

The Ellis CE Primary School

Handwriting and Presentation Policy

Completed and approved AS/EE. To be reviewed Apr 2027.

At The Ellis, pupils take great pride in their work and this is evident in the high standards of handwriting and presentation that we expect and encourage. We firmly believe that high standards of presentation and handwriting skills can build a child's confidence and motivation. Significantly, concentration, perseverance and resilience taught during through handwriting can lead to improvements in other areas of the curriculum.

A multitude of factors contribute to successful handwriting and presentation, including: high quality writing tools (sharp pencil, appropriate pens), correct body posture, positive writing attitudes and habits and crucially a consistency in approach to teaching handwriting and presentation. Both teaching staff and children must have high expectations of themselves.

As strong teacher modelling is key, our staff have been trained so that: teaching language is consistent and appropriate, effective strategies are used and that lessons are structured well to maximise learning potential.

As handwriting is inextricably linked to the teaching of phonics and spelling, it is taught both in these sessions as well as being taught explicitly in handwriting sessions.

Aims:

- 🕒 To ensure that children are given daily opportunities to develop their fine motor skills in Foundation Stage.
- 🕒 To ensure that children have opportunities to develop their fine motor skills in KS1 and KS2.
- 🕒 To develop the correct pencil grip from a young age to ensure comfort and accuracy when writing.
- 🕒 All children to develop a handwriting style that is consistent in size, orientation and formation leading to a semi-cursive style.
- 🕒 All children to be able to write with increasing confidence, fluency and speed by the end of Year Six.
- 🕒 All children to be taught that different forms of handwriting are to be used for different purposes, e.g. drafting, note taking and final presentation.
- 🕒 To ensure all learners can succeed (e.g. provision is made for left handed pupils).
- 🕒 Additional provision and intervention is put in place for pupils with gross or fine motor skill difficulties.
- 🕒 To set consistent high-expectations across school.
- 🕒 To celebrate achievement and value written work of all pupils.
- 🕒 To ensure that handwriting is explicitly taught and practised regularly.
- 🕒 To ensure that children write from left to right of the page.

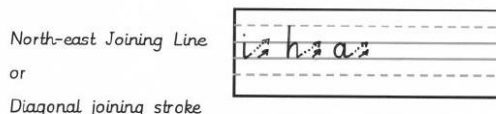
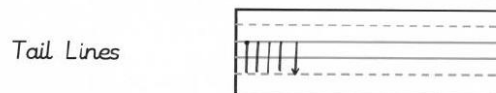
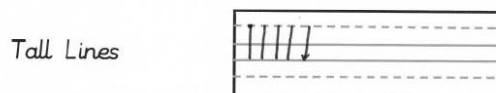
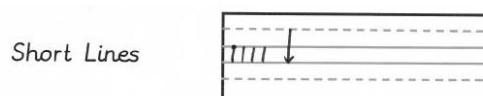
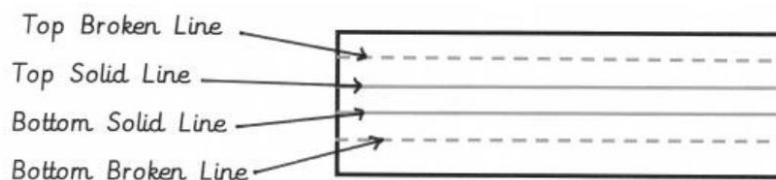
Consistency is key!

Staff at The Ellis have high expectations of themselves and must be strong advocates for high standards in handwriting and presentation. Staff model the correct terminology and formation in class every day. Staff give praise to illustrate and emphasise the importance of good handwriting and presentation.

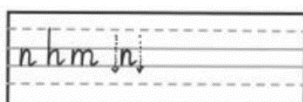
- ☺ All staff are consistent in terms of the handwriting style and letter shapes being taught.
- ☺ All staff are consistent in terms of following the sequence of handwriting and teaching sequence within lessons so that progress can be made.
- ☺ All staff are consistent in the use of language used that is conducive to embedding learning, leading to good progress.
- ☺ All staff are consistent in believing in high expectations and insisting that the children aim to be the best they can be.

How Handwriting is taught at The Ellis CE Primary School

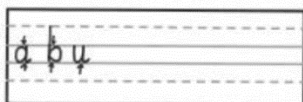
At The Ellis, we follow the Martin Harvey 'Achieving Excellence in Handwriting' method. Staff will refer to the document 'Achieving Excellence in Handwriting' for teaching sequences, progression through year groups, language, letter formation and language. This means that there is a consistent approach to handwriting throughout school with an emphasis on language for learning (see below).



