Grantham Villages' CE Primary Schools Federation

Marston Thorold's Charity Church of England Primary School

Presentation and Handwriting Policy

Date of Policy:	**September 2021**
Approved Date:	**September 2026**
Policy Reviewed:	**May 2022, Sept 2024 and Sept 2026**
Next review due by:	**September 2028**

Presentation Policy

At Grantham Villages' CE Primary Schools Federation, we all take pride in our presentation and expect all pupils and staff to produce their work with their best handwriting. We have love and belief in the work we produce and all pupils have the opportunity in developing their handwriting through the teaching of *PenPals.*

"Love is patient, love is kind. It does not envy, it does not boast, it is not proud. It always protects, always trusts, always hopes, always perseveres"
1 Corinthians 13:4 & 7

"All things are possible to him who believes"
Mark 9:23

Rationale:

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Presentation Across the Schools:

- All books are named with label.
- Every piece of work has a Learning Challenge with the date above.
- Children use guidelines if they are writing on plain paper (from Y2 onwards).
- All drawings and diagrams are in pencil.
- Purple pens are used for specific reasons by children e.g., self-correcting, editing or peer assessment.
- One single line is used to cross out mistakes or edit writing.
- Books are well-kept with no writing or doodling on the outside or inside of covers.
- Children are taught where to start their new learning. (To underline the last piece of work and start under the line if deemed to be enough space in Key Stage 2. In Key Stage One, children start new learning on the next page).
- Poor presentation is challenged through verbal feedback.
- Tippex and correction pens are not to be used by children.
- Presentation expectations are stuck in the front of each book.

Celebration and Motivation:

All staff ensure that presentation and handwriting is promoted by:

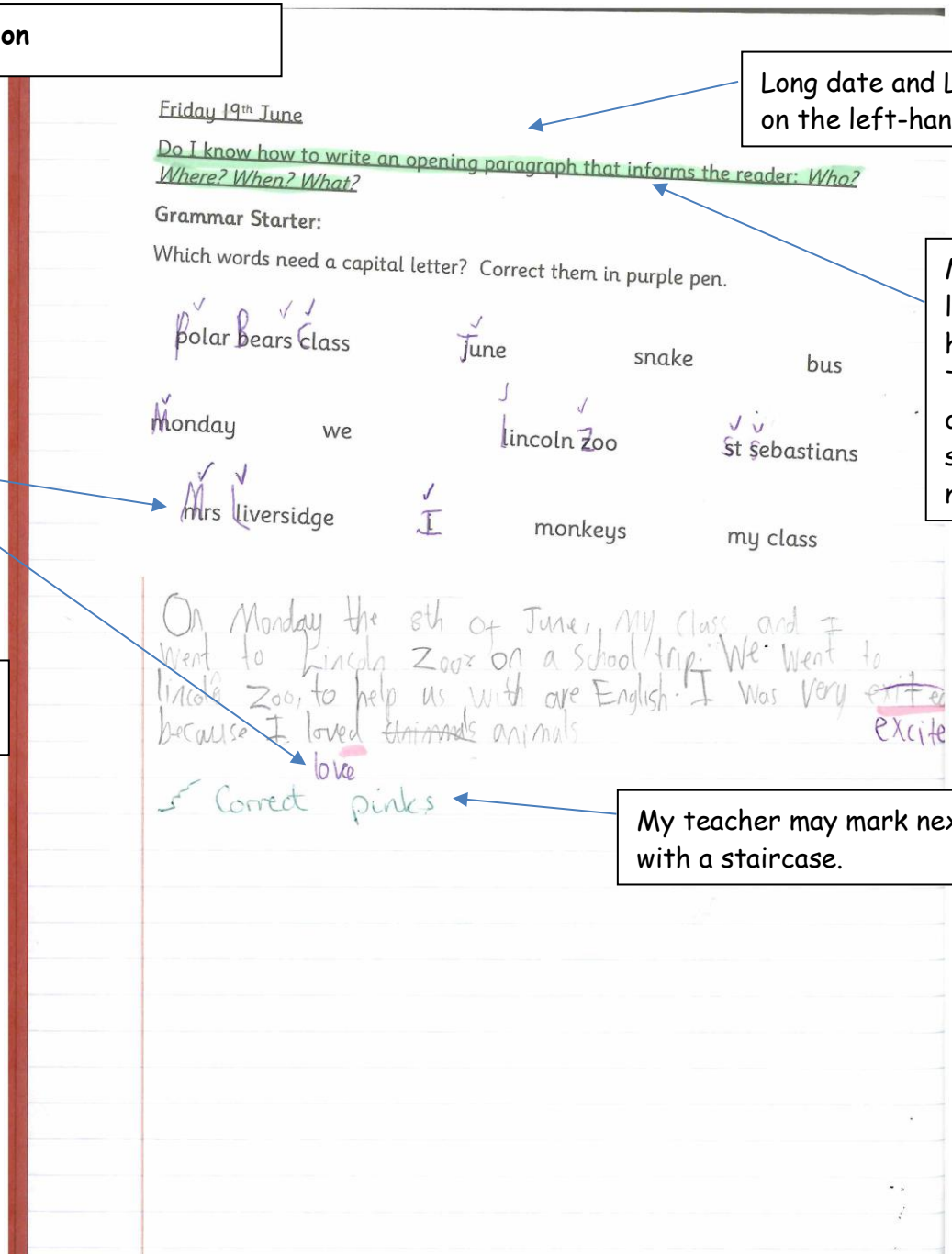
- Celebrating work of a high standard, including homework, in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policy.
- Sharing good work in whole school assemblies.
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing

Monitoring:

Presentation is monitored by the subject leaders who report to the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews.

Feedback will be shared with the class teacher and at Leadership meetings. This will ensure that the policy leads to good practice.

Key Stage One English Presentation



Long date and Learning Intention are stuck in on the left-hand side.

My teacher will highlight the learning intention in green if this has been achieved or in pink if not. They may also highlight other parts of my work in green to show success or pink to show something I need to work on.

I use purple pen to self mark or make corrections.

Handwriting will align with the school policy.

My teacher may mark next steps with a staircase.

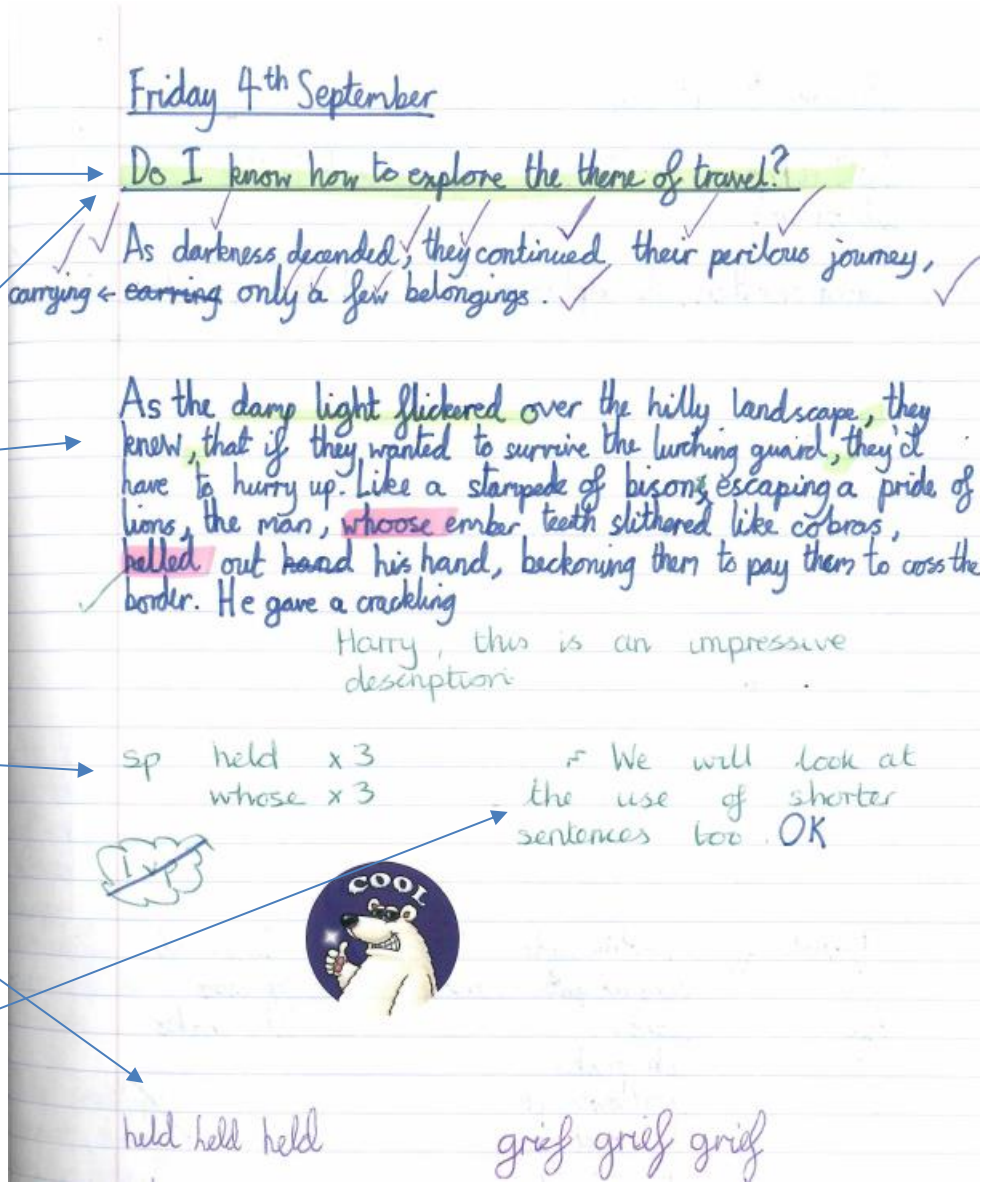
Key Stage Two English Presentation

Long date and Learning Intention are written on the left hand side and will be underlined with a ruler. I will use handwriting that is aligned with the school policy.

My teacher will highlight the learning intention in green if this has been achieved or in pink if not.
They may also highlight other parts of my work in green to show success or pink to show something I need to work on.

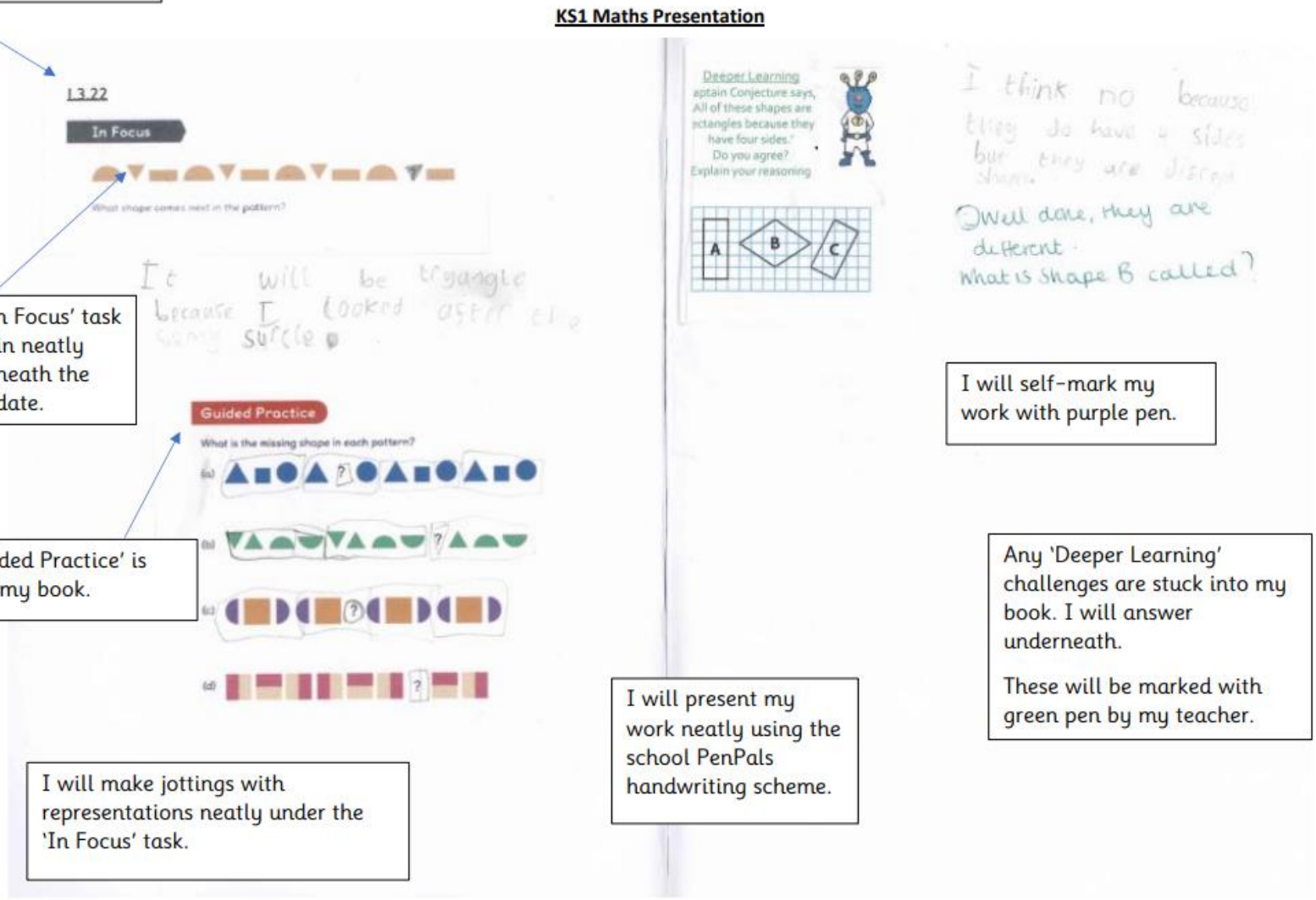
My teacher will write key spelling mistakes correctly for me to copy three times each in purple pen.

My teacher may mark next steps with a staircase.



St Sebastian's CE Primary School Maths Presentation

Short date top left-hand corner underlined with a ruler.



The 'In Focus' task stuck in neatly underneath the short date.

The 'Guided Practice' is stuck in my book.

I will make jottings with representations neatly under the 'In Focus' task.

I will present my work neatly using the school PenPals handwriting scheme.

I will self-mark my work with purple pen.

Any 'Deeper Learning' challenges are stuck into my book. I will answer underneath.

These will be marked with green pen by my teacher.

Short date top left-hand corner underlined with a ruler.

The 'Explore' task stuck in neatly underneath the short date.

I will make jottings with representations neatly under the 'Explore' task.

I will self-mark my work with purple pen.

Any 'Deeper Learning' challenges are stuck into my book. I will answer underneath.

These will be marked with green pen by my teacher.

KS2 Maths Presentation

25.9.24

Explore

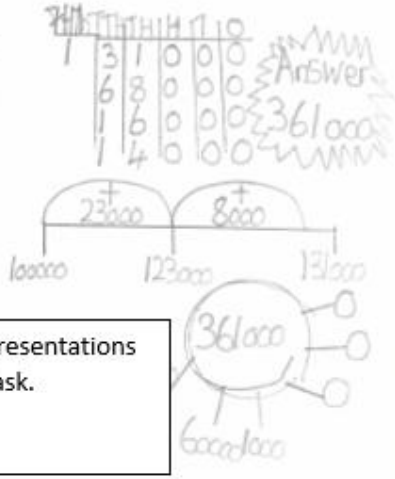
Sam's mum was in charge of ordering programme booklets for the 2012 London Olympic Games. The table shows the number of spectators that were expected for different events during the Olympics.

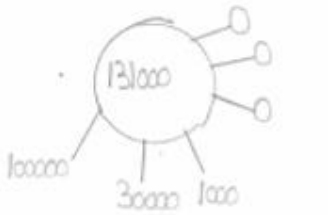


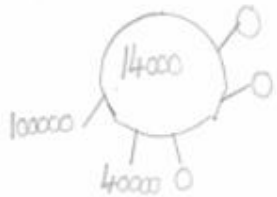
Date of event	Event	Expected number of spectators
	football	131000
	badminton	68000
	rowing	16000
	archery	14000
	table tennis	25000
4 August	tennis	123000

If each spectator should receive one programme booklet, what is the total number of booklets that Sam's mum should order?

100000 + 60000 = 160000
60000 + 10000 = 70000
131,000 < 123,000
20000 < 30000
100000 = 100000



