



St. George's Catholic Primary Voluntary Academy

Handwriting and Presentation Policy 2025

Our Mission Statement

*We are learning and growing together as God's family.
We will always do our best to love and respect each other as we prepare
for our future.*

HANDWRITING AND PRESENTATION POLICY

At St. George's we believe that neat, well-formed handwriting and presentation of written work contributes to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school we adopt the cursive method of handwriting.

Aims:

- To raise standards in writing across the school.
- To have a consistent approach across the school when teaching handwriting and presentation of work.
- 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 in cursive handwriting.
- Develop flow and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.

Strategy for Implementation

Entitlement and curriculum provision

Handwriting is to be taught regularly through short, focused sessions and may be linked with spelling, grammar or phonics objectives. Teaching generally occurs outside English lessons, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting.

Teaching and Learning

Handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important; it is not sufficient to require pupils to copy models from a published scheme or worksheet.

The role of the teacher:

- 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.

EYFS

The emphasis at this stage is with movement and fine motor skill development. 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. Pupils are to be taught to use lead-in strokes, following agreed policy, as soon as they are ready for letter formation. (For agreed letter formation please see **Appendix 1**). 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 (for example, additional tracking and tracing of letters at the pre-writing stage) 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; a multi-sensory approach is used to help pupils feel the movement in the hand. Teachers are encouraged to have daily sessions to encourage both gross and fine motor skill development.

Key Stage 1

Building on the foundation stage, pupils at Key Stage 1 develop a legible style and begin to use fully cursive handwriting in Year One by starting to join their letters. This is dependent on ability not the age of each child. This is achieved in Year 1 by developing a comfortable and efficient pencil grip and by practising handwriting in conjunction with spelling and independent writing. Correct letter orientation, formation and proportion are taught in line with the school's agreed handwriting style. This continues in Year 2. Handwriting practice is to be carried out in English books.

Key Stage Two

The target for children in Key Stage Two is to produce a fluent, consistently formed style of fully cursive handwriting with equal spacing between the letters and words and the correct sizing of ascenders and descenders.

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting practice is to be carried out in English books.
- Children will write with pencils until the class teacher assesses that they are joining competently and consistently. When children reach year four they will be able to receive a pen license. They will then be given a handwriting pen to use.
- Children will use a pen to complete the majority of class work, where appropriate and using a fully cursive style.
- Pencils will be used in Maths at all times and for drawing and completion of diagrams in Maths / science and other subjects.
- All children in Key Stage Two will practise their letter formation when copying their weekly spellings.

Inclusion

In line with our SEND Policy, the needs of individuals will be taken into account. We aim to identify pupils who experience difficulties with handwriting at an early stage and put into place appropriate support:

- Resources such as pencil grips, triangular barrelled pencils and writing slopes will be provided where needed
- Activities in the classroom will be planned to help pupils to develop their fine and gross motor skills
- Small group support will be used to target specific difficulties
- Accurate letter formation and appropriate joining will be modelled and encouraged
- Pupils will continue to be encouraged to form letters in sand, flour, foam and other materials in order to practise letter formation in an enjoyable way.

Use of a pen is at the Headteacher's discretion from Year 4 onwards. Care will be taken to ensure that SEND children who have difficulty with handwriting do not feel excluded from this process.

Presentation Guidance

Children's work

Book covers should indicate:

- Child's first name (KS1) and child's full name (KS2)
- Class
- Subject
- Children should not write on the covers of their books
- RE books to include religious picture and mission statement.

Date of work in books:

- Full written date in all books except Maths when the digital date will be appropriate.
- By the end of year one onwards, teachers are encouraged to work towards this standard as soon as children are able.
- Date is left aligned and underlined with a ruler.

Title of work in books:

- Titles or learning objectives should be written in their books for each piece of work, underlined with a ruler and aligned to the left.
- Maths learning objectives can be typed up, including assessment for learning.
- Teachers may stick in learning intentions for pupils who significantly struggle with recording, to enable them to keep up with the pace of the lesson
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

Underlining:

- When highlighting against colour coded success criteria in books, children should underline using a ruler.

Finishing work:

- Children should **not** rule off on completion of a piece of work. Space should be left for teacher's comments and children's responses (Next step responses)

Handwriting:

- In EYFS a "preparation" for handwriting approach is taken with a range of activities related to art and P.E. Teachers will model and teach letter formation as part of phonics lessons.
- All children should write in pencil in their books. From Year 4, when teachers are satisfied that they can consistently write in a fluent cursive style, they will present work to the Deputy Head teacher or Head teacher in order to receive a pen license certificate.
- Children will be given a handwriting pen for use in their own work in school, except for Maths where all work must be completed in pencil.
- Children are to use the agreed school pen
- Children are to write in blue ink only.

General presentation:

- Children should use colour pencils when illustrating work in books.
- Felt tips or gel pens are not allowed.
- Teachers should encourage a high standard of presentation overall.
- Errors should be crossed out with a single pencil line.
- Children may use rubbers at the teachers' discretion. However, **no** ink erasers may be used.
- Once a child has started a piece of work it should be finished, unless there are exceptional circumstances. Teachers must insist on this, and not leave it to the children's discretion.
- Teachers are to mark work in books in purple ink.
- Children are not permitted to 'doodle' in books or notebooks (KS2).
- Children edit and mark their work in green pen.
- Teachers should address poor presentation with a comment and/or a 'move on' comment to support. A child may be asked to repeat a piece of work at break times or for additional homework.

Teaching Boards (e.g. whiteboards and Interactive Whiteboards) and Resources**Date:**

- Full date (for English) and digital date (for Maths) underneath – both underlined with a ruler.

Title of work:

- Left aligned and underlined.

Handwriting:

- Teacher should **model the appropriate cursive handwriting style** whenever they are writing for the class.
- 'Twinkl light' font to be used for script on boards and for resources e.g. word banks.

DISPLAY

AIMS:

To raise standards in display across the school.

To raise the profile and value of children's work

- RE and prayer tables should be at the front of the class in liturgical colours. It should be a prominent feature with a display.
- The Writing Working Wall and Maths Working Wall are working displays and will be changed and adapted to the different genres/concepts being taught in each unit.
- Displays should illustrate current learning in curriculum subjects.
- Displays should have clear titles and children's work should be named
- There should be a balance of handwritten and computer typed titles
- Displays should celebrate and reflect recent work. Teachers should ensure that displays are rotated and changed termly.
- Classes will be responsible for some boards in communal areas of the school. Agreed themes and deadlines will be set. Central displays should be 3D.
- Corridors should display a range of work from different year groups
- A range of subjects across the curriculum should be represented in displays in classrooms.
- All work should be mounted.
- Any laminated words or images must be laminated using matt laminates
- Key words/ information should be typed using 'Twinkl light' font to ensure accessibility for all

APPENDIX 1

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

