



St Maria Goretti

Handwriting and Presentation  
Policy

2025

‘Shining in God’s love, pride and  
success.’

Review Date: January 2026

# Handwriting Policy

Here at St Maria Goretti Catholic Primary School we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join, writing repeater, Read, Write Inc. and supported websites and apps as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, efficient joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking. At SMG we believe that good handwriting also aids the learning of spelling through muscle memory which the children develop with regular practice.

As a catalyst to speedy handwriting we encourage parents and carers to use this policy and support their children with their homework.

## School Aims

To establish high expectations and pride in everything we do - both of ourselves and of the children.

To create a clear and consistent set of guidelines for the presentation of children's learning.

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

The cursive font should be displayed in classrooms to ensure familiarity with the style.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly

## Objectives:

To motivate each individual to present their work in the best possible way.

To enable children to recognise work that is presented to a high standard.

To ensure each child knows the standard of presentation that is expected of them.

## Handwriting Frequency

Handwriting is a cross-curriculum task and will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out regularly and systematically to ensure Key Stage targets are met. Handwriting is taught as a specific skill at least once a week for about 20mins. with additional, individual or group practise where necessary.

When marking or writing comments, members of staff use cursive handwriting as appropriate.

Children with specific learning needs will be given appropriate equipment to enable them to develop their own handwriting.

## **Outcomes of presentation policy**

Children of all abilities are expected to, and able to present their work to the highest possible standard increasing their confidence and self-esteem.

There is consistency across the school in terms of the standard of presentation expected across the curriculum.

Progression in presenting work between each class is evident and understood by all children and adults.

## **For teachers**

To create consistency in standards of presentation across the school.

To provide a baseline for judging acceptable standards of presentation.

To model good presentation through marking, classroom environment and when using the whiteboard.

To monitor standards of presentation in books across the year group.

## **Expectations for staff**

Remember - you are the most important role model for presentation and high expectations! Use the resources available to you e.g. on the IWB - lines, grids to model good practice.

In EYFS, KS1 and 2, all handwriting which is on display for the children - on the interactive whiteboard, books, flip charts, display - should be legible, consistently formed and neat. Year 2 should model both printed and joined as appropriate. Year 1 should be mainly printed, but examples of joined writing should be used.

When sticking work/labels/headings in books, ensure they are straight and cut to size. No pieces of paper should stick out of the sides of the book.

## **Expectations for children**

Use of pencils, pens and rubbers

Pencils should be used in all Maths books.

Pens should be used for written work as soon as possible from Year 3 onwards- at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent - and for all in Year 6.

Pens must be blue handwriting pens, provided by the school. There is some flexibility for left handed pupils.

Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper and stuck into books at the teacher's discretion.

Rubbers are discouraged, instead to rule through mistakes.

Rubbers will be available in Maths, art and for writing for displays at the teacher's discretion to rub out mistakes e.g. on graphs that cannot be easily crossed out.

Pens should only be used for writing, all diagrams, tables, lines etc should be drawn with pencil and ruler.

## **Handwriting**

Teachers must follow the agreed Letter Join scheme for teaching handwriting. Bubbles / hearts in place of full stops or dots above the letter 'I' are not acceptable.

## **Classroom organisation and resources**

Children should have easy access to the appropriate equipment: rulers, pens, pencils, colouring pencils, books.

## **Monitoring of presentation policy**

Regular work scrutiny by staff, including subject leaders, will ensure the policy is being adhered to. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

## **Layout in exercise books**

The date and the title should be underlined in pencil with the use of a ruler.

Write the short date i.e. 17.12.13 in Maths and the long date i.e. 17th December 2013 in writing books. In maths, teachers may write the short date using Roman Numerals. Following the date, all work must be preceded with an 'I Can...' statement which should be underlined.

All figures must be written neatly and clearly with one figure to each square in Maths. Each calculation must be clearly numbered.

## **Display protocol**

Please ensure that all work displayed meets the following criteria:

The work must be the children's, in every sense (uniform photocopied, predrawn images are not appropriate)

Reflects a range of abilities, celebrating individuals' best efforts

Is mounted

Be anonymous and celebrate success

Has a clear title and explanation which makes clear the learning that has taken place.

