

**Newburgh**  
Primary School

# Handwriting and Presentation Policy

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### Intent

Our aim is to produce legible, fluent, and aesthetically pleasing writing in the cursive style so that the children may be proud of the presentation of their work. It is important that they become fluent writers who can write at a fairly quick speed. Mastering this crucial life skill unlocks the mind, allowing the writer to concentrate on the content and quality of their writing.

Our objectives in the teaching of Handwriting is:

- to enable children to develop legible, joined and fluent writing;
- to assist the children to produce cursive handwriting with speed and ease;
- to encourage the children to develop a pride in their handwriting and presentation;
- to show children how to adapt their handwriting to a wide range of circumstances and demands;
- to encourage the children to develop their own personal style of handwriting;
- to foster the enjoyment of writing, and a recognition of its value.

### Knowledge, skills and understanding

In the early stages, children are taught to hold a pencil using the tripod grip and form print letters using the Read, Write Inc handwriting phrases to support their formation. They learn how to write from left to write in a book and to start their writing at the top of the page.

They are taught to put a finger space between words and to leave an adequate space between letters.

When they can form a letter confidently, they are taught to form letters and capital letters of the correct size in relation to each other.

During Year 1 they are taught the patterns necessary to form pre-cursive letters following the letterjoin modules of work. They become fluent with letter formation and accurate with number formation.

From Year 2, as spelling patterns are introduced children are taught to join these letters in the cursive style leading to fully cursive writing.

As children are accurate and confident in the cursive style, they have their learning reinforced through practice to ensure they maintain this cursive style with increased fluency and speed.

Children understand the importance of presenting their work neatly and can adapt their handwriting for different purposes.

Teachers use a variety of strategies to support children improving their handwriting including:

- modelling
- scaffolding
- explanation
- regular opportunities to practice

### Basic structure of a handwriting session

- Check posture and pencil/pen grip
- Warm up session
- Teacher modelling of the letter formation through RWI or letterjoin
- Individual children's practice of letters, words, and/or dictated sentences

### Medium

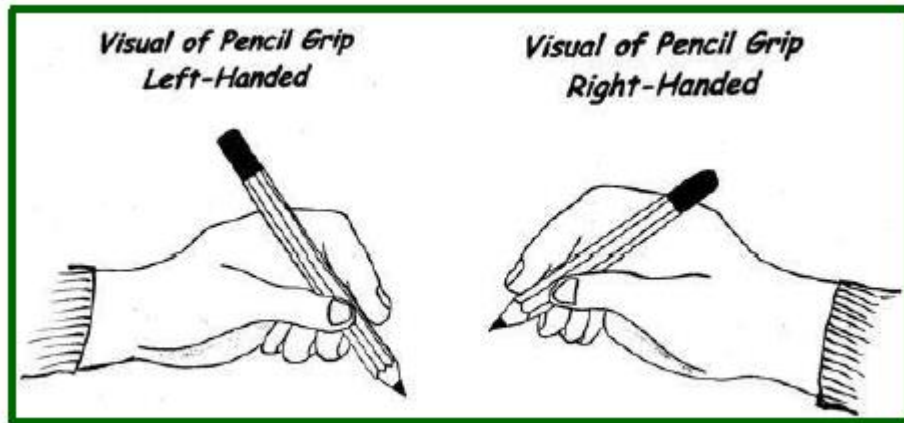
- Reception, and KS1 use a pencil in their writing lessons.
- In KS2 children work towards their pen licence, which will be awarded by the class teacher. At this point children use a blue handwriting pen. If their handwriting loses the cursive formation, then they can return to pencil until it fulfils the requirements of a pen user licence.
- From Year 5, children can be awarded their fountain pen licence for fluent, cursive writing across all books.
- All children write in pencil in maths books.
- Children can use a purple biro for editing in their work and red and purple in Year 6.
- Teachers mark in green pen modelling the cursive style.