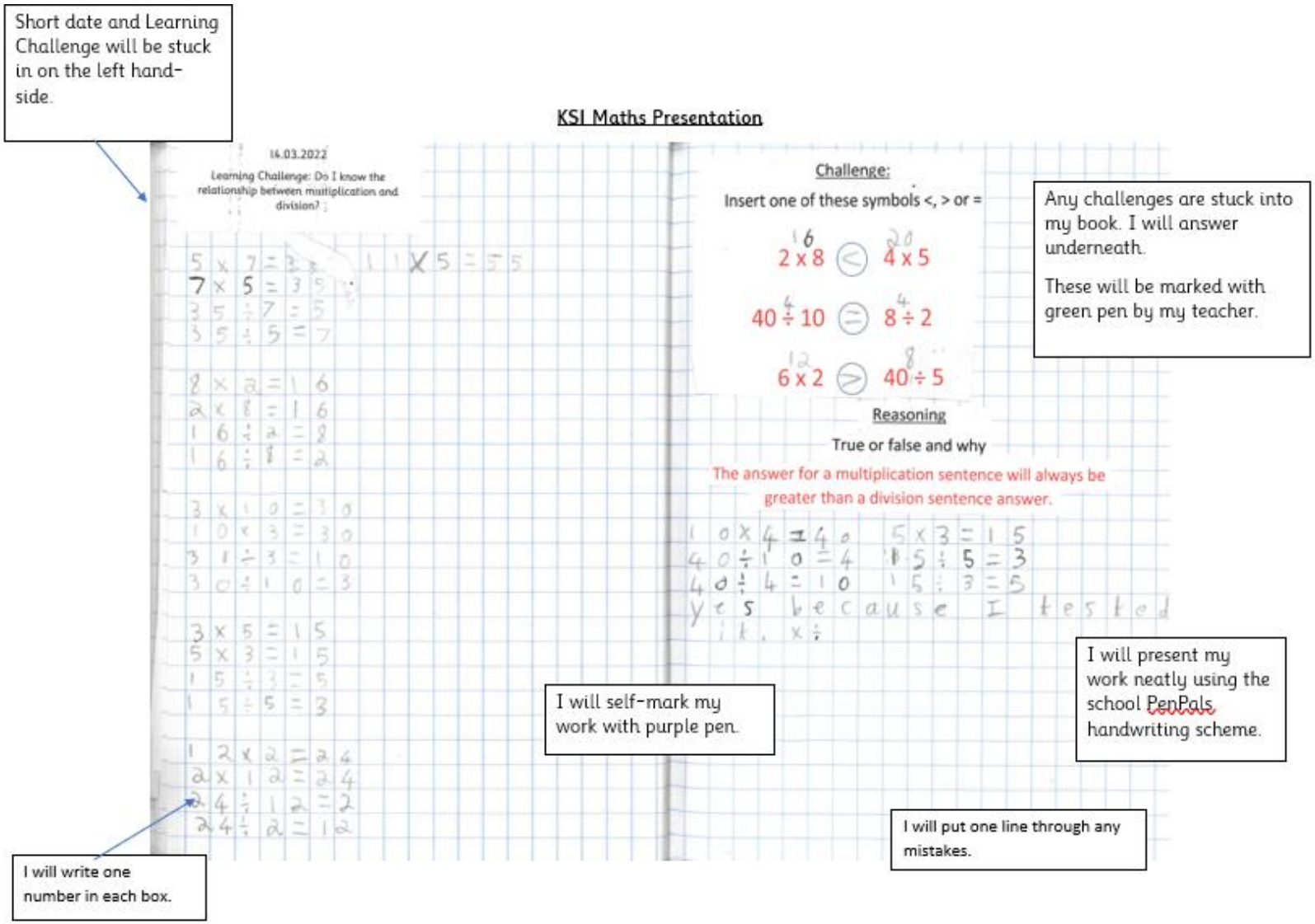




14000 + 16000 = 30000
25000 + 16000 = 41000
25000
60000

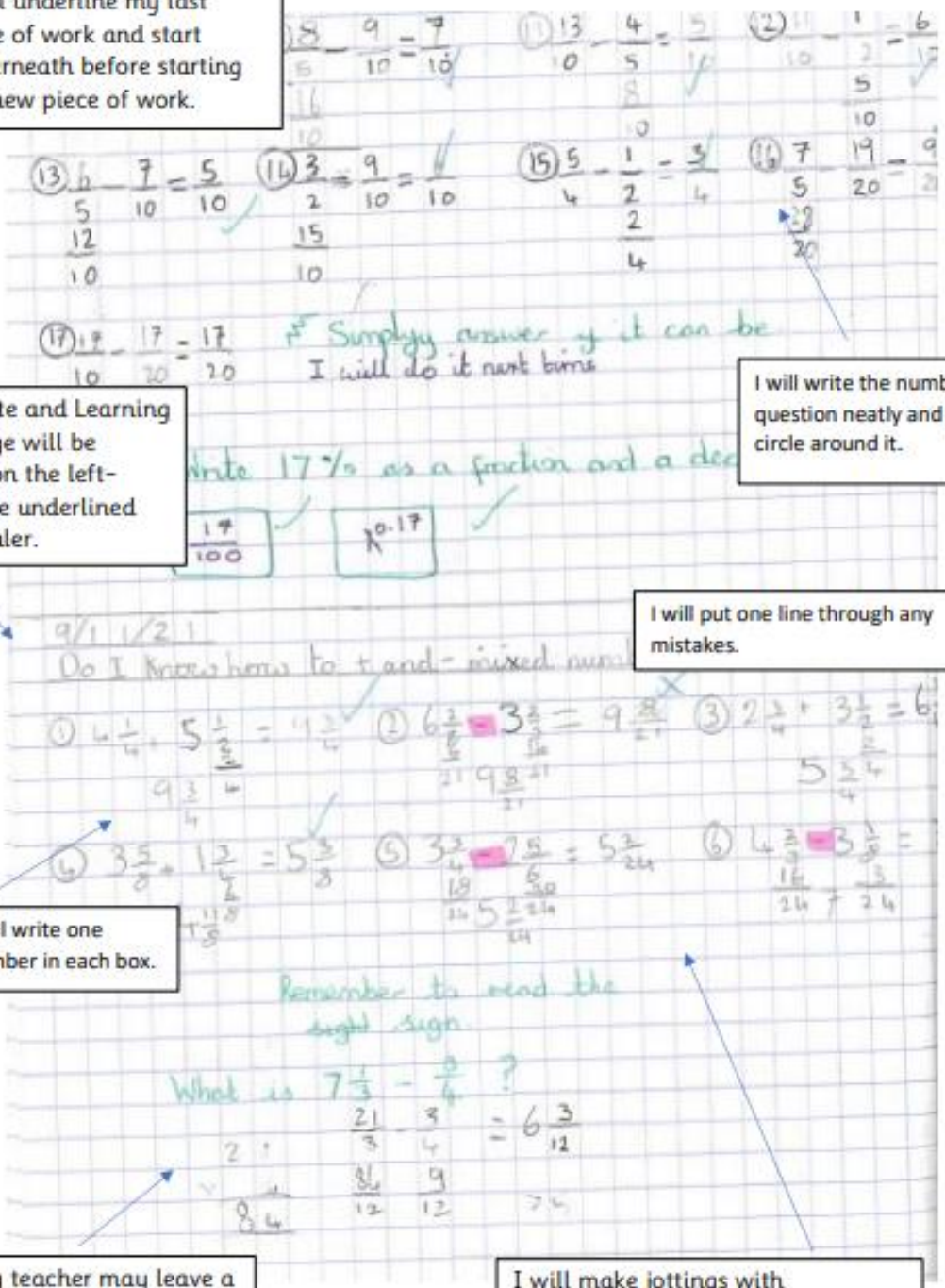
So you will start with ones and add all up in this question all of them are zero so there's six numbers so zero times six equals zero then you will do that with the tens, hundreds, thousands, ten thousands, hundred thousands.

