



DIOCESE OF ARUNDEL AND BRIGHTON

St. Peter's Catholic Primary School



Handwriting and Presentation Policy

At St Peter's Catholic Primary School, we believe that neat, well-formed handwriting and good presentation of written work help to raise standards, as pupils take pride in and develop a sense of ownership of their work. In Reception and Year 1, handwriting is taught in line with the school's phonics programme, **Little Wandle Letters and Sounds Revised**, where pupils learn correct letter formation alongside their phonics learning. From Year 2 onwards, the school adopts the **Letter-join Handwriting Scheme** style of joined handwriting. This approach supports the development of fluent, legible handwriting and ensures progression and consistency from the early stages of writing through to Key Stage 2.

Rationale

- Handwriting is a key skill which, like reading and spelling, affects written communication across the curriculum. Through effective teaching and regular practice, pupils develop a fluent, legible handwriting style which supports their ability to communicate their ideas clearly in writing.
- Handwriting is a fine motor skill and children need frequent opportunities to practise correct handwriting movements in order to build strength, control and automaticity.
- In the early stages of writing, it is vital that children learn to form letters correctly. In Reception and Year 1, handwriting is taught alongside phonics using the sequence and formation guidance from Little Wandle Letters and Sounds Revised. During this stage, pupils focus on correct letter formation and developing an effective pencil grip.
- From Year 2 onwards, pupils are taught a joined handwriting style through the Letter-join Handwriting Scheme. This approach supports pupils in developing fluent, joined handwriting which becomes increasingly efficient and mature as they progress through the school.

Aims

- To raise standards in writing across the school by ensuring a clearly structured, taught progression in handwriting and presentation skills.
- To raise expectations of children's and adult's handwriting and presentation skills.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- For pupils to:
 - Achieve a neat, legible style with correctly formed letters which are joined for the vast majority of children by the time they leave Yr2.
- Develop flow and speed, so that eventually they can produce the letters automatically in their independent writing.

These aims will be delivered by:

Strategy for Implementation - Handwriting

Handwriting is taught regularly in every class through short, focused sessions and may be linked with spelling, grammar or phonic objectives. The teaching of handwriting may be undertaken as a discrete session, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting. However, handwriting is a cross curricular task and will be taken into consideration during all lessons.

Teaching and Learning

- Handwriting is a skill that needs to be taught explicitly. Since handwriting is essentially a fine motor movement skill, correct modelling of the agreed style by the teacher and learning assistant is very important.
- Children will use a variety of mark making tools but when formal handwriting lessons take place handwriting pencils / pens will be used.
- It is not sufficient to require pupils to just copy models from a published scheme or worksheet.
- Consistency in the attitudes displayed, the methods employed, and the models provided is the key to effective learning.

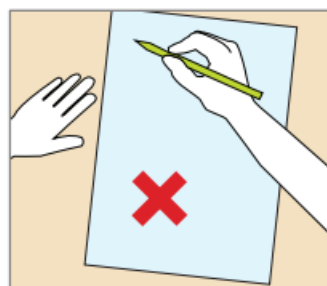
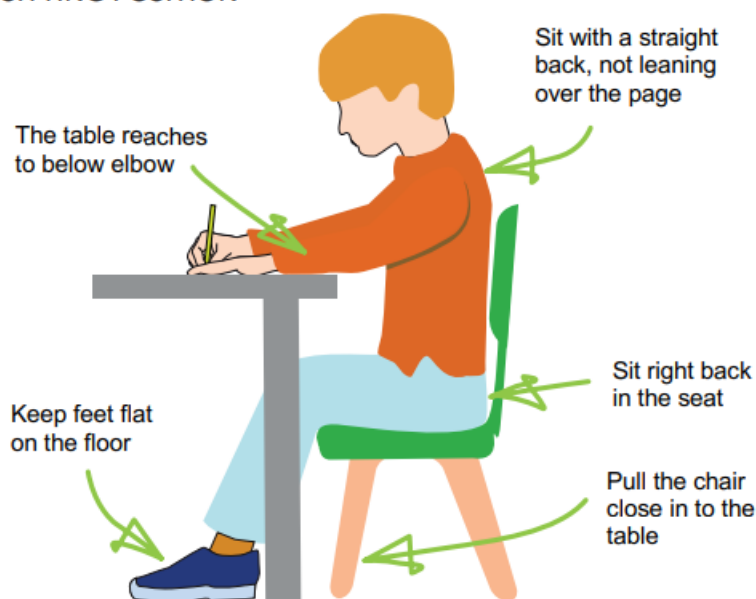
- A mixture of whole class, small group and individual teaching is planned.

The role of the Teacher and Learning Assistant:

- To follow the school policy to help each child develop legible and fluent handwriting.
 - To provide direct teaching and accurate modelling.
 - To provide resources and an environment which promotes good handwriting.
 - To observe pupils, monitor progress and determine targets for development.
 - To correct letter / number formation as early as possible to prevent poor handwriting habits becoming embedded.
- (All members of staff, including teaching assistants, supply teachers and children are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example).

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.

Reception

- The emphasis at this stage is with movement rather than neatness. Letter formation (starting at the right entry point and then moving in the right direction) learned at this early stage becomes automatic and has a profound influence on later fluency and legibility.
- To aid movement, close attention is given to pencil grip, correct posture, the positioning of the paper and the organisation of the writing space. Teachers are vigilant to ensure that bad habits do not become ingrained and that the specific needs of left-handed pupils and those with special educational needs are met.
- In the pre-communicative stage pupils play with writing and these experiments are recognised and praised as an important stage in the child's understanding that marks on paper convey meaning.
- Pupils are given the opportunity to experiment with a range of writing materials and implements.
- Children should also spend time making large marks and the sizes should decrease as they become more accurate with their mark making.
- Letters should be formed correctly, and children should leave spaces between words, form capital letters and begin to use where appropriate. Children should also be taught to form numerals that are consistent in size and orientation.

Teaching routines for handwriting -consistent routines and expectations for behaviour need to be established and reinforced right from the beginning of Reception. This includes listening carefully, returning to the table promptly, lining up quietly, following instructions, and handling resources responsibly. You may wish to practise the four Ps in the 'Ready to write' checklist before you begin handwriting lessons – see the information in the Handwriting document 'Little Wandle Handwriting' and watch the videos 'Posture' and 'Pencil grip'. It is especially important that children develop the correct pencil grip from the start so that bad habits are not allowed to form. Establishing correct habits early helps prevent the formation of poor writing habits and promotes consistency and confidence

from the outset. Use the Little Wandle Handwriting programme 'Ready to write' rhyme as part of your preparation for teaching and in handwriting lessons:

'Ready to write' rhyme

Let's sit up straight, feet nice and flat,
Tilt your paper – just like that!
Pinch your pencil, give it a flip,
Check your hold and then your grip.
Now we can begin to write,
But not too hard and not too light.



Children enter school with varying motor skill proficiency and develop handwriting skills at different rates. The workbooks are thoughtfully designed to be flexible, to accommodate children's needs. For children needing extra support, scaffolding is provided through tracing letters before progressing to independent writing. Children with more advanced pencil control and letter formation skills can bypass tracing and practise forming letters independently after teacher modelling. Additionally, the blank lined pages at the back of the workbook and the Letter formation practice sheets from the Little Wandle website can be used to provide further guidance and modelled examples.

The workbooks contain line guides to support children and to demonstrate appropriate letter size and correct positioning. The darker baselines will support children with positioning the letters on the line. There are fainter lines to further guide children who are at the stage of being able to control the size of their letters. However, in Reception, the main emphasis should be on ensuring children start their letters in the right place and follow the correct direction to form each letter accurately. There will be a greater focus on sizing and spacing of letters in Year 1.

Key Stage 1 and 2 Handwriting

- Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to join their letters at the end of Year 1. This is dependent on the physical ability not age of the child. This is normally achieved in Year 2 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. If the child would benefit from making large marks, tracing over, copying under and pattern making then provision must be made for this.
- Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style.
- Children will write legibly using upper and lower-case letters with correct orientation.
- Letters should sit on the baseline and be consistent in size with ascenders and descenders that are the correct length and formation.
- Children should continue to leave spaces between words, form capital letters and use them where appropriate. They should also be able to form numerals that are consistent in size and sit on the base line.
- Children will improve the speed of writing and begin to write automatically thus promoting creativity in their independent writing. Formal teaching of handwriting is to be carried out regularly and systematically and a developmental approach is used to move children through the phases, being mindful of end of Key Stage expectations if additional support via interventions is needed.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Some pupils need more support and a specific individual or group programme is drawn up in consultation with the SENCO. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems with writing

alongside other activities to develop their fine motor skills. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge. Handwriting at Home Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join. Teachers will set specific tasks such as:

