit should be used for each square where possible.
- Children should work directly into their books and the use of worksheets should be kept to a minimum.
- Any use of worksheets should be trimmed appropriately and glued in securely to ensure no loose edges.

Monitoring:

- As part of the work scrutiny process, this policy will be used when looking at work books.
- Children should be praised and rewarded for their effort with presentation within their work.
- We will share good examples of presentation through the use of displays within classrooms.
- We will refer to good presentation during our certificate assembly on Friday.

Presentation specific to year groups

Reception

Expectations of presentation in Reception will change significantly as the year progresses and the children move towards transition into KS1. It is expected that the majority of children will be writing some words independently and some children will be writing sentences or a series of sentences independently well into the summer term.

The key objectives for Reception children are:

- To write from left to right and from top to bottom.
- To form letters regular in shape and size.
- To begin and end letters correctly.
- To put regular spaces between letters and words.
- To form lower and upper case letters.
- To understand the importance of clear and neat presentation in order to communicate meaning.

As Staff in Reception we will ensure:

- Learning Objectives are shared verbally with the children and included within the title of work if necessary.
- All work will be dated and a title of work will be written by the T/TA
- We will encourage, praise and reward the children for their effort in presenting their work neatly.
- Children use only pencils within their work books.

Within the classroom environment, we will ensure:

- A dedicated writing area is clear and visible within the classroom and stocked with a range of writing equipment for the children to use freely in continuous provision.
- Writing opportunities are planned for within all areas of the classroom, to allow children to practise the skills taught.
- Opportunities for developing fine and gross motor skills are planned for within all areas of the classroom.
- Displays are vibrant and visible. Letter lines, examples of the formation of letters are visible for all children.

In order that children eventually acquire a legible, fluent and fast handwriting style, they need to develop skills including:

- Good fine and gross motor control
- A recognition of pattern
- A language to talk about shapes and movements

Some ideas for developing fine motor control within Reception are:

- Making patterns/shapes/letters using pegboards.
- Providing sewing and weaving activities
- Involve the children in simple cooking activities – chopping/spreading
- Use of tools in construction – pliers/hammers
- Use of finger rhymes, counting fingers, playing with words and sounds.
- Small construction toys within small world.
- Structured sand and water play to include sieving, pouring, picking up toys, using tools.
- Develop the pincer movement – using tweezers to pick up and sort sequins, small beads, pom poms – sprinkling sand, glitter, salt on pictures.
- Provide the children with paints/ finger paints, allowing the children to produce work on a small or large scale. Encourage development of writing patterns – curly caterpillar, long ladder, one armed robot.
- Encourage children to strengthen their fingers using clay, play dough, plasticine for modelling. They can make letter shapes and patterns using the modelling media.
- Encourage dexterity by asking the children to cut out large letter shapes or patterns. They can use different coloured marker pens for tracing along inside the shapes. Emphasise that circles and curly caterpillars need to be traced from the top and anti clockwise.
- Outdoor play – chinks, paintbrushes, mud kitchen, sand, water

There is a dedicated 'funky fingers' area/table in Reception to help the children develop these skills.

Ideas for developing gross motor skills:

- Consolidate the vocabulary of movement by talking about the movements children make such as going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements.
- Show children how to make large movements with their arms, hands and shoulders. Encourage children to use both sides of their body.
- Let children make different body shapes in response to music to help them to remember the shapes.

Year 1

Children in Year 1 will continue to build upon the skills taught in Reception. They will gradually become more independent within their workbooks and will ensure:

- All work in books is completed in pencil.
- Coloured pens and highlighters could also be used as a useful tool for self and peer assessment.
- Erasers are used when mistakes are made but children should not become over reliant on using erasers in their work.
- One digit is written in each box in maths books, where possible.

Staff in Year 1 we will ensure:

- The correct formation of letters is taught through regular handwriting and opportunities are given to practise specific letter formations children are finding difficult.
- Each piece of work is dated and given a title – written by the teacher or child if capable, otherwise a label will accompany the work.

Within the classroom environment, we will ensure:

- All writing equipment is visible and easy to access – pencils sharp.
- There is a dedicated writing area for the children to access and develop their writing skills.
- Writing opportunities are planned for in other areas of the classroom – role play/small world/sand/water etc.
- Opportunities for developing fine and gross motor skills are planned for within the classroom to help those children who need extra practise.
- Displays are vibrant and visible. Letter lines, examples of the formation of letters are visible for all children.

Year 2

Year 2 children are working increasingly independent within their work and will be now extending what is expected of them within their work. They will ensure:

- All work in books is completed in pencil.
- All children will be expected to write the date and title independently (where appropriate)
- Coloured pens and highlighters could also be used as a useful tool for self and peer assessment.
- Erasers are used when mistakes are made but children should not become over reliant on using erasers in their work.
- One digit is written in each box in maths books, where appropriate.
- Children use cursive handwriting by the Summer term where possible.

Rulers are used to draw lines within their books, including underlining, diagrams and labels.

As staff in Year 2 we will ensure:

- Correct formation of letters are taught through regular handwriting and opportunities are given to practise specific letter formations children are finding difficult. This will include introducing letter joins for cursive handwriting.
- Neat presentation of work is reinforced through other work books and children are encouraged to take pride in their books and their work.
- Children use a new page for each new piece of work (where appropriate)

Within the classroom environment, we will ensure:

- All writing equipment is visible and easy to access – pencils sharp.
- Writing opportunities are planned for in other areas of the classroom – role play/small world etc.

- Opportunities for developing fine and gross motor skills are planned for within the classroom to help those children who need extra practise.
- Displays are vibrant and visible. Letter lines, examples of the formation of letters are visible for all children.

Reviewed September: 2019

Next Review date: September 2020