

**Whipman Woods
Handwriting and Presentation
policy
2025-2026**

Aims

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

Expectations

All teaching staff are encouraged to model the cursive style in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

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.

Handwriting at Home

Pupils are encouraged to practise their handwriting at home by using the Pupil log-in for Letter-join.

Key Stage Teaching

Early Years

For our youngest pupils we teach short handwriting lessons on a regular basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Early Years (printed letters): Module 1. Children should be able to recognise and form all the printed, lowercase letters of the alphabet.

Module 1 for EYFS. Children should be able to recognise and form all the cursive, lowercase letters of the alphabet and write words using the correct joining techniques.

Key Stage 1: Years 1 and 2

Teaching progresses from regular shorter sessions, to less longer lessons per week:

- continuing with gross and fine motor skills exercises
- strengthening cursive handwriting, learning and practice (from Year 2)
- numerals, capitals and printed letters; where and when to use, learning and practice

Module 2 for Year 1. Children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

Module 3 for Year 2. With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week in Lower Key Stage 2.

Module 4 for Year 3. Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Module 5 for Year 4. Children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills

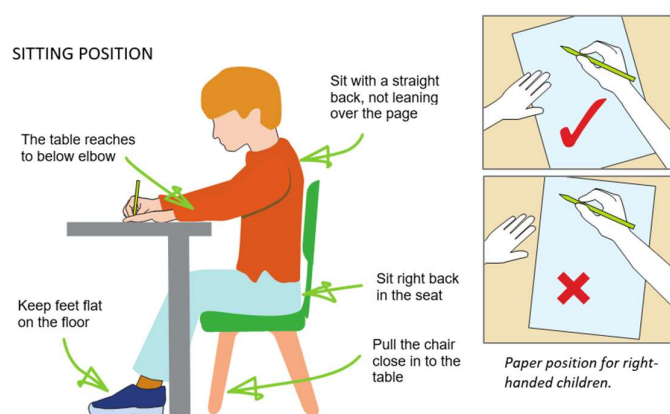
Children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Module 6 for Year 5. Children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Module 7 for Year 6. Children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.

Correct posture and pencil grip for handwriting

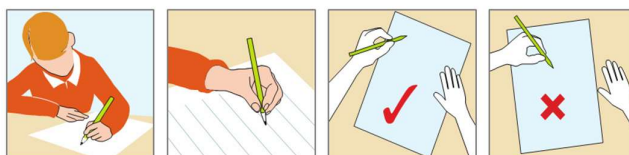
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.



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.

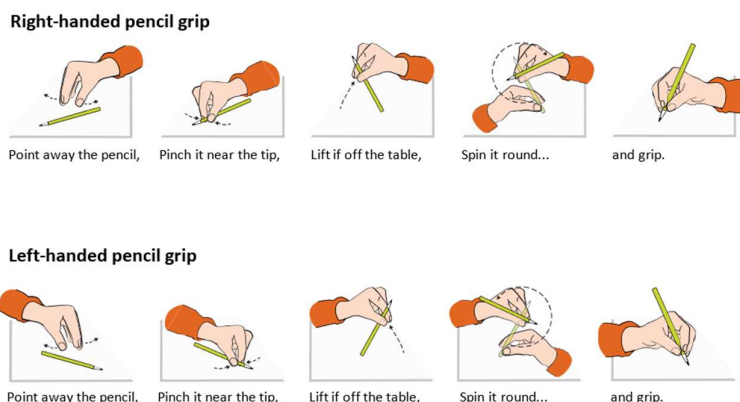
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice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



Paper position for left-handed children.

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:



Cursive Lower Case Letters



Presentation of work:

English

Monday 9th September 2024

(miss a line)

L.O: to know how to present work according to FHAL policy.

(miss a line)

- ✓ Write against the margin.
- ✓ Numbers/letters/bullet points to go in margin.
- ✓ Numbers/letters to have a dot after them.
- ✓ Miss a line between answers etc.
- ✓ Underline in whatever is written in (pen/pencil)
- ✓ Mistakes should be crossed out with 1 neat line. Children to correct mistakes with red pen.

Maths

09.09.24 IX.IX.MMXIV

(miss a line)

L.O: to know how to present work according to FHAL policy.

(LO stuck in as part of the Maths sheet)

(miss a line)

- ✓ Always use pencil.
- ✓ 1 digit in each square.
- ✓ Decimal point to sit on the line (on squared paper).
- ✓ Mistakes should be crossed out with 1 neat line.
- ✓ All working out to be completed on the right hand side of the page
- ✓ Numbers/letters to have a dot after them
- ✓ Miss a line between answers etc.
- ✓ Working out to be shown on the right hand side and in line with the question on the sheet.

Other subjects

- ✓ As English.
- ✓ A subject sticker at the side of the L.O. in the 'Enquiry' book (if LO is stuck in).
- ✓ Tables & label lines to be drawn in pencil, using a school ruler
- ✓ Labelling: straight horizontal line with label written at the end of the line.

- ✓ **New work = new page**

Handwriting fonts

EYFS/KS1 (Letter Join Print Plus)

Monday 8th September 2025

L.O: to know how to present work according to FHAL policy.

Year 2 (Letter Join Air Plus)

Monday 8th September 2025

L.O: to know how to present work according to FHAL policy.

Year 3 – 6 (Letter Join Plus)

Monday 8th September 2025

L.O: to know how to present work according to FHAL policy.