Both typed and handwritten titles can be used

Think about the audience to ensure that, even those who do not know the school, understand the purpose and context of the work

Use a range of media to ensure the display is eye-catching, colourful and displayed to best show the children's work

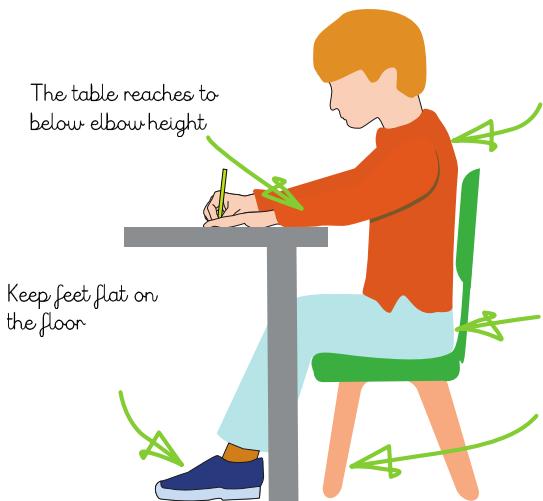
Titles and lettering should be laminated where possible

Please monitor the display over the term to make sure it remains attractive and tidy

# Correct posture and pencil grip for handwriting

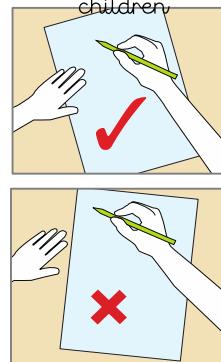
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

## SITTING POSITION



Sit with a straight back, not leaning over the page

Paper position for right-handed children



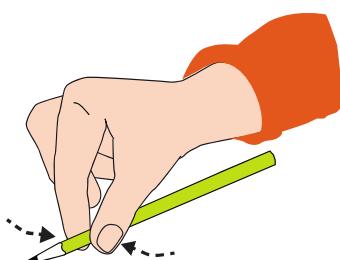
Sit right back in the seat

Pull the chair close in to the table

## THE TRIPOD PENCIL GRIP

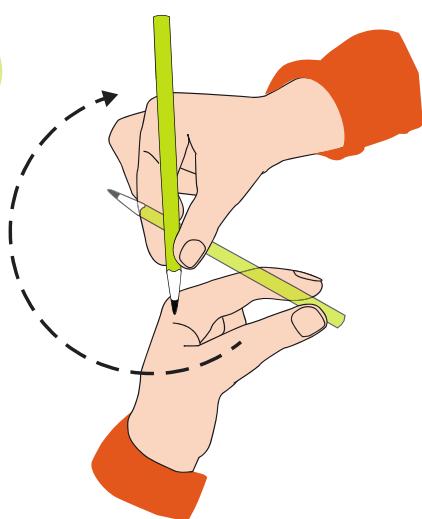
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1

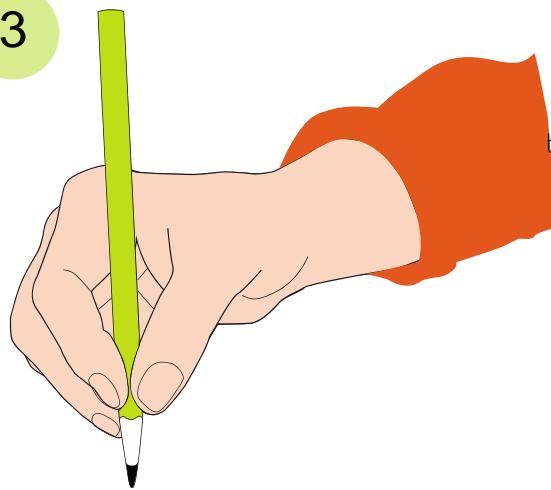


1) Grip the pencil with your index finger and thumb with the nib pointing towards:

2



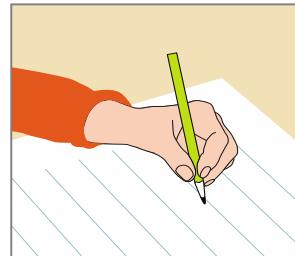
3



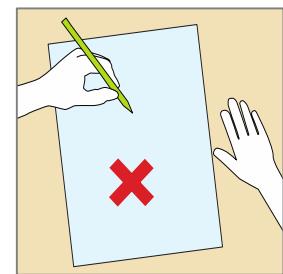
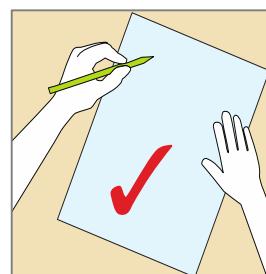
- 2) With your free hand, spin the pencil from underneath.
- 3) Use your third finger to support the underside of the pencil.

## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate 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

## INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level. Writing aids, such as triangular pencils and grippers may be used by some children.

## PENS AND PENCILS

Children are encouraged to start handwriting using a soft, sharp pencil. When fine motor skills have been established a handwriting pen can be used.

## Handwriting Progression

<u>Foundation</u>	<ul style="list-style-type: none"> <li>• Sit in the correct position and hold a pencil correctly to allow fluid movements.</li> <li>• Improve fine and gross motor skills by enjoying drawing pre-cursive patterns in a variety of writing materials such as modelling clay, air writing, sand trays, felt pens, crayons, pencils, IWB, iPads/tablets.</li> <li>• Understand the language needed to describe pencil movements in preparation for letter formation.</li> <li>• Teacher modelling</li> <li>• Finger tracing</li> <li>• Encourage children to verbalise the process(rhymes)</li> <li>• Dough Disco (Shonette Bason)</li> <li>• Use spaces in words</li> </ul> <p>Children are to take part in activities that develop fine and gross motor skills      Hold a pencil with correct grip      The children are introduced to the cursive script as Red Rose letter groups and practise correct letter formation including writing of diagraphs      Write own name</p>
<u>Year 1</u>	<p>Form lowercase letters in the correct direction, starting and finishing in the right place.      Form capital letters      Form digits 0-9      Use spacing between words.      The children are to begin to join when they are ready.      Children are to take part in activities that develop fine and gross motor skills - squiggle whilst you Wiggle and Squiggle me into a writer (Shonette Bason)</p>
<u>Formation</u>	<p>Form lowercase letters that are the correct size relative to one another      Write capital letters and digits of the correct size orientation and relationship to one another and to lower case on the line.      Use spacing between words that reflects the size of the letters      Handwriting should be joined.</p>
<u>Year 2</u>	
<u>Apply</u>	

<u>Year 3/4</u>	<p>Increase the legibility, consistency and quality of handwriting. Downstrokes of letters are parallel and equidistant and the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</p> <p>Improve quality, speed and stamina of handwriting.</p> <ul style="list-style-type: none"> <li><b>Quality:</b> Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.</li> <li><b>Speed:</b> Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting and be able to take 'quick notes' at a faster pace.</li> <li><b>Stamina:</b> Have the strength and mobility to be able to write for longer periods of time without fatigue</li> </ul>
<u>Years 5/6</u>	<p>When children are producing consistent formed sized and joined handwriting they will be granted a pen license</p> <p>Have full knowledge and ability of the different forms of handwriting for different purposes:</p> <ul style="list-style-type: none"> <li>Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.</li> <li>Printed or capital letters for posters, notices, headings, labelling, and form filling.</li> <li>Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.</li> </ul>

## Presentation

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

- Look after exercise books and not draw or scribble in or on them
- All books will have a Printed label with a handwritten name (child's own writing)
- 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 underline date, title and Learning Objective and 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 edit alterations with a single line. Erasers can be used when appropriate.

The children at SMG will be encouraged at all times to always be the best they can be and produce work they are proud of.

## Red Rose Letters and Sounds

### Formation Phrase Handwriting Patter

It is recommended that when teaching letter formation, a phrase is used in order to embed the directionality. All adults who teach letter formation are encouraged to use the same approach as children learn effectively through repetition.

This chart provides an overview of the formation phrases linked to the Red Rose Letters and Sounds Planning Programme.

- a Round the anchor and down the rope.
- b Down the bat and round the ball.
- c Curl round the cat.
- d Back round the dog's body, up to his ears and down to his tail.
- e Across the shelf and over the elf.
- f Follow down the flamingo and fly.
- g Go round the gorilla and swing from the vine.
- h Down the hill and over the hedge.
- i Down the insect and don't forget his cap.
- j Jump off the jetty and don't forget your cap.
- k Down the koala's body, arm and leg.
- l Down the long ladder.
- m Down the mound and over the moles.
- n Down the nose and over the nostril.
- o Back around the octopus.
- p Down the path, up the path and round the pond.
- q Quick! Back round the pond, down and splash.
- r Rain down to the ground and over the rainbow.
- s Slip down the slide.
- t Down the tree and across the branch.
- u Down under the sea, up for breath and down again.
- v Down the vase and up the vase.
- w Down the wave and up the wave. Down the wave and up the wave.
- x Cross the box and cross the box.
- y Down the yo-yo, up the yo-yo and swing.
- z Zip, zap, zoom!

Please see the Developmental Stages of Pencil Grip