



St. Patrick's Catholic Primary School

Handwriting and Presentation Policy

Written by	Updated
Senior leadership team	April 2025



The National Curriculum states that:

"English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. "

Intent

At St Patrick's Catholic Primary School it is our intention that this policy will ensure that pupils throughout the school are taught a consistent method of handwriting and presentation and all staff and pupils know the expectations across subject areas. The expectations in the policy will apply to the overwhelming majority of pupils however some expectations will be adapted for pupils who may need additional support e.g. those pupils with SEND or with specific fine motor difficulties.

Implement

Presentation

Presentation in Key Stage 1

In exercise books

- In RE, Science, History, Geography, Art and DT a pre learning activity or quiz will be stuck in books followed by a knowledge organiser before the start of each new topic.
- In Year 1, learning intentions and dates will be printed and stuck neatly at the top of the page for each lesson.
- In Year 2 learning intentions and dates will be printed and stuck neatly at the top of the page for each lesson until the Lent term. From the Lent term, Year 2 children should write the long date and learning intention in their books and underline them using a ruler. In maths books the short date and learning intention should be written and underlined.
- Children will write in pencil
- Only pencil crayons will be used in books
- If sheets are stuck in, they should be trimmed first then stuck in neatly with no edges over the page
- There should be no loose sheets in books
- If pupils make a mistake they can either use a rubber for small mistakes or draw a straight line with a ruler for bigger mistakes
- Pupils will self assess in green pen
- Staff will mark in blue pen



- There should be no doodling on any of the children's exercise books
- In maths books, children should be taught to write one number in each square

Presentation in Key Stage 2

In exercise books

- In RE, Science, History, Geography, Art and DT a pre learning activity or quiz will be stuck in books followed by a knowledge organiser before the start of each new topic.
- In Key stage 2 children need to write the long date and learning intention in books and then under lined using a ruler. In Maths books the short date should be written.
- Children will write in pencil in their maths books and when drawing in books.
- Children will write in pen in all books except their maths books when they have achieved their pen licence.
- Only pencil crayons will be used in books
- If sheets are stuck in, they should be trimmed first then stuck in neatly with no edges over the page
- There should be no loose sheets in books
- If pupils make a mistake they can either use a rubber for small mistakes or draw a straight line with a ruler for bigger mistakes
- Pupils will self-assess in green pen
- Staff will mark in blue pen
- There should be no doodling on any of the children's exercise books
- In maths books, children should be taught to write one number in each square

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;
- 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 move around school calmly and sensibly, showing respect for other classes or groups who are learning;

All adults and children are responsible for the school environment and it is expected that everyone looks after the shared areas and classrooms, this includes, picking up



things from the floor, returning items to the correct places and encouraging others to do so as well.

Classroom & Shared Spaces

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:

- their classroom has a central prayer table with the correct liturgical colour, crucifix, candle and bible.
- each classroom contains a display for each curriculum area including handwriting and spelling.
- each classroom's RE display is updated for each new Come & See topic. Each display should contain the appropriate liturgical colour border and cloth. Each display should have the big question for all areas for the year, key words for the topic and scripture.
- their classroom contains an inviting reading area that is kept neat and tidy at all times;
- Communal displays are kept neat and up to date
- Children should have access to necessary resources via the enable table at all times.

Handwriting

The correct pencil grip will be taught from Nursery. In EYFS and Year 1 children will be taught how to form both upper case and lower case letters correctly using a tripod grip; this is practised daily through the Little Wandle letters and sounds phonics programme (See Appendix 1)

In year 2, 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 2)

In lower Key Stage 2, children practise handwriting daily. Here, they further develop joins using a continuous cursive handwriting style following the handwriting letter formation progression. 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.

Home-school partnership



The handwriting progression is shared with parents and homework will be set to encourage practicing and mastering of a handwriting style.

