

Policy & Procedure

Thornton Primary School



Handwriting and Presentation Policy 2025-2028

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring 2025 **and will be reviewed again in Spring 2028.**

Signed: _____ Chair of Teaching & Learning

Date: _____

Non-Statutory Policy

Handwriting and Presentation Policy

Thornton Primary School Vision and Aims

Vision: Achieving success by working together

Our aim is to develop confident and enthusiastic learners who are always respectful of each other and the staff. We want them to build a strong appreciation of their own positive attributes as well as those of the other children and, in doing so, to develop a 'can-do' attitude to learning, and the community in which they live, through consistent focus upon:



Excellence
Independence Enthusiasm Equality
Responsibility Empathy
Confidence Perseverance Care
Aspiration
Respect
Pride Tolerance
Teamwork Challenge Integrity
Enjoyment



Our aims in teaching handwriting are that:

- all children should develop a fluent, joined and legible handwriting style.
- all staff use a clearly structured framework for the development of handwriting throughout the school.
- the teaching of handwriting is planned effectively and consistently throughout the school.

Content

Handwriting Style

A style of handwriting has been adopted that will allow a child to gradually develop clearly formed and correctly orientated letters. This will finally lead to a handwriting style that is joined, clearly fluent and, where appropriate, adapted to a range of tasks.

We use the 'Penpals' CDROMs and books to help teach the sequence of handwriting in the appropriate order.

(see attached sheet for lower and upper case letter formation and joins)

If a pupil arrives from another school with a joined, fluent handwriting style of their own they should continue with this style. Those who have not mastered a joined style should learn the Thornton Primary School adopted style.

Strategies

Guidelines

Children will be taught:

- Correct seating position – with particular reference to left handed pupils
- Correct paper position
- Correct tripod grip
- Handwriting at least twice per week – one practice session should be linked to spelling work

Parents will be given examples of the school adopted script for reference. Pencils with different types of grip are available for pupils who experience difficulties with writing.

Sessions dedicated to the teaching of handwriting should take place at least once a week up until the end of Year 4.

Line guides and lined paper of varying widths, alongside handwriting books where required, are to help children with the height of capital letters, ascenders, descenders and overall presentation.

Left Handed Pupils

- Care will be given to seat these pupils in such a way that their writing hands are not coming into conflict with right handed pupils.
- Special care will also be given to ensure that the development of their handwriting is supported by appropriate resources and tasks.

Progression of handwriting throughout the school

In all year groups, teachers differentiate their use of 'Penpals' (Cambridge Uni Press) to meet the needs of the pupils, with the aim of at least teaching handwriting skills to the relevant level of Penpals for the year group.

Reception

- To use a variety of media (sand, paint brushes, crayons etc) to develop the gross and finer motor controls necessary for pre writing skills.
- Sit correctly at a table and hold a pencil comfortably and correctly.
- To become comfortable with efficient pencil grip.
- Correct formation of lower case letters, developing joining connectors.

Year 1

- Reinforce work from Reception
- Hold a pencil comfortably and correctly.
- Form lower case letters in the correct direction, starting and finishing in the right place.
- Form digits 0-9
- Understand which letters belong to which handwriting families.

Year 2

- Reinforce work from Year 1
- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join some letters and understand which letters, when adjacent to one another, are best left un-joined.

- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- To begin using and practising basic handwriting joins. (Diagonal joins to letters with and without ascenders and Horizontal joins to letters with and without ascenders.)
- The aim would be that all pupils have been introduced to some basic joins in their handwriting by the end of Year 2.

Years 3 & 4

- Reinforce work from Year 2
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].
- To ensure consistency in size and proportions of letters.
- To ensure consistency in spacing between letters and words.
- To build up handwriting speed, fluency and legibility through practise and application.
- Children may be allowed to use pen for some work if they are writing in a joined, legible, consistent style.

Years 5 and 6

- To reinforce work from Y 3/ 4.
- Write legibly, fluently and with increasing speed
- Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choose the writing implement that is best suited for a task.
- To develop own handwriting style, ensuring speed, fluency and legibility.
- To use different forms of handwriting for different purposes

Assessment

There is no formal testing of handwriting. However, the teacher will assess pupils' progress throughout the year and when completing end of year SATs. Informal assessment occurs throughout every lesson through discussion and evaluation of the children's written output. This is invaluable in enabling the teacher to check that children have grasped the main teaching focus of the handwriting lesson.

Teachers will have the same high expectations of pupils' handwriting/presentation in all of their writing, in all areas of the curriculum.