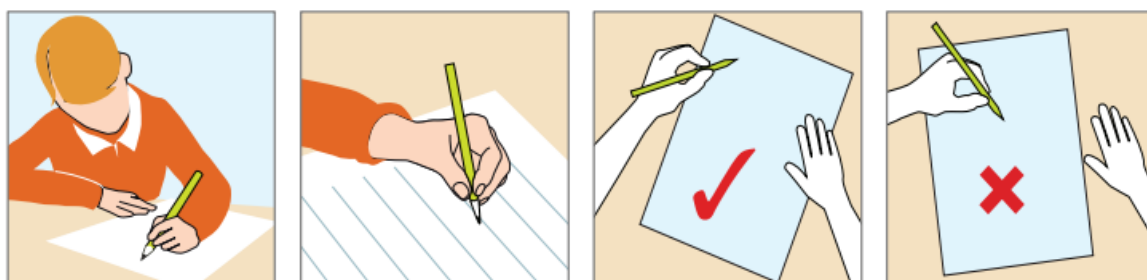
- Magic Patterns, Magic Words, PhonicsMatch, Word Search, Word Bank, Write it Right!

Children can also watch the word and letter animations and practice and explore other handwriting resources on Letter-join.

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.

Presentation

It is essential that all children should have pride in their work and that it is set out well.

- At Key Stage 1 and 2 children will begin new work on a new page each lesson as appropriate for ability.
- Teacher's comments or symbols will indicate whether a correction needs to be addressed.
- In Key Stage 2 erasers will not be used to correct pencil work – children should either draw a line through the mistake with a ruler OR put a cross next to the incorrect work.
- Criteria for presentation of work will be discussed with the children prior to commencement of work.
- Any pictures should be coloured in with colouring pencils. Felt-tip pens should not be used in exercise books.
- Rulers will always be used where children need to draw lines.
- Children will be reminded to take care of their book and present their work neatly.

English, RE Science, History, Geography Presentation

Monday 1st January 2024

L.O. To be able to...

Leave a line beneath L.O.
before beginning work.

- Bullet points in the margin
- 1. Numbers in the margin

- Blue handwriting pen to be used in Years 5 and 6. All other year groups to use sharp pencil.
- Any lines (including underlining) to be done in pencil with a ruler.
- Date and L.O. to be underlined.
- Crossings-out to be with one, neat, straight line.
- Any sheets to be cut to size and stuck in flat (not folded).

Maths Presentation

Numbers to 1,000,000

0 1 . 0 1 . 2 4

1 What numbers are represented in each place value chart?

a)

HTh	TTh	Th	H	T	O
●●●●●	●●●	●●●●	●	●●●●	●●

1) $25 + 30 = 55$

- Only sharp pencil to be used.
- Any lines (including underlining) to be done in pencil with a ruler.
- Any sheets to be cut to size and stuck in flat (not folded).
- One digit or symbol per square.
- A line to be left to separate workings for different questions.
- A square to be left between question number and any sums/workings.

Resources

To aid pupils' handwriting we have purchased a site licence for Letter Join and for the handwriting font. This is loaded onto all computers in the school. These resources can also be used on interactive whiteboards to model letter formation.

The Learning Environment

- A dedicated writing area is established in all Reception classrooms so that writing resources are centrally displayed.
- Writing areas/boxes are equipped with a range of writing implements and materials.
- Throughout both key stages teachers display both handwritten and word-processed work to give a high profile to developing a neat, legible cursive style.

Monitoring and Evaluation

- This will be undertaken by the class teacher and will also be assessed as part of each term's literacy independent writing assessments.
- When undertaking work scrutiny subject leaders will monitor all subjects for neat presentation and legible, accurately formed handwriting.
- The English Leader will monitor that handwriting is taught, practised and modelled throughout the school.

- This policy will be reviewed every two years.

Policy Date: March 2026

Review Date: March 2028