



Presentation and Handwriting Guidance

At Parklands Primary School we believe that neat, well-formed handwriting and presentation of written work helps to raise standards as the pupils take pride in and have a sense of ownership of their work. As a school, we are adopting the Letter-Join style of joined handwriting as we feel this will ensure there is continuity across school and aligns with the RWI phonics scheme.

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Through effective teaching, joined handwriting can be mastered by most pupils by the end of Year 2, enabling them, with practise, to go on to develop a faster and more mature hand. Handwriting is a fine motor movement skill and children need to practise handwriting movements correctly and often.

The first handwriting lessons in Foundation Stage are vital and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning and secure the correct tripod pencil grip. We do not introduce cursive letters in Reception. We follow the sequence set out in the RWI Phonics scheme.

Aims

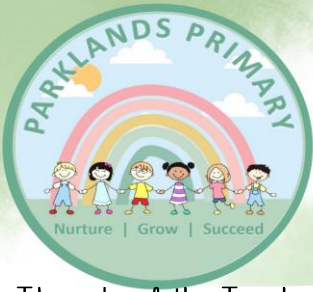
- To raise standards in writing across the school by ensuring a clearly structured, taught progression in handwriting and presentation skills.
- To raise expectations of children's and adult's handwriting and presentation skills.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- For pupils to achieve a neat, legible style with correctly formed letters which are joined for the vast majority of children by the time they leave Yr2.
- To develop flow and speed, so that eventually they can produce the letters automatically in their independent writing.
- 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.

Strategy for Implementation - Handwriting

Handwriting is taught regularly in every class through short, focused sessions using the Letter-Join scheme. The teaching of handwriting may be undertaken as a discrete session, although shared and guided writing also provides additional opportunities for the modelling and monitoring of handwriting. However, handwriting is a cross curricular task and will be taken into consideration during all lessons.

Teaching and Learning

Handwriting is a skill that needs to be taught explicitly. Since handwriting is essentially a fine motor movement skill, correct modelling of the agreed style by the teacher and support staff is very important. Children will use a variety of mark making tools but when formal handwriting lessons take place handwriting pencils will be used. Consistency in the attitudes displayed, the methods employed, and the models provided are key to effective learning.



The role of the Teacher and Support Staff

- To follow the school Presentation and Handwriting Guidance 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.
- To correct letter / number formation as early as possible to prevent poor handwriting habits becoming embedded. (All members of staff, including learning assistants, supply teachers and children are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example).

Continuity and Progression

- Appendix 1 - Correct posture and grip
- Appendix 2 - Print Letter formation
- Appendix 3 - Capital Letter formation
- Appendix 4 - Cursive letter formation

Foundation Stage

- Short handwriting lesson will be taught on a daily basis using Letter-Join Module 1 in conjunction with RWI phonics scheme.
- The emphasis at this stage is with movement rather than neatness.
- 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.
- To aid movement, close attention is given to the tripod 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 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, including Dough Disco and pattern making activities, are used to help pupils develop writing-readiness.
- Tracing over /under patterns and shapes are an important stage of development.
- Children should also spend time making large marks and the sizes should decrease as they become more accurate with their mark making.
- A focus will be on writing their own full name.
- Letters should be formed correctly, and children should leave spaces between words, form capital letters and begin to use where appropriate.
- Children should also be taught to form numerals that are consistent in size and orientation.
- The focus is lowercase letter formation. We teach capital letters as and when they come up e.g. in names and titles of books.



Key Stage 1

- Teaching progresses from five short, to three longer lessons per week
- Lesson in Year 1 are taught daily from Letter-Join Module 2 Print to Cursive .
- In Year 2 are taught from Letter-Join Module 3 - Starting Cursive. At the beginning of the year children may benefit from daily shorter lessons transitioning to 3 longer lesson by the Summer term of Year 2.
- Building on the Foundation Stage, pupils at Key Stage 1 develop a legible style and begin to learn pre-cursive letters in Year 1 during the Summer term and then how to join their letters in Year 2.
- This is dependent on the physical ability not age of the child. This is normally achieved in KS1 by developing a comfortable and efficient tripod pencil grip and by practising handwriting in conjunction with spelling and independent writing.
- Teachers are mindful of end of Key Stage expectations if additional support via interventions is needed.
- If the child would benefit from making large marks, tracing over, copying under and pattern making then provision must be made for this.
- Correct letter orientation, formation and proportion are taught in line with the Letter-Join scheme
- Children will write legibly using upper and lower-case letters with correct orientation. Letters should sit on the baseline and be consistent in size with ascenders and descenders that are the correct length and formation.
- Children should continue to leave spaces between words, form capital letters and use them where appropriate.
- They should also be able to form numerals that are consistent in size and sit on the base line.
- Children will improve the speed of writing and begin to write automatically thus promoting creativity in their independent writing.