Marston Thorold's Charity CE Primary School Maths Presentation



KS2 Maths Presentation

I will underline my last piece of work and start underneath before starting my new piece of work.



Short date and Learning Challenge will be written on the left-hand side underlined with a ruler.

I will write the number of the question neatly and put a circle around it.

I will put one line through any mistakes.

I will write one number in each box.

My teacher may leave a next step for me, I will respond to this in purple pen.

I will make jottings with representations neatly in my book.

Handwriting Policy

We aim for our children to leave in Year 6 with the ability to write using their own style of fast, fluent, legible and sustainable handwriting, as well as other styles of writing for specific purposes. In addition to teaching handwriting during our regular handwriting lessons, we have high expectations that what is taught and practiced in handwriting lessons will be used in all writing activities. We believe that handwriting is integral to a child's personal development and know that children's engagement and self-esteem can be improved by their satisfaction and pride in good quality presentation.

Aims

Handwriting is a taught skill that develops at different rates for different children. All of the teachers in the school put a priority on teaching handwriting and have high expectations for handwriting across the curriculum.

- The importance of handwriting is recognised and given appropriate time.
- The progression of handwriting is consistent across the school.
- Handwriting is acknowledged to be a whole-body activity and emphasis is placed on correct posture and pencil grip for handwriting.
- Expectations of left-handed children are equal to those of right-handed children, and appropriate advice and resources are available to ensure that they learn to write with a comfortable, straight wrist.
- Handwriting is linked into grammar, punctuation and spelling in order to practice and contextualise all of the transcriptional and stylistic skills for writing.
- Children learn to self-assess their own writing and develop understanding and responsibility for improving it.
- Children learn to write in different styles for different purposes such as print for labelling a diagram, illustrated capitals letters for creating a poster, swift jottings for writing notes, making a 'best copy' for presentation and fast, fluent and legible writing across the curriculum.

In EYFS, handwriting is taught discreetly using Little Wandle Letters and Sounds. This happens outside of the Phonics lesson. Little Wandle resources are used to support this and these include a letter formation phrase to go with each letter.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
S s	 snake	Show your teeth and and let the **s** hiss out **ssssss ssssss**	Under the snake's chin, slide down and round its tail.

Progression of Skills

KS1 X2 weekly lessons	Lower KS2 X1 weekly lesson (X2 if needed/focus area)	Upper KS2 X1 weekly lesson (focus on class gaps) CPG/Dictation
Handwriting warm up exercises Spread The Happiness TV - YouTube Handwriting warm ups - Penpals - YouTube		

- First, children experience the foundation of handwriting through multi-sensory activities (EYFS).
- Correct letter formation is taught, practised, applied and consolidated (EYFS and Y1).
- Joining is introduced only after correct letter formation is used automatically (Y1/Y2/Y3).
- Joins are introduced systematically and cumulatively (Y2–Y6).
- As children practice joining, they pay attention to the size, proportion and spacing of their letters and words (Y3–Y6).
- Once the joins are secure, a slope is introduced in order to support increased speed and fluency (Y5).
- Children are introduced to different ways of joining in order that they can develop their own preferred personal style (Y6).

EYFS Foundation Stage

- Children are taught correct letter and number formation, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child-initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right.
- Use of rulers for labelling is modelled by teachers and rulers are available for child-initiated learning.
- Some children are taught how to write 'on the line' and begin to join letters.

Years 1 and 2

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to underline and label neatly with a ruler.