Rewards

To encourage pupils to make progress in their handwriting, we have three certificates leading to pupils earning their 'pen licence' – being able to use a pen in their work:



Presented to

Year Group

Signed - *Class teacher* _____

Date _____

- Correct spacing between letters
- Correct spacing between words
- Ensuring all 'c family' letter formations and sizes are consistent
- Correct formation of all upper case letters
- Correct formation of all lower case letters



Presented to

Year Group

Signed - *Class teacher* _____

Date _____

- Consistency in size and proportions of letters
- Ascenders and descenders parallel
- Beginning to use:**
- Diagonal joins to letters with and without ascenders.
- Horizontal joins to letters with and without ascenders.

Thornton Primary School



Presented to

Year Group

- You have consistency in the size and proportions of letters in your writing
- Ascenders and descenders are parallel in your writing
- You have developed your own handwriting style, ensuring speed and fluency.
- You have a joined, legible and consistent style of writing
- You use correct joins



Signed - *Head teacher* _____

Date _____

Equality Statement

At Thornton Primary School, we actively seek to encourage equity and equality through our teaching. As such, we seek to advance the equality of opportunity between people who share any of the following characteristic:

- gender;
- ethnicity;
- disability;
- religion or belief;
- sexual orientation;
- gender reassignment;
- pregnancy or maternity.

The use of stereotypes under any of the above headings will always be challenged.

Inclusion

Our school is an inclusive school. We aim to make all pupils feel included in all our activities. We make all our teaching fully inclusive. We recognise the entitlement of all pupils to a balanced, broadly-based curriculum. We have systems in place for early identification of barriers to their learning and participation so that they can engage in school activities with all other pupils. We acknowledge the need for high expectations and suitable targets for all children.

The Role of the Subject leader

The English Leader should:

- ensure the development of a scheme of work for the HANDWRITING curriculum.
- promote the integration of HANDWRITING within appropriate teaching and learning activities;
- manage the provision and deployment of resources and give guidance on classroom organisation support;
- encourage colleagues;
- lead INSET within the school, and investigate suitable courses elsewhere;
- act as a contact point between the school and support agencies.
- provide technical expertise;
- co-ordinate the evaluation and review of the school's HANDWRITING policy.
- monitor & review the Handwriting provision within the school

Staff Handwriting.

The teacher's handwriting is the model for the children. All teachers should aim to produce quality writing at all times. It is pointless to provide the children with handwriting instruction or demand if the teacher's writing does not match these requirements.

Monitoring and Evaluation

The teaching of Handwriting will be monitored through the Core Development Plan by the English subject leader in the first instance and then by the Senior Leadership Team and the Head teacher. Governors are kept informed via the Core Development Monitoring and Evaluation cycle.

Health & Safety

Health and safety issues in handwriting include the safe teaching of appropriate procedures when using writing implements.

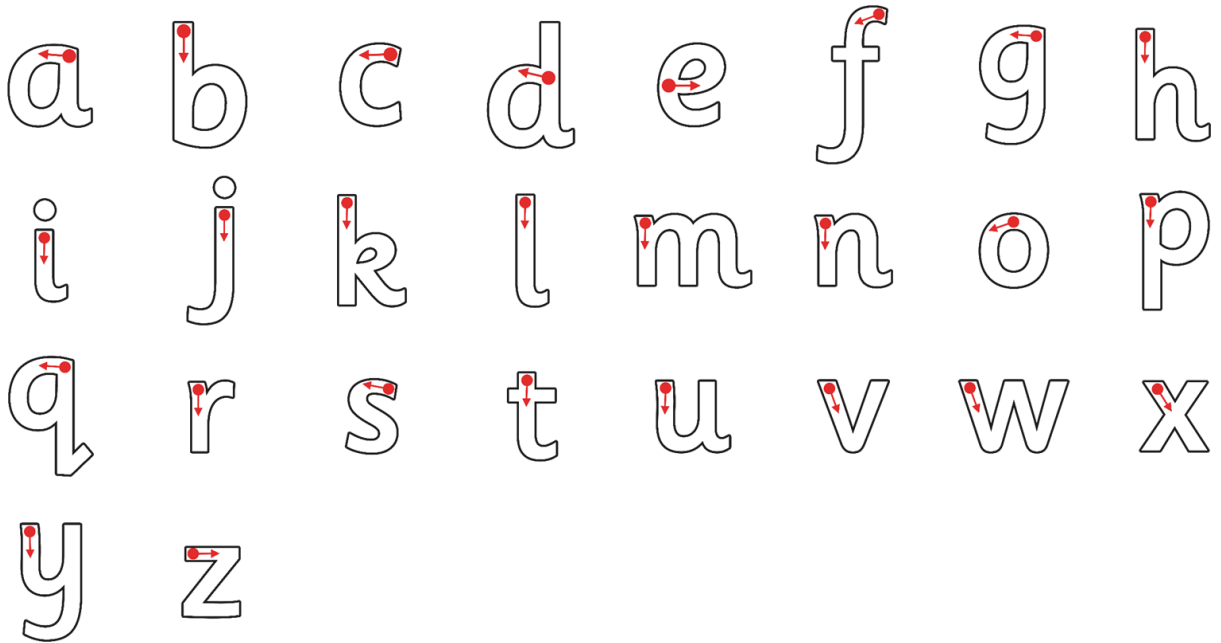
No pencils in school should be sharpened at both ends.