### Expectation of staff

- All adults model the pre-cursive or cursive handwriting in their own handwriting.
- Children are taught the tripod grip and supported with SEND equipment if this grip is not correct. This grip is reinforced in all lessons.
- Adults correct poor posture and ensure children are sitting upright, with their feet flat on the floor for all writing tasks
- Handwriting tasks are completed on paper or in books not on whiteboards.
- Children are provided with the correct equipment to be successful; suitable pencils, pens and sat at a table.
- Adults correct poor letter formation or print as cursive handwriting is the expectation.
- Handwriting is taught in a manner where the teacher can observe practice so that incorrect handwriting is immediately corrected.
- Handwriting is taught: daily in Reception and Year 1 for 10- 15 min; in Year 2 3 x per week for 15 min and Y3/4 2x per week for 15 min, Y5 and Y6 2x per week for 10 min.

### Left handed children

- Ensure they are sat to the left of another child, preferably at the edge of a table.
- They need to grip the pencil at least 2 cm from the point so that they can see what they are writing.
- They need to position the paper to the left of the body at an angle, with the right corner nearer to the body than the left.



### Inclusion

The vast majority of children will be able to write fluently in the cursive style with extra support and practice given. However, a small number of children with specific difficulties with handwriting will need further support from the SENDCo and an intervention plan written to aid their progress.

### Presentation

At Newburgh we value the presentation of the children's work in their books and therefore provide children with the opportunities to develop their handwriting skills. To ensure consistency in our approach staff will share their children's books with each other each term to celebrate the progress that our children are achieving.

#### Presentation in EYFS and KS1

- In Reception children should write in pencil in their book and the date should be added.
- In Year 1 all work will have the short date, (09.03.23) written at the left-hand side of the page.
- From Year 2 children should be introduced to the long date (Monday 1<sup>st</sup> September) in their English books. Teachers need to ensure they use the capital letters for the date.
- A mistake should be crossed out with one line through it or rubbed out carefully.
- Diagrams should be drawn in pencil.

#### Presentation in KS2

- All children should be using cursive handwriting and actively encouraged to ensure there are lead-ins to letters.
- Children should write from the left-hand margin.

- All work will have a date written in the left-hand side of the page and underlined in the same medium. This should be the long date in their English books (Monday 1<sup>st</sup> September). Teachers need to ensure they use the capital letters for the date.
- A title or learning objective should be written on most pieces of work and underlined using a ruler.
- A mistake should be crossed out with one line through it or rubbed out carefully.
- Year 3 and Year 4 should leave a single missed line between paragraphs.
- Year 5 and Year 6 should indent their writing to show a paragraph.
- When writing speech in prose, a new line should be started for a new speaker but lines should not be missed.
- Diagrams should be drawn in pencil.

### Mathematics

- Sharp pencils should be used with purple pens for editing.
- All work should have the short date underlined.
- Children should be taught to form their numerals correctly from Reception and will be corrected by all adults.
- The size of the squares in mathematics books develops as children move through the school. This ensures that children can be taught from the earliest point that we have 1 numeral per square.
- In Year 5 and Year 6 a margin should be drawn 3 squares in from the left side.

### Resources

In Reception we teach letter formation using the Read, Write Inc handwriting phrases in addition to the phonic letter sound lessons.

From Year 1, teaching staff follow the letterjoin modules for planning for their year group.

### Assessment

- Teachers mark handwriting in green pen to show the child how to improve and to indicate the elements that they have been successful with.
- Teachers assess handwriting as part of their overall assessment of a child's writing level.
- There are handwriting criteria within each curriculum year group objective that are assessed using INSIGHTS.

### Monitoring

The coordination and planning of the English curriculum are the responsibility of the subject leader, who would, as part of their responsibility, review handwriting and presentation. They would also;

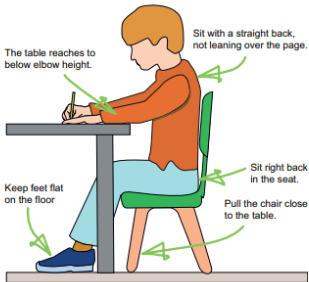
- support colleagues in their teaching, by keeping informed about current developments and by providing a strategic lead and direction;
- use specially allocated regular management time to review evidence of the children's work, and to observe English lessons across the school.

A named member of the school's Governing Body is briefed to oversee the teaching of English. These Governors meet regularly with the appropriate subject leaders to review progress.

## Comfortable Sitting Position and Correct Paper Position

### Right handed children

How to sit correctly to be comfortable for handwriting.