Years 3 and 4

- Children continue to use pencil in their workbooks and can earn a pen license during the year for use in all their workbooks. From the start of each school year, they will earn this again.
- They work on securing joins, improving fluency and continuing spelling links.
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children write in paragraphs around a theme.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- In Year 5, children transition to pen when the teacher assesses them as ready and have earned their pen license.
- All children in Year 6 write in blue pen (not biro) but still use pencil in Maths books.
- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.

- Children learn to select the most appropriate presentation style for different writing genres.

Foundation 2/Primary 1

Term 1
1 Dots
2 Straight lines and crosses
3 Circles
4 Waves
5 Loops and bridges
6 Joined straight lines
7 Angled patterns
8 Eights
9 Spirals
10 Left-to-right orientation
11 Mix of patterns
12 Review of patterns

Term 2
13 Introducing long-legged giraffe letters: l
14 Practising long-legged giraffe letters: l, i
15 Practising long-legged giraffe letters: u, t
16 Practising long-legged giraffe letters: j, y
17 Practising all the long-legged giraffe letters: l, i, t, u, j, y
18 Introducing one-armed robot letters: r
19 Practising one-armed robot letters: b, n
20 Practising one-armed robot letters: h, m
21 Practising one-armed robot letters: k, p
22 Practising all the one-armed robot letters: r, b, n, h, m, k, p

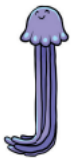
Year 1 Term 1	Year 1 Term 2	Year 1 Term 3
1. Numbers 0 – 9 2. Numbers 0 – 9 3. Ladder letters (l, i, t, u, j, y) 4. Capital ladder letters 5. One armed robot letters (r, b, n, h, m, k, p) 6. Capital one armed robot letters 7. Curly caterpillar letters (c, a, o, q, g, d, e, s, f) 8. Capital curly letters	1. Practise ladder letters, one armed robot letters and curly caterpillar letters. 2. Zig zag monster letters (v, w, x, z) 3. Capital zig zag monster letters. 4. Practise all capital letters. 5. Practise numbers 0-9 6. Write words with double ff 7. Write words with double ss 8. Write words with double zz	1. Writing words with ck and qu 2. ai, igh, oo 3. ee, oa, oo 4. ch (unjoined and joined) 5. ai (unjoined and joined) 6. wh (unjoined and joined) 7. ow (unjoined and joined)

- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.In using *Penpals*, we ensure that our children follow the requirements and recommendations of the National Curriculum. We share the aspirations that children's handwriting should be 'sufficiently fluent and effortless for them to manage the general demands of the curriculum' and that 'problems with forming letters do not get in the way of their writing down what they want to say'.

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

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
d d	 duck	Put your tongue to the top and front of your mouth and make a quick **d** sound **d d d**	Around the duck's body, up to its head and down to its feet.
g 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 **g** sound **g g g**	Around the goat's face and curl under its chin.
o o	 octopus	Make your mouth into a round shape and say **o o o**	All around the octopus.
c 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 **c c c**	Curl around the cat.
k 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 **k k k**	Down the kite, up to the top corner and down to the bottom corner.
ck 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 **c c c**	**c** Curl around the heel of the sock. **k** Down the sock, up and back down to the toe. **Catchphrase:** Rock that sock!
e e	 elephant	Open your mouth wide and say **e e e**	Around the elephant's eye and curl down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
u	 umbrella	Open your mouth wide and say **u u u**	Down and around the umbrella and back to the ground.
r	 rainbow	Show me your teeth to make a **rrrrr** sound **rrrrr rrrrr**	From the cloud to the ground and over the rainbow.
h	 helicopter	Open your mouth and breathe out sharply **h h h**	Down, up and over the helicopter.
b	 bear	Put your lips together and say **b** as you open them **b b b**	Down the bear's back, up and around its tummy.
f	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound **fffff fffff**	Down the flamingo to its foot and across its wings.
l	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press **llllll llllll**	Down the lollipop stick.

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

Year 2 Term 1	Year 2 Term 2	Year 2 Term 3
1. Diagonal join to ascender: th, ch 2. Diagonal join no ascender: ai, ay 3. Diagonal join no ascender: ir, er 4. Horizontal join to ascender: wh, oh 5. Horizontal join no ascender: ow, ou 6. Diagonal join to e: ie, ue 7. Horizontal join to e: oe, ve 8. Introducing ee 9. Diagonal join, no ascender: le 10. Numbers 1 - 100	1. Diagonal join to anticlockwise letters: ea 2. Diagonal join to anticlockwise letters: igh 3. Diagonal join to anticlockwise letters: dg, ng 4. Horizontal join to anticlockwise letters: oo, oa 5. Horizontal join to anticlockwise letters: wa, wo 6. Mixed joins for three letters: air, ear 7. Mixed joins for three letters: oor, our	1. Diagonal join to ascender: ck, al, el, at, il, ill 2. Diagonal join no ascender: ui, ey, aw, ur, an, ip 3. Horizontal join to ascender: ok, ot, ob, ol 4. Horizontal join no ascender: oi, oy, on, op, ov 5. Diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag 6. Horizontal join to anticlockwise letters: oc, og, od, va, vo 7. Joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks 8. Joining ed and ing

	8. Mixed joins for three letters: ing 9. Assess/size and spacing	9. Capital letters

Year 3 Term 1	Year 3 Term 2	Year 3 Term 3 (Assess/review)
1. Recap/assessment joining no ascenders or descenders 2. Joining from s to an ascender: sh, sl, st, sk 3. Joining from s no ascender: sw, si, se, sm, sn, sp, su 4. Joining from s to an anticlockwise letter: sa, sc, sd, sg, so, sq 5. Joining from r to an ascender: rb, rh, rk, rl, rt 6. Joining from r no ascender: ri, ru, rn, rp 7. Joining from r to an anticlockwise letter: ra, rd, rg, ro 8. Joining from r to e: are, ere, ure, ore, ire 9. CPG practice/assessment	1. Joining to f: if, ef, af, of 2. Joining from f to an ascender: fl, ft 3. Joining from f no ascender: fe, fi, fu, fr, fy 4. Joining from f to an anticlockwise letter: fo, fa 5. ff 6. rr 7. ss 8. qu 9. CPG practice/assessment	1. Revising joins/letter spacing 2. Revising joins/consistency of size 3. Revising words containing break letters: g, j, y, f, b, p, x, z 4. Revising capital letters 5. Assessment 6. CPG practice/dictation

Year 4 Term 1	Year 4 Term 2	Year 4 Term 3 (Assess/review)
1. Diagonal join to ascender: ph, pl, bl 2. Diagonal join no ascender: bu, bi, be, pu, pi, pe 3. Diagonal join to an anticlockwise letter: pa, po, ps, ba, bo, bs 4. Revise parallel ascenders and descenders: bb, pp 5. CPG practice/dictation/common exception words 6. Relative size of capital letters	1. Joining from f to an ascender: fl, ft 2. Joining from f no ascender: fa, fe, fi, fo, fu 3. Proportion of letters 4. Spacing between words 5. Capital letters: presentation 6. CPG practice book – fluency and longer words	1. Looping from g: gl, gi, gr, ga, gg 2. Looping from j and y: je, jo, ye, yr, yo 3. Looping from f: ff, fr, fo, 4. CPG practice book: consistent sizing and presentation.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Handwriting Tools

Throughout their time in school, children use a range of tools for different purposes and styles of handwriting including:

- A wide range of tools and media for mark-making in the EYFS.
- Whiteboard pens throughout the school.
- Fingers when writing on the interactive whiteboard.
- Art supplies including coloured pens and pencils for posters, displays and artwork.
- Sharp pencils for most writing until a pen licence is awarded.
- A handwriting pen for when they sustain a good level of presentation.

Handwriting is always introduced and practised and on lined paper so that children quickly learn about letter orientation including ascenders and descenders. As children's fine motor skills improve and their letter formation or joining becomes increasingly accurate, the width between the lines they write on gradually decreases.

Early Years Foundation Stage

Thick, stubby paintbrushes, fine paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, templates, shaving foam, pencils.

KS1

Variety of paintbrushes, thick and fine felt pens, jumbo pencils, stubby crayons, chalk, sand trays, letter and number templates, shaving foam, pencils, coloured pencils, pencil grips, tracing cards, sewing cards, sandpaper letters, oil pastels, ribbons, magnetic letters, handwriting books.

KS2

Pencil grips, HB pencils, handwriting pens, larger pencils when necessary.

Handwriting pens must be used in Year 6 to aid the transition to secondary school. Year 5 children can begin to use a handwriting pen at the teacher's discretion, when they have developed a personal, neat, joined handwriting style.

Fonts/Displays

The agreed school font (to be used on SMARTs/PowerPoints etc) is Topmarks which is downloaded onto all computers. There is no set font for display as it is good practise for children to read a variety of lettering, as they do in books as they progress through education and into later life.

Equality of Opportunity

All of our children have equal access to handwriting lessons and to the resources available. We recognise that some children take longer to develop the necessary skills and we cater for those children by providing additional opportunities for skills development. Children who need specific fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored. Children with a physical disability are catered for, and progress is monitored, according to their individual action plans.

Teacher Handwriting

All teachers must always model the correct handwriting style. This must be in line with the expectations of the year group they are teaching. For example, teachers in Year 6 should model the correct joins as per *Penpals* so they are using a personal, consistently joined handwriting style. In Year 1, teachers handwriting should not be joined and should model the correct letter formation. Teachers should ensure they are always modelling the correct handwriting: on the board, in books and in the classroom.