The children are taught to be aware of their own and others safety.

Children should not use pencils with 'fun' items on the end.

Handwriting at Thornton – LETTER FORMATION

Lower case letters:



Upper case letters:



Penpals: Example Letter formation with joins

abcdefghijklmnopqrstuvwxyz
abcdefghijklmnopqrstuvwxyz

Presentation of work

Please see the examples of expectations for presentation in written work and mathematics below:

Writing Presentation



3.1.22

WAL:

WILF (What I'm Looking For)	Me	My teacher
GLP: Concentration		

Hold your pencil correctly and make sure that you are sitting comfortably. Try to join up your letters if you can.

Remember to leave a space between each word and form letters correctly.

No writing on the top line

Stick in the WAL and date neatly

Question numbers in the margin

Rub out/cross out mistakes neatly with a pencil and ruler

No writing below the bottom line

Maths Presentation – KS1



3.1.22		
WAL:		
WILF (What I'm Looking For)	Me	My teacher
GLP: Concentration		

1.	$25 + 12 = 37$
	$\begin{array}{r} 25 \\ + 12 \\ \hline 37 \end{array}$
2.	$15 - 7 = 8$
	$\begin{array}{r} 0^0 1^1 5 \\ - 7 \\ \hline 8 \end{array}$
3.	$4 \times 6 = 24$
4.	$12 \div 2 = 6$

2 square margin

Stick date and WAL in neatly

Question numbers in the margin

One digit per square

Use a ruler and pencil for lines

Carried numbers touching the line above

Rub out or cross out neatly any mistakes

Maths Presentation KS2



3.1.22		
WAL:		
WILF (What I'm Looking For)	Me	My teacher
GLP: Concentration		

1.	$\begin{array}{r} 13.6 \\ + 6.5 \\ \hline 19.1 \end{array}$			
2.	$4 + \frac{1}{10} + 1 - 2 = 3 \frac{1}{10}$			
3.	$-2 + -1 = -3$			
4.	<table border="0"> <tr> <td>$\begin{array}{r} \cancel{23} \overset{1}{2} 7 \\ - \cancel{1} 5 4 \\ \hline \cancel{1} 6 3 \end{array}$</td> <td> $\begin{array}{r} \cancel{23} \overset{1}{2} 7 \\ - \cancel{1} 5 4 \\ \hline 173 \end{array}$ </td> </tr> </table>	$\begin{array}{r} \cancel{23} \overset{1}{2} 7 \\ - \cancel{1} 5 4 \\ \hline \cancel{1} 6 3 \end{array}$	$\begin{array}{r} \cancel{23} \overset{1}{2} 7 \\ - \cancel{1} 5 4 \\ \hline 173 \end{array}$	
$\begin{array}{r} \cancel{23} \overset{1}{2} 7 \\ - \cancel{1} 5 4 \\ \hline \cancel{1} 6 3 \end{array}$	$\begin{array}{r} \cancel{23} \overset{1}{2} 7 \\ - \cancel{1} 5 4 \\ \hline 173 \end{array}$			
5.	$\frac{1}{4}$ of 8 = 2	6.		
		$\frac{1}{2}$ of 6 = 3		

- | | |
|----------------------------------|--|
| 2 square margin | Carried numbers touching the line above |
| Slick date and WAL in neatly | Decimal points on lines |
| Question numbers in the margin | Negative number symbols near top of numbers |
| One digit/fractions per square | Split the page into two columns where needed |
| Use a ruler and pencil for lines | sub out/cross out mistakes neatly |