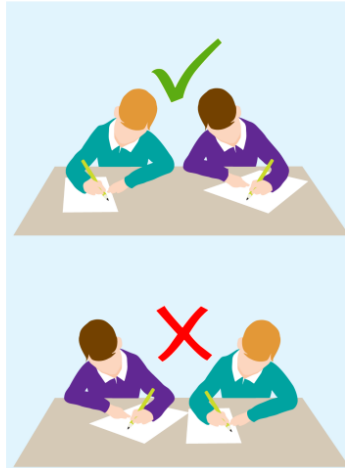


How to hold and position the paper.



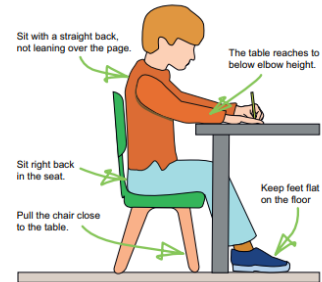
### Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



### Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



## Appendix 2 Gross and Fine motor skills to practice

Handwriting Warm-up Exercises

Letter-join 

### Gross Motor Skills (GMS)

#### Animal Actions

The following fun gross motor activities can help improve your pupils' core strength, control and endurance in preparation for handwriting.

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>COLIN THE CRAB SAYS: "WALK SIDWAYS."</p>  <p>Take side steps one way, then the other.</p>	<p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p>	<p>CORA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p>	<p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wriggle along the floor.</p>	<p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p>	<p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p>	<p>ENZO THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p>	<p>FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p>	<p>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p>

Handwriting Warm-up Exercises

Letter-join 

### Fine Motor Skills (FMS)

A selection of fine motor skills activities to use before each handwriting lesson.

#### Finger and Hand Exercises

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
<b>Finger Stretches</b>	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
<b>Play the Piano</b>	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
<b>Fishing Hooks</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Keep your knuckles straight and make a hook with your fingers. Hold, then straighten five times.
<b>Fireworks</b>	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
<b>Take a Bow</b>	Put your elbows on the table, keep your hands apart, squeeze your fingers together and point them to the sky. Bend your knuckles but keep your fingers straight so your fingers bow to each other. Repeat 5 times.

#### Pencil Activities

Practise holding your pencil correctly by using our tripod grip rhyme (see page 8).

*Point away the pencil,  
Pinch it near the tip,  
Lift it off the table,  
Spin it round and grip.*



Action	Description
<b>Quack, Quack Fingers</b>	Start your warm up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
<b>Roly-poly Pencil</b>	Lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
<b>Crawling Caterpillar</b>	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
<b>Helicopter Twirls</b>	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.
<i>Now you are ready for handwriting!</i>	



## Appendix 3 Read Write Inc Letter Formation

### Around Letters



#### 'Around' letters

Checklist: caterpillar

- start at the caterpillar's head
- curl around the body



Checklist: girl

- start at her hair bobble on top of her head
- draw a nice round face
- go back up to her bobble
- down her very straight hair
- draw a round curl to finish



Checklist: apple

- start at the stalk
- draw a nice round apple
- go back up to the stalk, then down
- curl the leaf at the bottom



Checklist: queen

- start at her hair bobble on top of her head
- draw a nice round face
- go back up to her bobble
- down her very straight hair
- add a sharp flick to finish



Checklist: orange

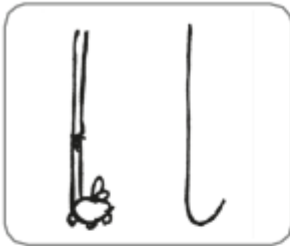
- start at the stalk
- draw a nice round orange



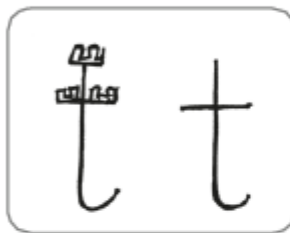
Checklist: dinosaur

- draw a big round bottom
- up the tall neck
- down the straight line to the feet
- draw a curl for the feet

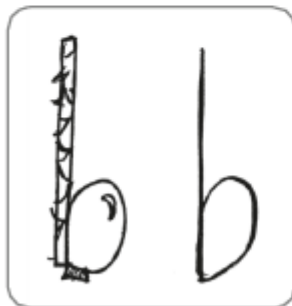
'Down' letters



- Checklist: Liam's leg
- start at the top of his leg
  - go down his long leg
  - add a curl for the shoe to kick the ball



