

# Moor First School Presentation and Handwriting Policy

‘Together we unlock potential and learn for life’



Chair of Governors

Print: ..... Sign: .....

Head Teacher:

Print: ..... Sign: .....

Subject Leader:

Print: ..... Sign: .....

Review Frequency  
Every 3 years

Next review  
May 2025

|                                                 |
|-------------------------------------------------|
| Revisions made between June 2022 and June 2025: |
| 6 <sup>th</sup> August 2024 - V.Atherton        |

## **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 respect for presentation and will develop a handwriting style, which is clear, joined and fluid by the time they leave year 4 and move to middle school. 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 a weekly focus within English lessons for teaching and revising these progressive skills.

Formal handwriting skills will be taught through the use of the Twinkl Cursive Handwriting scheme (Year 2 and beyond) whilst those taking part in the Little Wandle Phonics scheme – secure phonics skills whilst focusing on motor skills, general letter formation and size/placement on the line. All children show their writing journey within their weaving magic book which travels through school.

## **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 values regarding presentation and handwriting: Respect, ambition, confidence, responsibility.
- 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.

### Progressive approach

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

### In EYFS:

Our EYFS class follow the Squiggle Whilst you Wiggle program to teach mark-making/letter formation. Squiggle Whilst You Wiggle is an early writing program created by a Shonette Bason-Wood, who also created the program Dough Disco. Squiggle Whilst You Wiggle incorporates dance, music and large movements to help children develop the fine muscle control they need for writing. Each week they will learn a new gross motor movement to a piece of music while dancing along to the music. The children then transfer these movements to floor level and use writing tools (crayons) to make marks on paper. These sessions are great fun, but most importantly help our children to be confident mark makers. Once children join reception they will progress through the letters as part of the program.

### EYFS Teaching order:

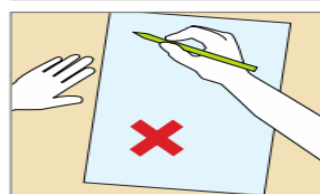
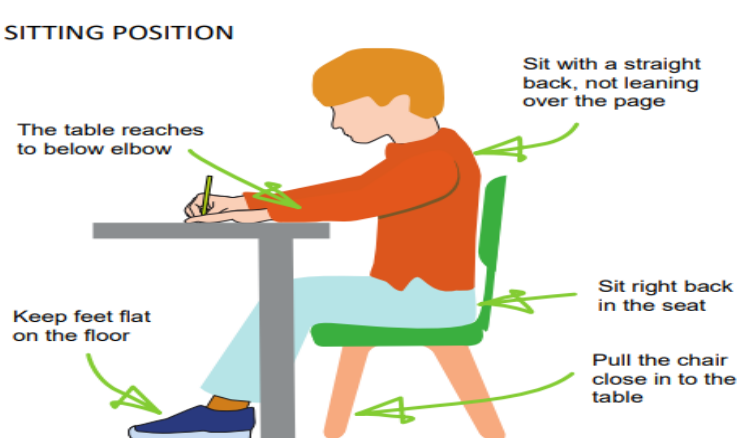
We teach the programme in line with our phonics scheme so that children learn the letter sound at the same time as the letter mark making/letter formation. This helps children to learn it and remember it.



## Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

### SITTING POSITION

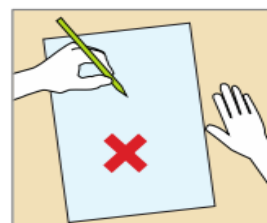


*Paper position for right-handed children.*

### LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



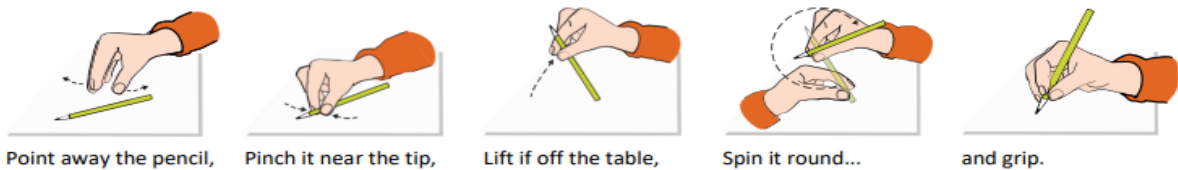
*Paper position for left-handed children.*

It is important that left-handed children can see what they are writing. Particular care should be taken with anti-clockwise letters in the letter family: c, o, d, g, q, e.

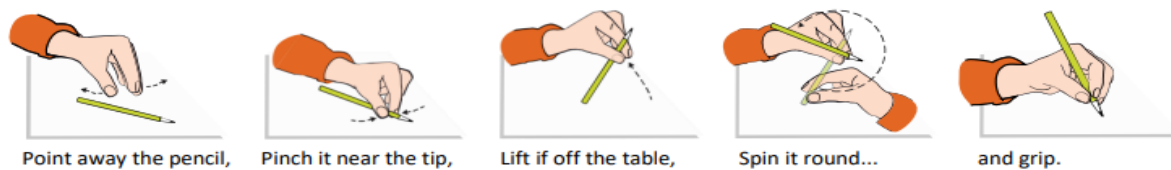
## The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

### Right-handed pencil grip



### Left-handed pencil grip



## Writing Equipment

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. 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 lenses etc. Should children require them, different size line guides are used. Fine motor resources may also be used as a tool to support.

Once children are consistently writing in a fluent and legible cursive style, demonstrating consistent correct use of upper and lower case letters across all curriculum areas, children may choose to use a handwriting pen. Teachers

may also allow children across all classes to use these for targeted handwriting skill sessions.

### **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. Teachers of year 2-4 will have a letter focus/handwriting focus for the week which they will look out for as part of live marking. 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. Yellow highlighted lines may be used to encourage the correct height formation.

### **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 learning 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.
- If children find letter height a problem (tall and short letters) – use a yellow 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...or add editing slips which overlap.

- All children's work must be reviewed in line with the feedback 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.
- All children have a Weaving Magic Book which shows their writing journey over the years – take pride with these and let the children see progress made.

### 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

u u

t t

w w

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

N N

W W

X X

Z Z