



## St Laurence C of E Primary School and Foundation Stage

### Handwriting and Presentation Policy

#### Aims

Children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work. It is important that the child's handwriting becomes a skill that requires little effort and thought, so that creative and physical energy can be focused on the content of writing, rather than upon the act.

#### **We teach the continuous cursive style. The key advantages are:**

- By making each letter in one movement, children's hands develop a 'physical memory' of it, making it easier to produce the correct shape
- Because letters and words flow from left to right, children are less likely to reverse letters which are typically difficult (like b/d or p/q)
- There is a clearer distinction between capital letters and lower case.
- The continuous flow of writing ultimately improves speed and spelling

#### **We aim for children to:**

- Achieve a neat, legible style with correctly formed letters in cursive handwriting
- Develop flow and speed to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes
- Automatically use clearly formed and joined handwriting in all of their writing
- Use their skills with confidence, in real life situations

#### Teaching and Learning

In order to achieve these aims, the following principles are followed:

- Patterns relating to letter formations are first introduced using a variety of tools and multi-sensory methods. This develops free flowing hand movements and muscle strength. Letters are also introduced in varied, multi-sensory sessions: writing letters in the air, on backs or hands; orally describing letter shapes and joins with children using 'letter speak'; using a variety of writing materials including whiteboards, chalk, paints, felt pens, crayons, plasticine, cornflour mix, shaving foam etc.
- The cursive font, with lead-ins (see appendix 1), is taught as a specific skill, at least once a week for about 20 minutes, with additional, individual or group practise where necessary.
- Correct pencil hold and letter formation are taught from the beginning and handwriting is frequently linked with spelling.
- As digraphs are introduced, their corresponding joins are taught.
- When marking or writing comments, members of staff use cursive handwriting as appropriate.
- Teachers model cursive script on IWB, whiteboards, flip charts etc.
- Displays around the school and classroom should model clear joined handwriting as well as other fonts.
- The cursive font should be displayed in classrooms to ensure familiarity with the style.
- Older children, especially those joining the school, will not be expected to adopt the cursive joined style if they already have a fluent, legible handwriting style.

## Handwriting Progression

Foundation Stage	Children are to take part in activities that develop fine and gross motor skills. The children are introduced to the cursive script as the Jolly Phonics letter groups are introduced and practise correct formation, including the joining of digraphs (see appendix 2)
Year 1	Children should be taught to: <ul style="list-style-type: none"> <li>• begin to form lower case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• Understand which letters belong to which handwriting “families” (i.e. letters that are formed in similar ways, and to practise these (see appendix 3).</li> </ul> <p>N.B. The cursive script has a lead in and exit line that naturally encourages the children to join their handwriting. The children are to begin to join when they are ready.</p>
Year 2	Children should be taught to: <ul style="list-style-type: none"> <li>• form lower case letters of the correct size relative to one another</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>• use spacing between words that reflects the size of the letters</li> </ul> <p>N.B. If they have not already done so, children should begin to join their handwriting and understand which letters, when adjacent to one another, are best left unjoined.</p>
Years 3 & 4	Children should be taught to: <ul style="list-style-type: none"> <li>• increase the legibility, consistency and quality of their handwriting e.g. ensuring that the down strokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch</li> </ul> <p>N.B. When the children are producing consistently formed, sized and joined handwriting, they will be granted a ‘pen license’ and encouraged to write in pen where appropriate.</p>
Years 5 & 6	Children should be taught to write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the right implement that is best suited for a task</li> </ul>

### Techniques for teaching letter formation and joins:

- Always model good handwriting
- Demonstrate formations
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air and on parts of the body
- Finger trace over tactile letters
- Write in sand with finger or a stick

**Basic structure of a handwriting session:**

- Gross and fine movement warm up
- Posture check: feet flat on the floor, back straight and touching the chair
- Teacher modelling
- Children practising independently with a teacher model, then from memory

**Resources and writing materials**

Children are given experience of a variety of writing tools. Pens (handwriting pens not biros) should be used by those who have achieved a consistent, cursive style. Children will be allowed to bring in a pen of their own choosing as long as it encourages neat handwriting and is not a biro. The children are to practise their handwriting in a handwriting book chosen for this specific purpose. Guidelines should be used when writing on plain paper.

**Presentation**

Pupils will learn that different levels of presentation are appropriate for different pieces of work and different circumstances. However, in general pupils are expected to:

- Look after exercise books and not draw or scribble in or on them
- Increasingly plan their work to make it look attractive and well presented
- Not use writing or drawing media that is not approved or not fit for purpose
- Use rulers to draw straight lines
- Set out, number and annotate work appropriately
- At appropriate times, pupils may be encouraged to experiment with alternative means of presenting their work for specific reasons.
- Cross through mistakes or editing alterations with a single line. Erasers should only be used very occasionally and with the express permission of an adult.
- Follow the pupil guidelines for presentation, which are stuck in the front cover of their exercise books for all subjects (See appendix 2 for pupil guidelines)

Signed: Head teacher

Signed: Chair of Governors

Date:

Appendix 1

The continuous cursive 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

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

Pupil presentation guidelines

English KS 2

Pupil Guidelines: English

Presentation

- Write the short date in the margin and underline with a pencil and ruler
- Write the title on the top line and underline with a pencil and ruler
- Miss out a line and start work
- Write the question number (if there is one) in the margin
- Leave a line between each piece of new work or exercise
- Draw illustrations with a pencil and colour with colouring pencils only
- Draw a single line through any mistakes using a pencil and ruler

Marking & Assessment

- Have a look at the colour your learning objectives are coloured.  
Green – you've got it!  
Orange/yellow – you're starting to get it  
Red – you've not met this objective
- Always read the comments and act upon them
- Comment on the teacher's comments
- Self - assess the success criteria by ticking your sticky label

English KS1

Pupil Guidelines: English

Presentation

- Write the short date in the margin and underline with a pencil and ruler
- Write the title on the top line and underline with a pencil and ruler
- Miss out a line and start work
- Write the question number (if there is one) in the margin
- Leave a line between each piece of new work or exercise
- Draw illustrations with a pencil and colour with colouring pencils only
- Draw a single line through any mistakes using a pencil and ruler

Marking & Assessment

- Have a look at the colour your learning objectives are coloured.  
Green – you’ve got it!  
Orange/yellow – you’re starting to get it  
Red – you’ve not met this objective
- Always read the comments and act upon them
- Comment on the teacher’s comments
- Self - assess the success criteria by ticking your sticky label

Have a look at the symbol your teacher has highlighted

					
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good letter formation

Maths

Pupil Guidelines: Maths

Presentation

- Always use a pencil for all your work
- Write the short date in the margin and underline with a pencil and ruler
- If using a textbook, write the page number and title
- Always number your questions/answers
- Leave enough space between your work so that it is easy to read and mark
- Always show your working out
- Draw a single line through any mistakes using a pencil and ruler

Marking & Assessment

- Have a look at the colour your learning objectives are coloured.
  - Green – you've got it!
  - Orange/yellow – you're starting to get it
  - Red – you've not met this objective
- Always read the comments and act upon them
- Comment on the teacher's comments
- Self - assess the success criteria by ticking your sticky label

Curriculum Books KS2

Pupil Guidelines: Curriculum Book

Presentation

- Write the short date in the margin and underline with a pencil and ruler
- If using a textbook, write the page number and title
- Always number your questions/answers
- Leave enough space between your work so that it is easy to read and mark
- Draw a single line through any mistakes using a pencil and ruler
- Always draw diagrams or tables with a pencil, using a ruler when necessary
- Labels and captions should be underlined with a ruler
- Only use colouring pencils to illustrate diagrams
- Cut & stick any work into your book neatly

Marking & Assessment

- Have a look at the colour your learning objectives are coloured.
  - Green – you've got it!
  - Orange/yellow – you're starting to get it
  - Red – you've not met this objective
- Always read the comments and act upon them
- Comment on the teacher's comments
- Self - assess the success criteria by ticking your sticky label

Pupil Guidelines: Curriculum Book

Presentation

- Write the short date in the margin and underline with a pencil and ruler
- If using a textbook, write the page number and title
- Always number your questions/answers
- Leave enough space between your work so that it is easy to read and mark
- Draw a single line through any mistakes using a pencil and ruler
- Always draw diagrams or tables with a pencil, using a ruler when necessary
- Labels and captions should be underlined with a ruler
- Only use colouring pencils to illustrate diagrams
- Cut & stick any work into your book neatly

Marking & Assessment

- Have a look at the colour your learning objectives are coloured.  
 Green – you've got it!  
 Orange/yellow – you're starting to get it  
 Red – you've not met this objective
- Always read the comments and act upon them
- Comment on the teacher's comments
- Self - assess the success criteria by ticking your sticky label

Have a look at the symbol your teacher has highlighted

<b>A B C</b>	●				
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good word choices

<b>A B C</b>	●				
Capital Letters	Full Stops	Finger Spaces	Writing on the line	Sounding out words	Good letter formation