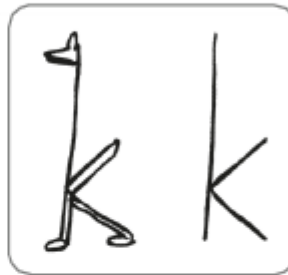
- Checklist: tower
- start at the top of the tower
  - draw a straight line down the tower
  - add a curl at the bottom - then lift the pencil off the page
  - draw a straight line across the tower



- Checklist: boot
- start at the top of the boot
  - draw a straight line down the boot
  - go round over the toe ✓ go back to the heel



- Checklist: Polly Pirate
- start at the top of her plait
  - draw down her long straight plait
  - go round over her face
  - finish under her chin



- Checklist: kangaroo
- start at the kangaroo's head
  - draw down the long straight body - then lift the pencil off the page
  - draw a straight tail to the body - two-thirds of the way down
  - draw a straight back leg from the body



- Checklist: horse
- start at the horse's head
  - draw down her long straight neck
  - continue down to her feet
  - go round her back
  - draw a straight back leg
  - add a little curl of dust as the horse runs away



**Checklist: insect**

- start at the top of the insect's neck
- draw down the short straight body
- draw a curl for a small round tail ✓ add a little dot for the head



**Checklist: Nobby and his net**

- start at Nobby's head
- go straight down Nobby
- go over the net - from Nobby's waist
- check the net is the same height as Nobby
- add a small curl for the grass



**Checklist: jack-in-a-box**

- start at the top of the jack-in-a-box's neck
- draw down the long straight body
- draw a smooth curl for the legs
- add a dot for the head



**Checklist: robot**

- start at the robot's head
- go straight down its body
- go over the robot's arm - from its waist



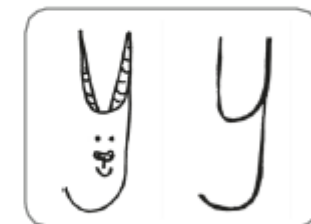
**Checklist: umbrella**

- start at the top of the handle
- draw down the straight line for the handle
- go round underneath the umbrella and back up the other side
- go down the umbrella
- add a little curl for the puddle



**Checklist: Maisie and the mountains**

- start at Maisie's head
- draw a straight body for Maisie
- go over the mountains - from Maisie's waist
- check the mountains are the same height as Maisie
- add a small curl for the grass



**Checklist: yak**

- start at the top of the first horn
- draw down the straight line for the first horn
- go round underneath the horns
- draw a straight line up for the second horn
- go down and curl under its head

### 'Curly' letters



#### Checklist: egg

- draw up around the shell that needs to be cut off the boiled egg
- go round underneath the egg



#### Checklist: flower

- start at the top of the flower
- draw around and down the flower stem - then lift the pencil off the page
- draw a straight line across the leaves



#### Checklist: snake

- start at the snake's head
- curl one way
- curl the other

### Zigzag' letters



#### Checklist: vulture

- draw two straight lines for the wings - down, up



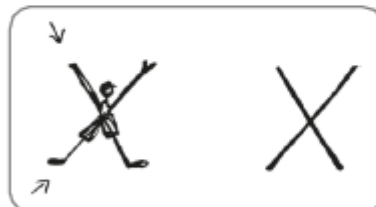
#### Checklist: worm

- draw four straight lines, all the same length - down, up, down, up



#### Checklist: zigzag

- draw three straight lines - across, diagonally back, across



#### Checklist: exercise

- start at the top left
- draw one straight line diagonally down - lift the pencil off the page
- start at the bottom left
- go diagonally up

Cursive Lower Case Letters



Capital Letters


A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z

Letter-join  Joined-up handwriting made easy – [www.letterjoin.co.uk](http://www.letterjoin.co.uk)

## Number Formation Activity

Can you trace the numbers?

