



**Deanery C.E. Primary School**  
**Academy Status**

# **Handwriting and Presentation of Work Policy**

**October 2024**

**The Deanery School Christian Ethos**  
Our School Motto – ‘Ad Majorem Dei Gloriam’  
Translated this simply means ‘To the Greater Glory of God’.

**Vision**

We believe that everything we do is a faithful response to God’s faithfulness, shown to us through Jesus Christ. Our vision is to reflect God’s Glory in every season of life, in all aspects, from the little things, to the big.

**Beliefs and Values**

We believe that God’s heart is for his children to thrive in a happy, secure, and caring environment at the Deanery. It is an essential part of our Christian ethos that we thank God for how he has demonstrated peace, love, faith, joy, grace and hope to us. We seek to reflect these core values throughout all areas of life in the school. We believe that education, strengthened by our faith, is the vehicle with which children can achieve their full potential.

**School Culture**

At the Deanery we aim to provide opportunities and experiences for everyone to learn and develop their social, creative and academic skills within a motivating and stimulating environment.

We aim to:

- Foster an environment that is enriched spiritually, morally, ethically and socially through the Christian faith.
- Value each child as unique, regardless of faith, ability, gender or ethnicity.
- Nurture children to be polite, respectful and considerate towards one another.
- Offer a range of opportunities and experiences to develop their confidence, self-esteem and independence.
- Encourage each child to fulfil their potential within all areas of the curriculum.
- Promote knowledge and understanding through a secure, stimulating and enriched environment.
- Create a broad educational experience that is enriched both morally and spiritually through partnership with staff, governors, parents, the local community, parishes of the Deanery and Birmingham Diocese.
- Enable each child to value themselves and have aspirations for the future.
- Recognise everyone’s place in the wider community.

# Policy for Presentation of Work

## Rationale

The purpose of this policy is to set out a whole school approach to presentation and the teaching of handwriting. It is important for children to write in a clear, legible way and to present their work so that it is easily understood by the reader.

This document provides guidance for all staff, new and experienced and it will underpin the continued development of the academy as a learning community.

## Aims

- To raise standards in writing across the school.
- To have a consistent approach to handwriting and presentation across Early Years, Key Stage One and Key Stage Two. To follow a structured programme to enable handwriting to be clear and legible.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources. (It is therefore an expectation for the writing of staff to be at the expected standard).

## **For pupils to:**

- Achieve a neat, legible style with correctly formed letters in the adopted joined handwriting style.
- Develop flow and speed whilst writing, so that eventually the children are able to write fluently and with confidence.

## **Practice and Procedures for Presentation**

### **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 that promotes good handwriting.
- To observe pupils, monitor progress and determine targets for development during the lesson time.

### **Continuity and Progression**

Formal handwriting is taught through the use of Little Wandle (Rec, Y1 and Y2) and the Nelson scheme (Y3-6) which deliver the key aims of the National Curriculum, through their careful progression in handwriting skills.

### **Early Years Foundation Stage**

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.

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 should correct letter formation and pencil grip and 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.

### **Key Stage One**

Building on the Foundation Stage, pupils at Key Stage One develop a legible style and begin to use fully joined handwriting in Year 2 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

At the end of Key Stage One, in order to meet the expected National standard, pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

### **Key Stage Two**

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

- Children will have regular handwriting sessions using appropriate prepared resources, in the agreed handwriting style. Handwriting should follow the agreed handwriting scheme is expected to be used by pupils in all books and across all lessons.
- Children will write with pencils until the start of the Spring term in Y4 , every child will then be given a handwriting pen to use although they may continue writing in pencil if they are more comfortable
- Children will use a pen to complete the majority of class work, where appropriate using a fully joined style.
- Pencils will be used in all mathematics work and for drawing and completion of diagrams in science.
- All children in Key Stage Two will use the agreed joined handwriting style in all lessons.

At the end of Key Stage Two, in order to meet the expected National standard, pupils should be taught to write legibly, fluently and with increasing speed by:

- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task.

### **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 Inclusion Manager. Thicker triangular pencils, pencil grips and wider lines will be used by children experiencing problems writing alongside other activities to develop their fine motor skills.

All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child, so that they are not competing for space;
- extra practise with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

### **The role of parents and carers**

The Foundation Stage teachers play an important role in communicating this at an early stage, for example, to ensure that parents are informed and encouraged to offer good models to their pupils by using only capital letters for the beginning of their names, practising drawing patterns together, playing joining up games which encourage left to right directionality.

All members of staff (including teaching assistants, supply teachers, students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example.

### **Presentation Guidance**

#### ***Children's work book covers should indicate:***

- Child's full name
- Class
- Children should not write on the covers of their books
- Details should be written neatly in black 'Sharpie' pen only

The following format should be encouraged throughout the school and children should be taught the format as soon as they are able to produce it independently. The aim would be for the majority of children to achieve this presentation format by Year 2.

#### ***Exercise Books***

Work should be presented as laid out on the illustrated examples:

- Appendix 1 ~ lined pages in exercise books
- Appendix 2 ~ square pages in mathematics exercise books
- Plain pages ~ the date and headings should be the same as for lined paper.
- A piece of work should be ruled off and the next piece of work continued underneath when there is a reasonable space remaining. The ruler line should be on the next line under the writing or figures.

#### **Date of work in books:**

- Full written date in all books except mathematics when the number date format will be used.
- Date is written on the top line and left aligned.

#### **Title of work in books:**

- Titles or learning focus should be written in all books for each piece of work, underlined with a ruler and left aligned. Titles can be a generic for the whole class.
- For younger children, teachers are encouraged to work towards this standard as soon as children are able.

**Underlining:**

- When underlining a ruler should be used at all times.

**Handwriting:**

- Little Wandle letter formation to be taught and modelled in EYFS/KS1 (Appendix 3)
- In EYFS a “preparation” for handwriting approach is taken with a range of activities related to art and P.E.
- KS2 staff to teach from the Nelson scheme (Appendix 4)
- The joined font should be on display in the classroom. Teachers will model and teach letter formation as part of phonics lessons.
- From Reception onwards the scheme gives clear and specific guidance about letter formation, letter joining, and advice for left-handed writers.
- All children should write in pencil in their books until the start of the Spring term in Y4. Every child will then be given a handwriting pen to use although they may continue writing in pencil if they are more comfortable.
- Children will be given a handwriting pen for use in their own work in school, except for mathematics where all work must be completed in pencil.
- Children are to write in blue ink only.

**General presentation:**

- Children should use coloured pencils when illustrating work in books.
- Teachers should encourage a good and high standard of presentation in all work across all subjects.
  - children should not be using erasers if they make an error but should put a ruled line through their mistake. This is also in line with SATs guidance.
  - **no** ink erasers may be used.

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

- Full date (for English) and number date (for mathematics) underneath, both left aligned.

**Title of work:**

- Centre aligned and underlined.

**Font:**

- For computer generated resources and flipcharts Sassoon Primary Infant Set 6 should be used if available
- Sassoon Primary

**Handwriting:**

- Teachers should **model the agreed joined handwriting style** whenever they are writing for the class.

As soon as the children become proficient in their handwriting and presentation skills they should be taught and encouraged to follow the school policy.

**Handwriting Tools**

Pencils ~	HB lead (not less than 8 cm in length)
Fountain pen ~	Blue, washable ink with medium sized nib
Roller ball ink pen ~	Blue ink

'Handwriting' pen ~ Blue ink e.g. Berol  
Pencil Crayons ~ Use when directed only  
Felt Pens ~ Use when directed only  
Ruler  
NO BIROS OR DIFFERENT COLOURED INK

### **Use of Handwriting Tools**

#### *Exercise Books*

Nursery & Reception ~ 'Chunky' pencils moving to normal sized pencils when appropriate for the child  
Year 1 – Year 3 ~ Pencil, some children may use chunky or triangular pencils to help with fine motor skills if it is thought necessary  
Year 4 ~ Pencil and then children transfer to blue ink pen at the beginning of the Spring term)  
Year 5 – Year 6 ~ Blue Ink Pen  
Pencil crayons for colouring  
Rulers should be used for drawing all lines  
Children should not be using erasers if they make an error but should put a ruled line through their mistake. This is also in line with SATs guidance.

#### *Mathematics*

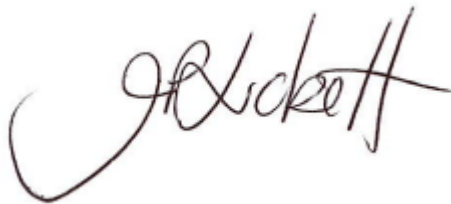
All years should work in pencil

FELT PENS SHOULD NOT BE USED in books - art work or display only (as directed by the teacher)  
INK ERASERS, TIPPEX etc. SHOULD NOT BE USED

Policy reviewed by Anita Morris

October 2024

Agreed and accepted by Jayne Lockett

A handwritten signature in black ink, appearing to read 'J Lockett', written in a cursive style.

Signed

Dated 16/10/24

Presented to the Governing Body

## Appendix 1

Appendix 1.

Tuesday 17<sup>th</sup> August 2021

ed ed ed ed

Obj: To understand the role of elections in a democracy. (PSHE, Hist) ✓✓

### Elections and Voting

General elections are held at ~~test~~ least once every five years. The Prime Minister decides on the date of the election. He chooses a time when his party has a good chance of winning.

Nearly all adults (over the age of 18) who are British Citizens can vote.

✓✓ You have achieved your obj.	<input type="checkbox"/>
✓ You're working towards your obj.	<input checked="" type="checkbox"/>
✓ You've not yet achieved your obj.	<input type="checkbox"/>

Do you think voting should be compulsory?

## Appendix 2

8.4 2 2

S.O.

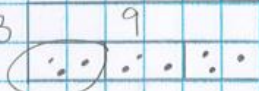

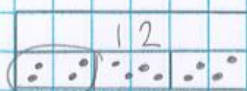

- 1  $5 = 17 - 12$  ✓
- 2  $3 + 4 + 8 = 14 + 15$
- 3  $16 < 30$
- 4 half past 7 ✓
- 5  $24 \div 3 = 8$  ✓
- 6  $15 = 3 \times 5$
- 7  $201 > 102$
8. quarter to 4 ✓

Obj: To find fractions of amounts. ✓

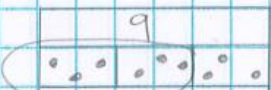
✓✓ You have achieved your obj.

✓ You're working towards your obj.

✓ You've not yet achieved your obj.

- 1  $\frac{1}{3}$  of 9 = 3  ✓
- 2  $\frac{1}{3}$  of 15 = 5  ✓
- 3  $\frac{1}{3}$  of 12 = 4  ✓
- 4  $\frac{2}{3}$  of 18 = 6 x  Remember to check the numerator.













SA: Using bar models has helped me find the fractions.

Find  $\frac{2}{3}$  of 9  = 6 ✓















## Appendix 3

### Phase 2 grapheme information sheet










Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out <b>ssssss</b>	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth <b>iii</b>	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the <b>nnnnn</b> sound <b>nnnnn</b>	Down, up and over the net.
 m	 mouse	Put your lips together and make the <b>mmmmm</b> sound <b>mmmmm</b>	Down, up and over the mouse's ears.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and curl down its trunk.















Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span style="font-size: 2em; vertical-align: middle;">u</span>	 umbrella	Open your mouth wide and say <b>u u u</b>	Down and around the umbrella, and back to the ground.
 <span style="font-size: 2em; vertical-align: middle;">r</span>	 rainbow	Show me your teeth to make a <b>rrrrr</b> sound <b>rrrrr rrrrr</b>	From the cloud to the ground and over the rainbow.
 <span style="font-size: 2em; vertical-align: middle;">h</span>	 helicopter	Open your mouth and breathe out sharply <b>h h h</b>	Down, up and over the helicopter.
 <span style="font-size: 2em; vertical-align: middle;">b</span>	 bear	Put your lips together and say <b>b</b> as you open them <b>b b b</b>	Down the bear's back, up and round its tummy.
 <span style="font-size: 2em; vertical-align: middle;">f</span>	 flamingo	Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound <b>fffff</b> <b>fffff</b>	Down the flamingo to its foot and across its wings.
 <span style="font-size: 2em; vertical-align: middle;">l</span>	 lollipop	Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press <b>lllll</b> <b>lllll</b>	Down the lollipop stick.















## Phase 2 grapheme information sheet

Autumn 2

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 <p>jellyfish</p>	Pucker your lips and show your teeth use your tongue as you say <b>j j j</b>	Down the jellyfish and dot its head.
	 <p>volcano</p>	Put your teeth against your bottom lip and make a buzzing <b>v v v v v v v v v v</b>	Down to the bottom of the volcano and back up to the top.
	 <p>wave</p>	Pucker your lips and keep them small as you say <b>w w w</b>	Down and up and down and up the waves.
	 <p>box</p>	Mouth open, then push the <b>cs/x</b> sound through as you close your mouth <b>cs cs cs (x x x)</b>	From the top, across the box to the bottom. From the top again across the box to the bottom.
	 <p>yo-yo</p>	Smile, tongue to the top of your mouth, say <b>y</b> without opening your mouth <b>yyy</b>	Down, around the yo-yo and curl round the string.
	 <p>zebra</p>	Show me your teeth and buzz the <b>z</b> sound <b>zzzzz zzzzz</b>	Across the top of the zebra's head, zig-zag down its neck and along.



Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase / Catchphrase
 qu qu	 queen	Pucker your mouth, then open it as you say <b>qu qu qu</b>	q Round the queen's face, down her robe and a flick at the end.  qu Quick, it's the queen!
 ch ch	 cherries	Pucker your lips and show your teeth; use your tongue as you say <b>ch ch ch</b>	ch Chew the cherries, children.
 sh sh	 shells	Pucker your lips and show your teeth; push the air out <b>shshshshsh shshshshsh</b>	sh Share the shells.
 th th	 thumb	<b>Voiced:</b> Tongue on your teeth, teeth almost closed to make a 'buzzing' <b>th th th</b> <b>Unvoiced:</b> Tongue on your teeth; push the air out <b>th th th</b>	th Thumbs up, we're having fun.
 ng ng	 ring	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ng ng ng</b>	ng Bling on a ring.
 nk nk	 pink panda	Open your mouth a bit and then use your tongue at the back of your mouth to say <b>ngk ngk ngk</b>	nk I think I am pink.

## Appendix 4

### Lower case letters

abcdefghijklmnopqrstuvwxyz

### The 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

### The Numerals

1 2 3 4 5 6 7 8 9 0

The break letters (letters that aren't joined **from**) are: *b g j p q x y z*

### The Four Joins

1. to letters without ascenders e.g. in, am, on
2. to letters with ascenders e.g. ab, ch, il
3. horizontal joins e.g. o a, wo, og, wi
4. horizontal joins to letters with ascenders e.g. wh, ob, al

Children must be taught individual letters first so that they see them as individual units **before** learning to join.

Teachers should teach this style drawing from the Nelson scheme where possible and addressing issues from assessment and observation.

abcdefghijklmnopqrstuvwxyz

## PARENTS' LEAFLET – HANDWRITING – KS1 AND KS2

Many parents are keen to encourage their children to develop neat and legible handwriting. We have produced this short leaflet to explain the handwriting style that we teach.

What are we aiming for?

**We aim for each child to develop their own legible style of joined handwriting.**

Inevitably some will be neater than others, but each child can acquire a consistent, and fluent, style.

On arriving at Deanery Primary School handwriting varies greatly from child to child. Some already have a clear cursive style, and we will not ask the child to change it. The handwriting of other children is erratic, whilst some still print, eg: *The quick brown fox jumps over the lazy dog.*

We aim to develop their style to be clear, uniform and legible.

What style do we teach?

**We teach Nelson handwriting, a plain, modern style.**

In an ornate style children can find it difficult to join b, p, s, x and z neatly, whilst loops for g, j, y and f can become extravagant. This can result in the child's handwriting being difficult to read, and the child being disheartened.

We believe the Nelson style promotes the development of clear, legible writing.

The image shows two examples of handwriting practice. On the left is a worksheet titled 'EXTENSION' with the instruction: 'Use your dictionary to decide which is the correct homophone for each sentence. Copy the sentences into your book.' It contains three numbered sentences: 1. 'The gecko had a long (tail/tale).' with a green gecko illustration; 2. 'Hayley asked if the tortoise was for (sail/sale).'; 3. 'The man turned (pail/pale) as the snake slid towards him.' On the right is a poem: 'Thirty days hath September, April, June and November. All the rest have thirty-one. Except February alone, Which has twenty-eight days clear. And twenty-nine in each leap year.' Below the poem is a colorful illustration of children playing in a field.

**Good handwriting practice is encouraged in all written work.**

At Deanery Primary we believe legible and fluent handwriting is an essential and beneficial skill, even in the age of keyboards and text messaging!

## ***The joining sets***

### ***Set 1***

a c d e h i k l m n t u

*Twelve letters with exit flicks.*

### ***Set 2***

a c d e g i j m n o p q r s u v w x y

*Nineteen letters which start at the top of the x-height.*

### ***Set 3***

b f h k l t

*Six letters which start at the top of an ascender.*

### ***Set 4***

f o r v w

*Five letters which finish at the top of the x-height.*

### **The break letters**

b g j p q x y z

*Eight letters after which no join is made.*

*Joins are not made to or from the letter z.*

### **The joins**

*The first join 1 to 2*      in am

*The second join 1 to 3*    ab ch

*The third join 4 to 2*      oa wo

*The forth join 4 to 3*      wh ob

*The break letters*          bigger

### **The joined style**

The quick brown fox jumps over  
the lazy dog.