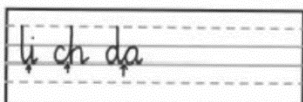
Narrow bridges



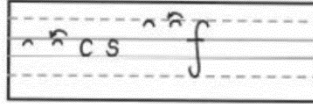
Letters with triangles



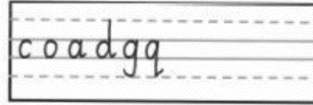
Joins with triangles



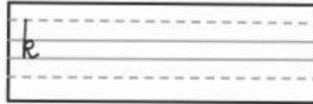
Coat hanger hooks



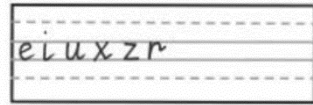
Egg shapes in the coat hanger letters



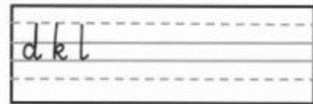
Shoe lace k



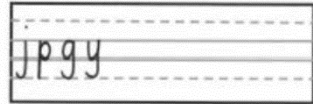
Small letters



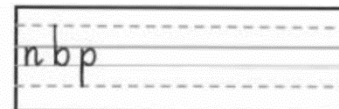
Tall letters



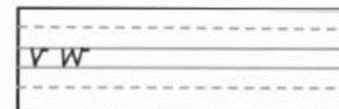
Tail letters



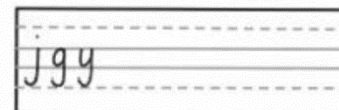
Narrow letters



Letters with sharp points



Narrow curved tails



- 🕒 Starting in Foundation Stage, children have daily opportunities to develop their fine motor skills.
- 🕒 We develop **good habits** for writing by ensuring that children:
 - 🕒 use two hands to write (one to hold the page and one to hold the pencil/pen).
 - 🕒 They will need six feet on the floor (four chair legs and their own two feet).
 - 🕒 BBC, Bottom, Back in Chair.

- 🌟 TNT, Tummy Near Table.
- 🌟 The paper needs to be straight or at a slight angle.
- 🌟 Left handed children need to be seated carefully to make sure that they are not touching elbows with a right handed writer.
- 🌟 Children need to be taught the correct pencil grip and they need to rest the pencil in 'its bed'. The top of the pencil needs to be pointing straight over the shoulder. We need to make sure that there are no lazy thumbs and so thumbs grip the pencil and are not folded over the pencil.
- 🌟 Sessions will be no longer than 20 minutes and will always start with a warm up activity taken from the Achieving Excellence document.
- 🌟 To present work neatly and to write up work on to plain paper we will use line guides with solid and broken lines, again choosing the size that is appropriate for each individual.
- 🌟 We use the language that we have been trained to use during our sessions with Martin Harvey such as:
 - Top solid line, bottom solid line, broken line, short line, tall line, tail line, joining line pointing NE, triangle, narrow bridge, coat hanger, our pen is an important delicate tool, magic writing finger in the air, write on the palm of your hand.
- 🌟 We use lots of praise, teachers celebrate handwriting and promote self-assessment, put a dot under the best one, now do one even better.
- 🌟 We promote peer assessment in handwriting "If this was my work I would be really proud because..." We give examples of how to form and join letters and how not to form and join letters. When children are writing the teacher is busy checking everyone's writing.
- 🌟 Children will have a minimum of 3 handwriting sessions per week but this may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period. At the start of the academic year and after holidays there will be intense teaching time where children will be taught handwriting every day.
- 🌟 We **do not join from** b, p, s, y, g, j and q **but we can join to** these letters (this is because we follow a semi-cursive scheme).
- 🌟 There is no looping on any tail letters.
- 🌟 The letter t is three quarters high, half way between the solid and broken line,
- 🌟 Capital letter formation and number formation also needs to be explicitly taught. Capital letters need to be tall and are never joined.

- 🌟 Pupils will receive a pen licence when they have demonstrated that they can neatly join their letters.
- 🌟 We celebrate handwriting around school as displays, through our social media platforms, by showing it to other pupils and members of staff, by informing parents of progress and around the community as often as possible. We also celebrate handwriting success during our Gold Award assemblies on Fridays. We have short term displays of excellent handwriting and presentation in classrooms.
- 🌟 Standards of presentation and handwriting in all subjects is monitored.
- 🌟 Handwriting is constantly monitored through whole class teaching of handwriting and the teacher will pick up on misconceptions then and address them. Teaching staff will provide verbal feedback throughout the lesson.
- 🌟 If a member of staff is unsure of how to form a letter or join they are encouraged to seek advice from the English Lead.

Ensuring consistency in handwriting and presentation across the curriculum

Staff across school:

- 🌟 Encourage and promote correct posture and position (throughout the school day).
- 🌟 Encourage pupils to always be the best they can be.
- 🌟 Encourage and promote correct letter formation and correct letter joins throughout the day.
- 🌟 Praise pupils for their presentation in all lessons.
- 🌟 Correctly model formation throughout the day.

Presentation

To make our expectations clear, children have a presentation contract in both their English and Maths book (please see attachment).

Completed and approved AS/EE. To be reviewed Apr 2027.

Making our writing the best it can be!

THE ELLIS CE PRIMARY SCHOOL

KS1 PRESENTATION EXPECTATIONS

In my English book I will:



Write the long date starting from the left.



I will not leave blank pages in my book.



If I make a mistake, I will put one neat line through it using a pencil and a ruler.



I will write on the lines in my book.



I will write neatly and present my work the best that I can.



I will look after my book.

Signed: _____ Date:

Making our writing the best it can be!

THE ELLIS CE PRIMARY SCHOOL

KS2 PRESENTATION EXPECTATIONS

In my English book I will:



Write the long date starting from the left.



I will not leave blank pages in my book.



If I make a mistake, I will put one neat line through it using a pencil and a ruler.



I will write on the lines in my book.



I will use cursive writing.



I will write neatly and present my work the best that I can.



I will look after my book, I will not graffiti on my book.



I will stick in sheets neatly.

Signed: _____

Date: