

**Diocese of Nottingham**  
**...working in partnership with**  
**The Our Lady of Lourdes Catholic Trust**

**St Philip Neri with St Bede Catholic Voluntary Academy**  
**Policy Document**



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**Handwriting & Presentation**

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<b>Written by:</b>	<b>Approved by:</b>	<b>Approval Date:</b>	<b>Review Date:</b>
D. Steele	LGB	September 2023	September 2024

## HANDWRITING & PRESENTATION POLICY

### Intent

At St. Philip Neri with St. Bede Catholic Primary Academy, it is our desire that this policy's purpose is to ensure consistently high standards of handwriting and presentation across the school, which all children and staff recognise, understand and follow. The expectations outlined in this Policy are intended to apply to the overwhelming majority of children in our school. However, we recognise that there will be occasions where staff will be required to personalise the expectations for some children, e.g. those with fine motor difficulties.

### Implementation

Staff will ensure that expectations of how work is to be presented is made clear for each subject. This will be actively modelled at the beginning of each academic year and then referred to frequently. Good presentation is rewarded with praise, Dojo points or receipt of the Certificates, which are presented in a Virtues Assembly.

### **Presentation in exercise books**

*For Key Stage 1 children, it is expected that:*

- All units of work and new topics begin with a Pre Learning task and end with a Post Learning task for English, Maths, Science, History, Geography and RE;
- Children will stick into relevant books the date, title and learning intention neatly. For children who cannot yet do this, adults will do this for them;
- Learning Intentions will nearly always begin with 'To know...';
- Any worksheets needed should be trimmed to size by adults so these fit neatly into books;
- Pupils' books should not contain loose sheets; these should be filed appropriately or pasted carefully into the relevant exercise book;
- Teachers will indicate whether children have met a given Intention using a Red, Amber or Green traffic light (*see Marking Policy*). This dot is placed at the end of the Learning Intention in pencil crayon;
- Teachers' comments are always written in Blue Ink; children will always respond using Purple Pen;
- Children self-assess their learning at the end of each lesson; this is recorded in exercise books with a 😊, 😐 or 😞;
- Adults indicate on each piece of work if the task has been completed Independently (I), with some support (S) or heavily supported (S+);
- All children are provided with their own pencil, pen, purple pen, ruler and rubber to allow for best presentation;
- Felt tip pens *must not* be used in books; instead, pencil crayons should be used for colouring in exercise books;
- Rubbers are used to erase small errors e.g. in Maths, but children need to be reminded that rubbing out a whole solution or paragraph will not only look a mess, but will result

in the teacher not being able to see what took place in the lesson and may look like no work was done;

- For bigger errors, children should draw a straight line through any incorrect work - they should not over-write;
- Children should be encouraged to take responsibility for their exercise books and Friday Challenge folders, keeping them neat, tidy and safe, returning them to where they are kept;
- No doodling or graffiti is acceptable in any school book except Reading Journals. Where children have doodled or graffitied in their books, they may be asked to purchase a new one;
- If appropriate in Maths books, pages can be divided in to two by folding the page vertically in half. Odd numbered questions are completed on the left, even number questions are completed on the right;
- Teachers are to mark using a good model of handwriting when making comments;
- When a second book is issued, adults will ensure a new sticker is placed on the cover, with the child's name written on this;
- Where children are using plain paper, they should be encouraged to use line guides as appropriate;
- In Mathematics, pupils using squared paper should be encouraged to write one digit in each square and set out calculations carefully to facilitate accuracy.

*For Key Stage 2 children, it is expected that:*

- All units of work and new topics begin with a Pre Learning task and end with a Post Learning task for English, Maths, Science, History, Geography and RE;
- Pupils write the date\* on the top line of a page in the top left hand corner, they miss a line then write the title in the centre of a page, then miss a further line and write the Learning Intention, starting from the margin;  
*\*Date written in long form for all subjects – i.e. Monday 25<sup>th</sup> July, 2022 except Maths, which is in short date form – i.e. 25.07.2022 and Roman Numerals from Year 4 – XXV.VII.MMXXII;*
- Learning Intentions will nearly always begin with 'To know...';
- Any worksheets should be trimmed to size by adults;
- Pupils' books should not contain loose sheets; these should be filed appropriately or pasted carefully into the relevant exercise book;
- Teachers will indicate whether children have met a given Intention using a Red, Amber or Green traffic light (see Marking Policy). This dot is placed at the end of the Learning Intention in pencil crayon;
- Teachers' comments are always written in Blue Ink; children will always respond using Purple Pen;
- Children self-assess their learning at the end of each lesson; this is recorded in exercise books with a 😊, 😐 or ☹;
- Children indicate on each piece of work if the task has been completed Independently (I), with some support (S) or heavily supported (S+);
- All children are provided with their own pencil, pen, purple pen, ruler, and rubber to allow for best presentation;

- Pupils use pencil until a pen licence is earned. Sharp pencils will need to be encouraged and always used in Maths books and for diagrams etc in other books;
- Felt tip pens *must not* be used in books; instead, pencil crayons should be used for colouring;
- Rubbers are used to erase small errors e.g. in Maths, but children need to be reminded that rubbing out a whole solution or paragraph will not only look a mess, but will result in the teacher not being able to see what took place in the lesson and may look like no work was done;
- For bigger errors, children should draw a straight line with a ruler through any incorrect work; they should not over-write;
- Children should take responsibility for their exercise books and Friday Challenge folders, keeping them neat, clean, tidy and safe, returning them to where they are kept;
- No doodling or graffiti is acceptable in any school book except Reading Journals. Where children have doodled or graffitied in their books, they may be asked to purchase a new one;
- Written work is completed in Extended Writing books with a line between writing so that editing can take place without the work getting squashed or written over;
- If appropriate in Maths books, pages can be divided in to two by folding the page vertically in half. Odd numbered questions are completed on the left, even number questions are completed on the right;
- Teachers are to mark using a good model of handwriting if comments are made;
- When a second book is issued, adults will ensure a new sticker is placed on the cover, with the child's name written on this;
- Where children are using plain paper, they should be encouraged to use line guides as appropriate;
- In Mathematics, pupils using squared paper should be encouraged to write one digit in each square and set out calculations carefully to facilitate accuracy.

### **Presentation within the School Environment**

Staff will be good role models for the children and will reinforce expectations. Teachers will outline expectations for ensuring the classroom is neat, tidy and organised.

*For all children, it is expected that:*

- shirts are tucked in and ties are worn straight and smartly;
- the appropriate PE kit is worn;
- individual trays are kept tidy and emptied regularly;
- tables and shared areas are left neat and tidy at the end of each day;
- cloakrooms are kept tidy and free of clutter. They should only contain essential school items such as book bags/school bags, lunchboxes, PE kits and coats;
- they eat carefully at dinner time and try not to spill or drop anything on the Dining Hall floor;
- they enter the school building sensibly and quietly, ready to learn. Adults will be in class or shared areas ready to receive the children;
- they move around school calmly and sensibly, showing respect for other classes or groups who are learning;

All adults and children are responsible for ensure the school environment is kept well-presented. It is everyone's responsibility to keep the Hall, Dining Hall, intervention spaces, corridors, library and all other shared spaces neat and tidy.

### **Classroom & Shared Space Displays**

Classroom and communal area displays serve two purposes: either they are to provide information or they are to celebrate work in order to motivate and inspire.

*Teachers are responsible for ensuring that:*

- each classroom contains a Working Wall for Maths and a Working Wall for English. Work on these displays should be well-presented and kept up-to-date to reflect current learning;
- each classroom's RE display is updated for each new Come & See topic. Each display should be contain the appropriate liturgical colour (either as backing paper or border paper). Each display should contain key vocabulary, key questions and children's written work;
- each classroom contains a Rainbow Grammar display with text that is large enough to be referred to by the children from their seats;
- their classroom contains an inviting reading area that is kept neat and tidy at all times;
- Topic (History and/or Geography) displays in communal areas are put up and completed by the end of the second week of each topic. These must contain a clear title, key vocabulary, key questions and examples of children's written work;
- Children should have access to key resources at all times – Maths toolboxes, mini-whiteboards and stationery items.

### **Handwriting**

The correct pencil grip will be taught from Nursery. In EYFS, children will be taught how to form both upper case and lower case letters correctly using a tripod grip; this is practised daily. In Key Stage 1, children are taught to handwrite from the line for each letter, using a non-cursive handwriting style but progressing to a continuous cursive style by the end of Year 2. This is practised daily. *(See Appendix 1: Handwriting letter formation progression)*

In lower Key Stage 2, children practise handwriting at least once a week. Here, they further develop joins using a continuous cursive handwriting style. For some children in Key Stage 2, they may require additional teaching to develop their own legible and fluent style of cursive writing. By upper Key Stage 2, it is expected that children join handwriting and are able to maintain legibility when writing at speed. Some pupils may continue to receive additional support to achieve this. In most classes, a daily handwriting session will take place immediately after lunchtime. *(See Appendix 1: Handwriting letter formation progression)*

At the start of every academic year, all children begin with pencil for writing. Typically from Year 3 upwards, they will work towards gaining a 'pen licence' which, when awarded, enables them to use a pen; this pen is provided by school.

## **Writing implements**

Initially in EYFS, children will be encouraged to 'write' using a wide range of implements. This leads towards the use of pencil in written work. As pupils progress into Key Stage 2, handwriting pens are introduced when children demonstrate the ability to write legibly with increasing speed and accuracy.

- Children should use pencil crayons when illustrating work in books;
- When children gain their 'pen licence', they should use the black ink handwriting pen provided by school. Children should not use biro.
- Felt tips and gel pens should never be used directly in exercise books or for display work;
- Rubbers are typically used to erase errors but in the event a child does not have access to one, a neat, straight line should be drawn through the error.
- Purple pencil is used in Year 1 to respond to feedback, self or peer edit or assess. From Year 2, purple pen is used;
- Tippex and correction pens must not be used by children;
- Children are not required to bring in pencil cases as all implements are provided by school.

## **Impact**

The impact of this Presentation Policy will be monitored by the Senior Leadership Team, Subject Leaders and link Governors on a regular basis through monitoring and evaluation activities, including:

- Work Scrutinies and Moderation;
- Lesson Visits and Learning Walks;
- Pupil Achievement Meetings with Class Teachers;
- Pupil interviews.

*THIS POLICY IS FOR ALL PUPILS, REGARDLESS OF RACE OR GENDER, ABILITY OR DISABILITY. HOWEVER, IT MAY BE REQUIRED OR NECESSARY FOR ELEMENTS OF THIS POLICY TO BE ADAPTED FOR CHILDREN WITH SEND.*

## HANDWRITING & PRESENTATION POLICY

### Appendix 1 - Handwriting Progression

In EYFS, the focus is on correctly identifying and forming the letters whilst holding the writing implement correctly and comfortably with the right amount of pressure. Teaching through the Early Years will allow children to progress through the [Five Developmental Stages](#) before they can successfully use a mature tripod grip. Typically, by the end of EYFS, most children achieve this aim and are ready for being introduced to a pre-cursive handwriting style.

At St. Philip Neri with St. Bede, we use [teachhandwriting.co.uk](http://teachhandwriting.co.uk) as the basis for the teaching of handwriting and follow the [Letter Version 4 cursive pathway for beginners](#).

To help children's acquisition of using this pre-cursive style, we group each letter into 'letter families' as below:

Curves to start	<i>c a d g q o e s</i>
Straight line	<i>i l t z</i>
Top exit	<i>r v w o</i>
Tunnel	<i>n m h b p u</i>
Hooks, Loops and Lines	<i>j y f k x</i>

Each letter family is then practised as outlined below until Year 2 Summer Term:

Curves to start	<i>c c c</i> <i>cc cc cc</i>
Curves to start	<i>a a a</i> <i>aa aa aa</i> <i>ca ca ca</i>
Curves to start	<i>d d d</i> <i>dd dd dd</i> <i>cad cad</i>
Curves to start	<i>g g g</i> <i>gg gg gg</i> <i>go go go</i>
Curves to start	<i>q q q</i> <i>qq qq qq</i>

Curves to start	<i>o o o</i> <i>oo oo oo</i> <i>do do do</i> <i>dog dog</i>
Curves to start	<i>e e e</i> <i>ee ee ee</i> <i>egg egg egg</i>
Curves to start	<i>s s s</i> <i>ss ss ss</i> <i>sad sad sad</i> <i>seed seed seed</i>
Straight line	<i>i i i</i> <i>ii ii ii</i> <i>dig dig dig</i>
Straight line	<i>l l l</i> <i>ll ll ll</i> <i>sell sell sell</i> <i>call call call</i>
Straight line	<i>t t t</i> <i>tt tt tt</i> <i>little little</i> <i>sit sit sit</i>
Straight line	<i>z z z</i> <i>zz zz zz</i> <i>zigzag zigzag</i> <i>dazzle dazzle</i>
Top exit	<i>r r r</i> <i>rr rr rr</i> <i>red red red</i> <i>rat rat rat</i>
Top exit	<i>n n n</i> <i>nn nn nn</i> <i>net net net</i>



Top exit	<p>w w w  ww ww ww  was was was  will will will</p>
Tunnel	<p>n n n  nn nn  can can can  not not not</p>
Tunnel	<p>m m m  mm mm mm  mum mum  mend mend</p>
Tunnel	<p>h h h  hh hh hh  igh igh igh  hear hear hear</p>
Tunnel	<p>b b b  bb bb bb  be be be  boot boot boot</p>
Tunnel	<p>p p p  pp pp pp  path path  pass pass</p>
Tunnel	<p>u u u  uu uu uu  bug bug bug  bet bet bet</p>
Hooks, loops and lines	<p>j j j  jj jj jj  jam jam jam  jigsaw jigsaw</p>
Hooks, loops and lines	<p>y y y  yy yy yy  play play play  yes yes yes</p>

Hooks, loops and lines	<i>f f f</i> <i>ff ff ff</i> <i>fluffy fluffy fluffy</i> <i>full full full</i>
Hooks, loops and lines	<i>k k k</i> <i>kk kk kk</i> <i>kick kick</i> <i>like like</i>
Hooks, loops and lines	<i>x x x</i> <i>xx xx xx</i> <i>ox ox ox</i> <i>box box</i>

Once the above has been practised, teaching will then focus on the correct formation of each letter of the alphabet as below:

<i>C C C</i> <i>Cc Cc Cc</i> <i>cc cc cc</i>
<i>A A A</i> <i>Aa Aa Aa</i> <i>aa aa aa</i>
<i>O O O</i> <i>Oo Oo Oo</i> <i>oo oo oo</i>
<i>D D D</i> <i>Dd Dd Dd</i> <i>dd dd dd</i>
<i>G G G</i> <i>Gg Gg Gg</i> <i>gg gg gg</i>
<i>S S S</i> <i>Ss Ss Ss</i> <i>ss ss ss</i>
<i>F F F</i> <i>Ff Ff Ff</i> <i>ff ff ff</i>

E E E  
Ee Ee Ee  
ee ee ee

L L L  
Ll Ll Ll  
ll ll ll

I I I  
Ii Ii Ii  
ii ii ii

T T T  
Tt Tt Tt  
tt tt tt

U U U  
Uu Uu Uu  
uu uu uu

Y Y Y  
Yy Yy Yy  
yy yy yy

J J J  
Jj Jj Jj  
jj jj jj

R R R  
Rr Rr Rr  
rr rr rr

B B B  
Bb Bb Bb  
bb bb bb

N N N  
Nn Nn Nn  
nn nn nn

H H H  
Hh Hh Hh  
hh hh hh

M M M  
Mm Mm Mm  
mm mm mm

<p>K K K  Kk Kk Kk  kk kk kk</p>
<p>P P P  Pp Pp Pp  pp pp pp</p>
<p>V V V  Vv Vv Vv  vv vv vv</p>
<p>W W W  Ww Ww Ww  ww ww ww</p>
<p>X X X  Xx Xx Xx  xx xx xx</p>
<p>Z Z Z  Zz Zz Zz  zz zz zz</p>
<p>Q Q Q  Qq Qq Qq  qq qq qq</p>

By the final term of Year 2, it is expected that most children will be able to form each letter as above. As such, they will be introduced to continuous cursive; this is delivered using [teachhandwriting.co.uk](http://teachhandwriting.co.uk) following [Letter Version 4 continuous cursive pathway](#).

To support children’s acquisition of this handwriting style, we group each letter into ‘letter families’ as below:

Bottom joins	<i>ai ch ck er ff sh th but jig</i>
Bottom to ‘c’ shape	<i>as ea ed ss igh ing sat</i>
Bottom ‘e’ joins	<i>be se ie xe her men</i>
Top ‘e’ joins	<i>oe re ve ere ure</i>
Letter top joins	<i>oa oo oh oi on or ou ov oy</i>

Teachers will practise these letter joins as outlined below:

Bottom joins	ch ch ch sh sh sh th th th
Bottom joins	ai ai ai er er er
Bottom joins	ck ck ck ff ff ff
Bottom to c shape	ed ed ed ing ing ing igh igh igh
Bottom to c shape	as as as ss ss ss ea ea ea
Bottom e joins	ie ie ie se se se xe xe xe
Bottom e joins	be be be he he he me me me
Top e joins	oe oe oe re re re ve ve ve
Top e joins	ere ere ere ure ure ure
Letter Top joins	oa oa oa oo oo oo oi oi oi
Letter Top joins	oh oh oh ou ou ou or or or
Letter Top joins	on on on ov ov ov oy oy oy

Each join-type is practised fully before teaching moves on.

By upper Key Stage 2, it is expected that the overwhelming majority of children are able to join handwriting using the five join types above. Teaching will focus on perfecting handwriting and developing children's ability to maintain legibility when writing at speed. Typically, teachers will practise handwriting once a week. Some children may continue to receive additional adult support if they are not using the correct join types.