

Presentation and Handwriting Policy

‘Together we unlock potential and learn for life’



Moor First School

This policy was approved by the Governing Body of Moor First School at their meeting on:

Signed Chair of Governors

Signed Co-Head Teacher

Signed Co-Head Teacher/Writing Lead

Signed Reading Lead

Review Frequency
Every 3 years

Next review
May 2025

Revisions made between June 2022 and June 2025:

Aims:

At Moor First School, staff and children are encouraged to work hard to establish high expectations and pride in everything they do – in line with our school values. Our aim is that pupils' will be supported to develop a handwriting style, which is clear, joined and fluid. Children will be encouraged to take pride in their written work. They should be helped to see that there is a balance between speed and legibility. This is dependent on the purpose of writing: the product, or the final draft of a piece of writing, needing the greatest attention to handwriting skills. Although there are many opportunities to practise handwriting across the curriculum, we will also provide weekly lessons for teaching and revising these skills as well as weekly homework for KS2. The frequency and length of these lessons may vary according to the age and competence of the children but 30 minutes will be allocated per week for the explicit teaching of handwriting and letter formation. Formal handwriting skills will be taught regularly and systematically through the use of the Twinkl Cursive Handwriting scheme.

Objective:

This policy is intended to address the need for a structured approach to the teaching of handwriting and presentation throughout the school from the Foundation Stage to the end of year 4. It provides expectations for teachers and pupils and guidance for parents. We also support parents/carers to know their child's expected level of presentation; in order to be consistent in our approaches 'Together we unlock potential and learn for life.'

As a school we teach the children to:

- Follow our school rule regarding presentation and handwriting: 'Only our best is good enough.'
- Develop a recognition and appreciation of pattern and line.
- Learn the conventional ways of forming letter shapes, both lower case and capital letters.
- Understand the importance of clear presentation in order to communicate meaning.
- Take pride in the presentation of work, recognise work that is presented of a high standard and motivate them to develop handwriting with a sense of enjoyment and achievement.
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use their skills with confidence in real life situations.
- Develop a fluent, comfortable, legible, joined handwriting style that is consistent across all pieces of work and embedded for life.

Success Criteria

- 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.

Inclusion

At Moor First, we do our utmost to ensure that all pupils, regardless of race, gender, religious belief, disability or sexual orientation, have equal access to all aspects of the curriculum. Our materials and resources are chosen to avoid stereotyping of any sort. Diversity is not portrayed as a problem to be overcome but as a rich resource to support the learning of all. Intervention groups will be used to target children with specific handwriting difficulties and where the class teacher deems it necessary to support with presentation

Monitoring and Evaluation

Policy and practice are monitored and evaluated on a regular basis. Monitoring may take the form of lesson observations, planning and book scrutiny, questionnaires, discussions with children or learning walks. Feedback will be given to all staff along with recommendations to inform future policy and planning.

The School Leadership team has a responsibility to ensure the policy is embedded into the school provision and report to the school advocates on the effectiveness of the policy.

Handwriting and Letter Formation

It is important that children are taught correct formation from a very early age, and that teachers and parents both work together to achieve consistency through a progressive delivery.

All classes across KS1/KS2 have weekly, 30 minutes dedicated handwriting time but continue to embed these skills across all areas of the curriculum. Where this is not happening, children will practise writing the letters correctly at the end of their work to reinforce the correct letter formation.

Progressive approach

At Moor First, we follow a progressive handwriting sequence and specify which order the letters are taught.

In EYFS:

Children follow the Twinkl Handwriting scheme and incorporate elements of Squiggle whilst you Wiggle to mark make and practise letter formation.

Teaching order:

Set 1: l, i, u, t, y, j

Set 2: n, m, h

Set 3: k, b, p, r

Set 4: c, a, d, e, s, g

Set 5: f, q, o

Set 6: z, v, w, x

In Nursery the children are encouraged to:

- Use a range of materials to develop and strengthen gross and fine motor control.
- Use large equipment to make marks e.g. big chinks, large paint brushes, shaving foam, finger painting etc.
- Use a range of mark making tools such as pencils, pens and crayons, etc. with confidence and enjoyment.
- Develop a recognition of pattern.
- Develop a language to talk about shapes and movements.
- The main handwriting movements involved in the three basic letter shapes: c, l and r
- Develop a comfortable 'tripod' grip.
- Show a preference for a dominant hand.
- Use large muscle movements to wave flags and streamers.