0 0 0 0 0 0 0 0 0 0

1 1 1 1 1 1 1 1 1 1

2 2 2 2 2 2 2 2 2 2

3 3 3 3 3 3 3 3 3 3

4 4 4 4 4 4 4 4 4 4

5 5 5 5 5 5 5 5 5 5

6 6 6 6 6 6 6 6 6 6

7 7 7 7 7 7 7 7 7 7

8 8 8 8 8 8 8 8 8 8

9 9 9 9 9 9 9 9 9 9

## Appendix 7 Sequence of learning

### Reception

Autumn 1	Spring 1	Summer 1
<p>The children will be taught the 26 letters using RWI speed sounds.</p> <p>Develop large muscles necessary for writing through waving flags, streamers, paint and mark making.</p> <p>Use one-handed tools such as scissors.</p> <p>Use a comfortable grip with pens and pencils.</p> <p>Show a preference for a dominant hand.</p> <p>Write some letters accurately.</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> <li>• Around letters c a o d g q</li> <li>• Curly letters e f s</li> <li>• Zigzag letters v w x z</li> <li>•</li> </ul> <p>Learn the numbers 0-9</p> <p>Practice formation of 0 6 8 9</p> <p>Develop good posture when sitting at a table.</p> <p>Hold a pencil using the tripod grip.</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> <li>• Around letters c a o d g q</li> <li>• Curly letters e f s</li> <li>• Zigzag letters v w x z</li> <li>•</li> </ul> <p>Learn the numbers 0-9</p> <p>Practice formation of 0 6 8 9</p> <p>Learn the Capital letters for the above letters</p>
Autumn 2	Spring 2	Summer 2
<p>The children will be taught the 26 letters using handwriting RWI phrases.</p> <p>Develop small motor skills to use tools effectively.</p> <p>Develop core muscle strength.</p> <p>Taught the tripod grip.</p> <p>Learn numbers 0-5</p>	<p>The children will revisit:</p> <ul style="list-style-type: none"> <li>• Down letters</li> <li>• L t b p k h j m n r u k</li> <li>•</li> </ul> <p>Focus on the numbers 2 3 1 4 7</p> <p>Learn capital letters for above letters.</p> <p>Develop good posture when sitting at a table.</p> <p>Hold a pencil using the tripod grip.</p>	<p>Write all letters correctly formed.</p> <p>Hold a pencil effectively with the tripod grip in preparation for a fluent writing.</p> <p>Use core muscle strength to achieve good posture sitting at a table.</p>

### Year 1 Letter join print to cursive module 2 adapted

Autumn 1	Spring 1	Summer 1
<p>Hold a pencil effectively with the tripod grip in preparation for a fluent writing.</p> <p>Use core muscle strength to achieve good posture sitting at a table.</p> <p>Revisit formation in print of all letters and numbers.</p> <ul style="list-style-type: none"> <li>• Around letters c a o d g q</li> <li>• Curly letters e f s</li> <li>• Zigzag letters v w x z</li> <li>• Down letters l t b p k h j m n r u k</li> <li>• 0-9</li> <li>• Learn about handwriting families</li> </ul>	<p>Introduce cursive letters</p> <ul style="list-style-type: none"> <li>• Around letters c a o d g q</li> </ul> <p>Teach Capital letters alongside cursive letter.</p> <p>Revisit cursive letters: Down letters l t b p k h j m</p> <p>Focus on number formation of 2 4 6 8</p>	<p>Revisit all letters in their handwriting families and be using this letter formation in their independent writing.</p> <p>Focus on number formation of 2 4 6 8</p>



Autumn 2	Spring 2	Summer 2
<p>Introduce pre-cursive patterns and cursive letters</p> <ul style="list-style-type: none"> <li>Down letters l t b p k h j m n r u k</li> <li></li> </ul> <p>Continue teaching curly and around print letters.</p> <p>Teach Capital letters alongside cursive letter.</p> <p>Focus on number formation of 5 8 9 3</p>	<p>Introduce cursive letters</p> <ul style="list-style-type: none"> <li>Curly letters e f s</li> <li>Zigzag letters v w x z</li> </ul> <p>Teach Capital letters alongside cursive letter.</p> <p>Revisit cursive letters:</p> <ul style="list-style-type: none"> <li>Down letters l t b p k h j m</li> <li>Around letters c a o d g q</li> </ul> <p>Focus on number formation of 5 8 9 3</p>	<p>Revisit all letters in their handwriting families and be using this letter formation in their independent writing.</p> <p>Practice the common exception words for Year 1</p> <p>Ensure number formation is 1 numeral per square of the mathematics book.</p>