Roles and Responsibilities'

Leadership and Management

It is the responsibility of the Writing Subject Leader, the SLT and Governors to monitor the standards of children's work and the quality of teaching in Handwriting. The Writing Subject Co-ordinator is also responsible for supporting colleagues in the teaching of handwriting, for being informed about current developments in the subject and for providing a strategic lead and direction for the subject in the school. An action plan is written and reviewed annually. The Writing Subject Co-ordinator helps with the levelling and moderation of work samples to ensure consistency and calls in books and assessment folders for scrutiny and evidence of progress, with feedback being given to staff.

The Role of Governors

The Governors are informed regularly about standards and the progress throughout the school, through the Governors' meetings, Headteacher's report to Governors, and a summary of the data. A Governor responsible for each subject meets regularly with the Coordinator. This Governor receives a copy of the subject Policy and subject action plan. The Governors are also involved in the setting of targets for the end of Key Stage 2 and in carrying out a work scrutiny of books throughout the school.

The Role of the SLT

The Headteacher, in collaboration with the Coordinator, establishes the whole school approach to each subject area. She ensures and clarifies what needs to be achieved by the coordinator and provides the necessary support and resources in order to achieve it.

The Headteacher is kept informed about the quality of teaching and learning through regular discussions with the Coordinator and also by using the monitoring forms which are completed after any kind of monitoring activity.

The Writing Coordinator

The Coordinator develops an overview of the strengths and weaknesses of their subject in the school and uses this to inform contributions to the subject Action Plan and carries out the tasks identified.



A supportive role is given to teachers for planning, teaching lessons and making assessments. Advice is also given on the use of resources.

The coordinator identifies INSET needed and where appropriate and able, provides in-school inset and keeps abreast of subject developments.

Together with the SLT, the coordinator monitors the progress of their subject by analysing test data, observing lessons and evaluating children's work.

The SENCO and Support Staff

The support staff are clearly informed about their role in each lesson and have access to planning prior to each lesson. They have attended insets and are familiar with the National Curriculum.

The SENCO, where appropriate, works with the coordinator to plan the provision for children with special educational needs, in order to encourage a full participation and involvement in the daily numeracy lesson. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

Impact

Monitoring and Evaluation

Pupil impact

Ultimately, as a result of the teaching of Handwriting and presentation, the children at our school:

Monitoring

- Handwriting sessions throughout school are regularly monitored by the SLT and Coordinator
- Work analysis is carried out by the Coordinator throughout the year
- Teachers' planning is monitored by the Coordinator
- Books are scrutinised by the Coordinator

Assessment




Assessment is used to monitor progress for all children and to identify any children needed additional support as soon as they need it





















- Formative assessments are used daily in class and summative assessment is used on a half termly basis to identify those children who are not achieving the expected level at an early stage and as a result are targeted for extra support or an intervention programme delivered by support staff.
- National statutory assessments (including the Y1 Phonics Screening and End of KS2 Assessments).



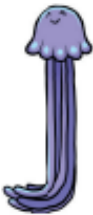















Handwriting Progression

Appendix 1 - Little wandle letters and sounds

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth aaa	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 ttt	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say ppp	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 iii	Down the iguana and dot the leaf.
 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	 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	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	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 g sound g g g	Round the goat's face and curl under its chin.
 o	 octopus	Make your mouth into round shape and say o o o	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 c c c	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 k k k	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 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	 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 round 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 ffff	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 llll llll	Down the lollipop stick.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	Down the jellyfish and dot its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing v v v v v v v v v v	Down to the bottom of the volcano and back up to the top.
 	 wave	Pucker your lips and keep them small as you say w w w	Down and up and down and up the waves.
 	 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.
 	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl round the string.
 	 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.



How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

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.



Appendix 2

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



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>

By the final term of Year 2, it is expected that most children will be able to form each letter as above.

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>

Bottom joins	<i>ch ch ch</i> <i>sh sh sh</i> <i>th th th</i>
Bottom joins	<i>ai ai ai</i> <i>er er er</i>
Bottom joins	<i>ck ck ck</i> <i>ff ff ff</i>

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 is practised fully before moving onto the next one.

If a pupil needs additional support the progression should be continued to be followed in the same order.

Is it expected that by upper key stage 2 pupils will be able to join using the 5 types of joins and will spend time during handwriting practice, perfecting these joins through a range of different words.