When the children have developed appropriate gross and fine motor control, they will be gradually encouraged to learn letter formation and number formation:

- How to write their first name, using a capital letter for the beginning and correct letter formation (see appendix 1 and 2).
- How to write phonics sounds based on 'Twinkl Handwriting' programme.
- Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page.

During Reception, the majority of children will:

- Learn letter formation and number formation alongside phonics programmes (*refer to 'Phonics and Reading Schemes document' and see appendix 1 and 2*)
- Use a pencil, and hold it effectively to form recognisable letters, most of which are correctly formed.
- Receive instant feedback when errors in pencil grip or formation are seen
- Use correct letter formation for familiar words.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Form lower case and capital letters correctly.
- Children will be introduced to pre-cursive once they are confident in forming their letters.

Lines can be widely spaced (15mm). It may help children to leave a blank line between each line of writing initially to avoid ascenders and descenders overlapping. Formation practice will also occur without the restriction of lines, including the use of whiteboards, sand trays etc.

At Year 1, the majority of children will:

- be taught letter formation and letter families in the following order:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Themed Handwriting Practice
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Themed Handwriting Practice

- correct formation of capital letters
- develop consistent use of lower case and capital letters

- continue to learn pre-cursive joins alongside phonic sessions
- write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- write with spaces between words accurately
- develop speed and stamina
- correct formation of numbers
- write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency
- sit correctly at a table, holding a pencil comfortably and correctly.
- form the digits 0-9.
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

At Year 2, the majority of children will:

- be taught positioning and pre-cursive in this order:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	The Ladder Family (l, i, u, t, y and j)						Assess and Review		The One-Armed Robot Family (n, m and h)			Themed Handwriting Practice
Spring	The One-Armed Robot Family (k, b, p and r)				Assess and Review		The Curly Caterpillar Family (c, a, d, e, s and g)					
Summer	The Curly Caterpillar Family (f, q and o)			Assess and Review		The Zigzag Monster Family (z, v, w and x)				Assess and Review		Themed Handwriting Practice

- write legibly
- upper and lower-case letters **must** be used appropriately and consistently
- correct spacing within and between words
- form ascenders and descenders consistently and correctly (*following the order from the attached appendices*)
- practise writing at speed
- begin to use the diagonal and horizontal strokes needed to join letters.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- form lower case letters of the correct size, relative to one another.
- use spacing between words that reflects the size of the letters.

At Year 3, the majority of children will:

- develop legible joined handwriting with consistent spacing
- continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined (joining strokes are not used at the start of a word).
- produce writing which sits on the line

- use a neat, joined handwriting style with increasing accuracy and speed.
- further develop writing speed and stamina

At Year 4, the majority of children will write with:

- diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
- ascenders and descenders in the correct place and on the lines
- automaticity (i.e. not having to think about formation)
- the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Transition: At Year 5, and 6 the majority of children will:

- have consistent, legible and fluent size and letter spacing
- use a personal, accurate style
- competency at a steady dictation speed
- increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say.
- be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version.
- write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters and by choosing the writing implement that is best suited for a task.
- confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.
- recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Note: Capital letters are not joined. The break letters are g, j, q, x and y; where no join is made after these letters. No joins are made to or from the letter z. Joining strokes are not used at the start of a word.

Writing Equipment

- All children will receive a handwriting folder and a separate spelling book from year 1 onwards.
- 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.

- Handwriting pens will be given to children from year 1 to use in handwriting lessons when they are confident in forming their letters correctly, but are still needing to consolidate their writing style to become consistent. Once children are consistently writing in a fluent and legible style, demonstrating consistent correct use of upper and lower case letters across all curriculum areas. Children from year 3 onwards should use handwriting pens for handwriting lessons. Once children are consistently writing in a fluent and legible style, demonstrating consistent correct use of upper and lower case letters across all curriculum areas, they will receive a certificate to celebrate their effort and progress.
- Resources such as sloped writing frames may be provided to offer extra support to those children who require it. Children will also have access to pencil/pen grips/dyslexia friendly coloured lens etc.
- Should children require them, different size line guides are used.
- Fine motor resources may also be used as a tool to support.

Left-handed Children

Left-handed children may have different needs from right-handers when it comes to handwriting. 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 anti-clockwise letters in the letter family: c, o, d, g, q, e.

Responding to Children's 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 item that needs to be improved upon. This may be in connection with handwriting, spelling, or ideas.

Learning enrichment

We ask that parents praise their 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. In KS2, children are provided with a handwriting book to take home and practice their weekly spellings in our agreed style.

Pupil Inaccuracies:

Where a pupil's writing shows inaccuracies in letter formation, use of capital letters, letter size or joins it is the responsibility of class staff to model the correct formation for pupils. This may be done through verbal feedback at the time of writing or through written feedback (marking) at the end of the piece of work.

To ensure that handwriting skills are applied in all curriculum lesson, yellow highlighted lines may be used to encourage the correct height formation.

Non-teaching staff members concerned about a pupil's rate of progress, or inaccuracies with handwriting, should report their concerns directly to the pupil's class teacher.

Staff Handwriting:

- All staff are expected to model the appropriate handwriting script, for the year group they are working with, when writing on the board and in children's books.
- The 'Twinkl cursive' font is the agreed scheme for teaching handwriting. This is the preferred style for all worksheets and hand-outs.
- Class teachers are responsible for ensuring that all adults who annotate pupil work, or create writing for the classroom environment, use the correct writing.
- SLT and the English Writing Lead are responsible for ensuring that the correct handwriting style for each Key Stage is employed.

Presentation Guidelines

We encourage children to take pride in their work. We set them clear guidelines for each piece of work so that they know what is expected of them. We ensure that they have the appropriate materials necessary for producing the best quality of work (e.g. good pencils, rulers, appropriate paper for the task). We provide them with a variety of audiences so that they are encouraged to present good work (e.g. display work, other classes, parents, community). We encourage children to look after their work, to label their books neatly and to keep them clean.

General Points:

- The written date should be in the left-hand corner. Number form should be used in maths books.
- The lesson objective should be written at the top of the page, or typed on to a sticky label and placed at the top of the page. Any title should be underlined.

- When starting a new piece of work, a line should be drawn to finish the previous piece (a ruler should be used) or a new page may be started.
- All children should be encouraged to join their writing in line with the policy guidelines set out in this document.
- All drawings and all maths work should be in pencil.
- Only pencil or black fibre pens should be used (No gel pens).
- From Year 2 forward, mistakes should be crossed out with a single line using a ruler. If the word crossed out is to be corrected it should be done using the green pen and not overwritten. No correction fluid.
- Children should edit and mark work in green pen.
- Nothing should be drawn or written on the front of exercise books.
- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts and worksheets, should be legible, consistently formed and neat.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is not in attendance, please ensure that their book is marked with 'absent' and write the short date.
- The 'Twinkl cursive' font is the agreed scheme for teaching handwriting. This is the preferred style for all worksheets and hand-outs.
- The date and the Learning Objective (LO) are written on the sticky label, which is placed at the beginning of a piece of work.
- Miss a line under the LO and start at the margin.
- All children need access to small whiteboards and pens - scrap paper.
- Books must be complete before starting a new one.
- If children find letter height a problem (tall and short letters) – use a highlighter to mark half the height of each line.
- If children's letter formation is too big, then reduce the size of the line guides.
- If children require a lot of editing with their work, ask them to write on alternate lines so that they can edit on the empty line or teachers can mark on the empty line.
- All children's work must be marked using the agreed marking policy.
- Margins in books and on paper should be drawn in pencil if required.
- 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.
- Leave one line between each paragraph.
- Write on the lines and do not write in the margin.
- New exercise books are more durable and have more pages. This is to encourage the children to take a real pride about their work and to show continued development of work.

Additional Layout in Mathematics

- If appropriate, pages can be divided into two with a ruled line or folded in half.
- All digits must be written neatly and clearly with one digit to each square.

- Each calculation must be clearly numbered with a dot (e.g 1. $2 \times 5 = 10$ to distinguish it from working figures – books do not have a margin now – are we agreeing on numbered with a bracket?. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using the column methods, the answer should have ruler lines above and below an answer. The operation sign must be to the left in a separate column. Calculations which involve ‘carrying’ should see the relevant digit written smaller than usual beneath the bottom line.
(Also refer to calculation policy.)

Appendices

Letter Formation for Curly Caterpillars

a a

c c

d d

e e

f f

g g

o o

q q

s s

Letter Formation for Ladder Letters

i i

j j

l l

t t

u u

y y

Letter Formation for One Armed Robots

b b

h h

k k

m m

n n

p p

r r

Letter Formation for Zigzag Monsters