Key Stage 2

- Handwriting lessons will continue twice a week in Key Stage 2. Year 3 children may benefit from 3 shorter session at the beginning of the year transitioning to 2 longer sessions by the end so the year.
 - Children are expected to write in the Letter-Join style of joined handwriting in all subjects.
 - Letter-Join - Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson.
 - This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.
 - 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.
 - Letter -Join Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency.
 - This module aims to promote meaningful links with other subjects such as English, Maths, Science, Geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.
- Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.



- Letter-Join Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.
- In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-Join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.
- Letter-Join Module 7, Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. By the end of this module, 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

Strategy for Implementation

Presentation It is essential that all children should have pride in their work and that it is set out well.

- Children will write the short date at the beginning new work on a new page each lesson. Teacher's comments or symbols will be in line with the schools marking policy.
- Erasers will not be used by children - children should draw a line through the mistake with a ruler. Adults should avoid using erasers as much as possible.
- In KS2 when children are doing an extended piece of writing they are to write on alternate lines, leaving room for editing.
- Criteria for presentation of work will be discussed with the children prior to commencement of work.
- Any pictures should be coloured in pencil crayons. Felt pens should not be used in exercise books.
- Rulers will always be used where children need to draw lines.
- Children will be reminded to take care of their book and present their work neatly.
- Work glued in must be done so neatly, ensuring that it is firmly attached to the page.

Resources

- To aid pupils' handwriting we have purchased a site licence for Letter-Join and for the handwriting font. This is loaded on to all computers in the school. These resources can also be used on interactive whiteboards to model letter formation.
- Children in KS1 will use exercise books with handwriting lines to aid them with correct letter sizing and keep them mindful of the ascenders and descenders.
- Certificates are provided in the Letter-Join Scheme and can be presented to pupils at the teacher's discretion for those children showing progress or achievement in their handwriting.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and a specific individual or group programme is drawn up in consultation with the SENDCo e.g. Write from the Start. thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems with writing alongside other activities to develop their fine motor skills e.g. Clever Fingers. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision. (See Appendix 2)

The Learning Environment



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A dedicated writing area is established in the Foundation Stage area so that writing resources are centrally displayed. Writing areas/boxes are equipped with a range of writing implements and materials.

Throughout both key stages teachers display both handwritten and word-processed work to give a high profile to developing a neat, legible cursive style.

Monitoring and Evaluation

This will be undertaken by the class teacher and will also be assessed as part of each term's independent writing assessments. When undertaking work scrutiny subject leaders will monitor all subjects for neat presentation and legible, accurately formed handwriting. The Writing Lead will monitor that handwriting is taught, practised and modelled throughout the school.

Reviewed date: Oct 2025

Reviewed by: Sarah Jimenez-Novoa Writing Lead

Next Review date: Oct 2026

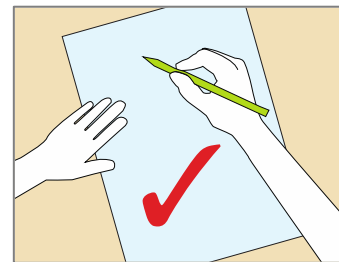
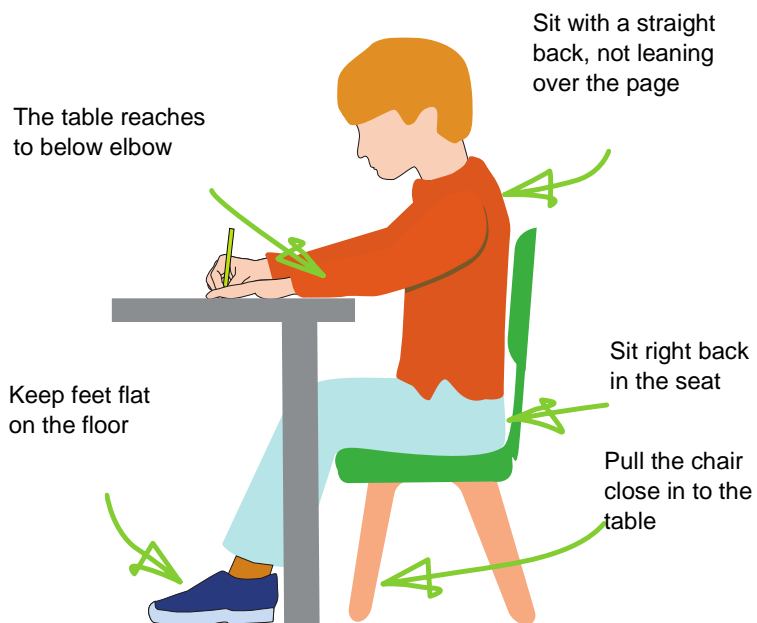


Appendix I

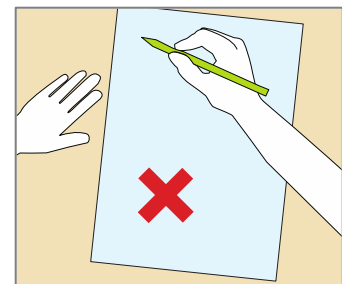
Correct posture and pencil grip for handwriting

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

SITTING POSITION



Paper position for right-handed children.

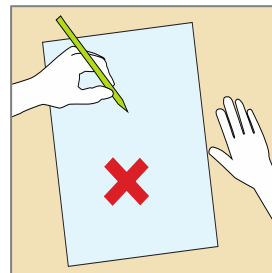
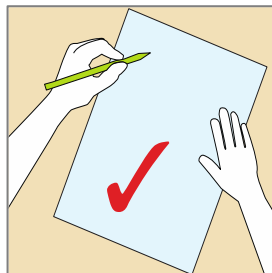
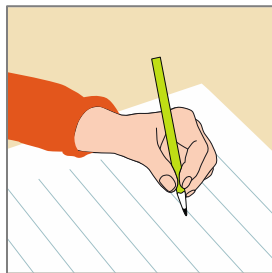
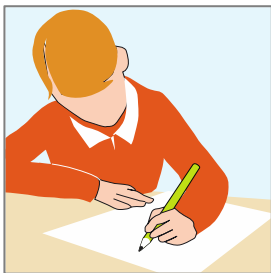




LEFT-HANDED CHILDREN

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

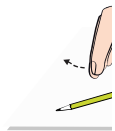


Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Appendix 2

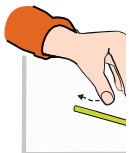
Printed Lower Case Letters

Right-ha



Point away

Left-han



Point away





Appendix 3

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



Appendix 4

Verbal path for cursive letters with lead-in lines

Letter-join

a	Start on the line, go round in a curve, back down, up down and hook.
b	Start on the line, go right to the top, back down, up and over, join up and hook.
c	Start on the line, go round in a curve, back down, around and hook.
d	Start on the line, go round in a curve, back round, up to the top, back down and hook.
e	Start on the line, go up in a loop, back down and around and hook.
f	Start on the line, go nearly to the top, loop round, back down, loop round to join and hook.
g	Start on the line, go round in a curve, back round, up, down under, loop and hook.
h	Start on the line, go right to the top, back down, up and over and hook.
i	Start on the line, go up down, hook, and dot.
j	Start on the line, go up down and under, loop, hook, and dot.
k	Start on the line, go right to the top, back down, curve up, curve down and hook.
l	Start on the line, go right to the top, all the way back down and hook.
m	Start on the line, go up, down, up and over, up and over and hook.
n	Start on the line, go up, down, up and over and hook.
o	Start on the line, go round in a curve, back all the way round, and hook.
p	Start on the line, go up, down under, back up and over, join up and hook.
q	Start on the line, go round in a curve, back round, up, down under and hook.
r	Start on the line, go up, down, up, a little way over and hook.
s	Start on the line, go round in a curve, back round, curve back and hook.
t	Start on the line, go nearly to the top, back down, hook, and then the stroke.
u	Start on the line, go up, down and round, up again, down and hook.
v	Start on the line, go up, down, up and hook.
w	Start on the line, go up, down, up, down, up and hook.
x	Start on the line, go up, slope down, hook, and lift. Go to the top, slope back down.
y	Start on the line, go up, down and round, up, down, loop and hook.
z	Start on the line, go up, across, slope down, across and hook.