### Year 2 Letterjoin module 3

Autumn 1	Spring 1	Summer 1
<p>Ensure that children are sat comfortably at a table holding the pencil correctly.</p> <p>Revisit cursive letter formation using easy letters and easy words.</p> <p>Revisit harder letters.</p> <p>Revisit curly caterpillar letters and one-armed robot letters.</p> <p>Revisit zig-zag letters, letter families and high frequency words.</p> <p>Ensure that letters are of the correct size in relation to each other.</p>	<p>Revisit the diagonal and horizontal join.</p> <p>Focus on the letter w, s, z and joining to and from this letter</p> <p>Use dictation exercise and high frequency words to embed the joining of letters.</p> <p>Link the teaching of joining with spelling new words.</p>	<p>Reinforce the phonic sounds of set 3 RWI as joins:</p> <ul style="list-style-type: none"> <li>long a</li> <li>long e</li> <li>long i</li> <li>Long o</li> <li>Long u</li> </ul> <p>Revisit punctuation marks and how to form these.</p> <p>Use of dictation sentences to reinforce joining patterns in common exception words.</p> <p>Ensure capital letters are of the correct size and orientation.</p>
Autumn 2	Spring 2	Summer 2
<p>Introduce the diagonal and horizontal join.</p> <p>Focus on the letter f, k, b, d, and joining to and from this letter.</p> <p>Write words and sentences using the joins and letters.</p>	<p>Revisit the correct orientation of numbers 0-9 and the symbols +, -, x, =</p> <p>Use dictation sentences to reinforce the learning of Year 2 common exception</p>	<p>Ensure that the children can transfer their cursive writing from handwriting books to all areas of their written work.</p>

Teach the spacing between words to reflect the size of the child's writing.	words alongside new spelling patterns.	
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#### Year 3 and Year 4 Letterjoin module 4

Autumn 1	Spring 1	Summer 1
<p>Ensure that children are sat comfortably at a table holding the pencil correctly.</p> <p>Revisit the correct formation of each letter in the cursive style ensuring lead ins.</p> <p>Teach double letters: bb, cc, dd</p> <p>Handwriting will also be linked to spelling patterns throughout the year.</p>	<p>Teach double letters: ll, mm, nn, oo, pp,</p> <p>Use these letter joins alongside previous learning in dictation sentences.</p> <p>Know how to use print letters when labelling a diagram.</p> <p>Use spelling of root words to generate words to practice their handwriting.</p>	<p>Through dictation sentences and spelling pattern formation reinforce the expectation that all writing is cursive.</p> <p>Ensure the downstrokes of letters are parallel and equidistant.</p> <p>Ensure that ascenders and descenders of letters do not touch by spacing letters carefully.</p> <p>Increase the fluency of their writing.</p>
Autumn 2	Spring 2	Summer 2
<p>Teach double letters: ee, ff, gg</p> <p>Teach irregular verbs</p> <p>Teach ascenders</p> <p>Revisit number formation and operations</p> <p>Revisit the diagonal and horizontal joins.</p>	<p>Teach double letters: rr, ss, tt, zz</p> <p>Use these letter joins alongside previous learning in dictation sentences.</p>	<p>Ensure that the children can transfer their cursive writing from handwriting books to all areas of their written work.</p>

#### Year 5 and Year 6 Letterjoin module 6 and 7

Autumn 1	Spring 1	Summer 1
<p>Ensure that children are sat comfortably at a table holding the pencil correctly.</p> <p>Handwriting will also be linked to spelling and grammatical patterns throughout the year.</p> <p>Revisit the correct formation of each letter in the cursive style ensuring lead ins and horizontal and vertical joins.</p> <p>Share with children the standard of handwriting required for the End of Key Stage.</p>	<p>Children should be developing their own style of writing within the cursive style that is fluent and ensures an increasing speed.</p> <p>Know that a draft piece of writing and best piece of writing will have slight differences in the style but both must be legible and fluent.</p>	

Autumn 2	Spring 2	Summer 2
Children should be taught to choose the correct writing implement that is best suited to the task.		