



# St. Patrick's Catholic Primary School

## Handwriting and Presentation Policy

| Written by             | Approved by | Written        | Reviewed       |
|------------------------|-------------|----------------|----------------|
| Senior leadership team | LGB         | September 2025 | September 2026 |



## 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.

## Implementation

### 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 pupils 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.
- Pupils will write in pencil
- Only pencil crayons will be used in books
- Sheets should be trimmed before being stuck in and should be attached neatly with no edges overhanging 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 pupils's exercise books
- In maths books, pupils 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 pupils should write the long date and learning intention in their books and underline them using a ruler.
- In Maths books the short date should be written.



- Pupils will write in pencil in their maths books and when drawing in books.
- Pupils 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 pupils's exercise books
- In maths books, pupils should be taught to write one number in each square

#### Presentation within the School Environment

Staff will act as positive role models, consistently demonstrating the high standards expected throughout the school. Teachers will establish and reinforce expectations to ensure classrooms remain neat, tidy and organised.

For all pupils, 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 pupils 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.
- Displays should include key vocab, modelled work and knowledge
- each classroom's RE display is updated for each new RE 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



- Pupils 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 pupils 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, pupils 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, pupils practise handwriting daily. Here, they further develop joins using a continuous cursive handwriting style following the handwriting letter formation progression. For some pupils 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 pupils 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 pupils'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 pupils'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 pupils with special educational needs, to encourage full participation and engagement in all learning activities. Where individual plans are needed, yearly teaching objectives are used to plan targets for development.

### Impact

#### **Monitoring and Evaluation**

##### Pupil impact

As a result of the teaching of Handwriting and presentation, the pupils at our school:

- Take pride in the presentation of their work and understand the importance of presenting their learning to a high standard;
- Develop a fluent, legible and joined handwriting style appropriate to their age and stage of development;
- Demonstrate increasing stamina and confidence when writing across all areas of the curriculum;
- Apply consistent presentation standards in all subjects, including the correct use of dates, learning intentions, rulers and layout expectations;
- Understand that clear presentation supports effective communication and enables others to read and understand their work;
- Develop independence by checking and improving the quality and presentation of their own work;
- Show resilience and perseverance when developing handwriting skills, recognising that improvement comes through regular practice;



- Use the correct letter formation, joins and spacing with increasing accuracy and consistency;
- Achieve outcomes that reflect their knowledge and understanding without handwriting or presentation acting as a barrier to learning;
- Are well prepared for the next stage of their education through the development of effective handwriting, presentation and organisational skills

#### 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 the progress of all pupils and to identify those requiring additional support at the earliest opportunity.

- Formative assessments are used daily in class and summative assessment is used on a half termly basis to identify those pupils 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                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|----------------------------------------------------|
|       | <br>snake     | Show your teeth and and let the <b>s</b> hiss out <b>ssssss ssssss</b>                               | Down the snake from head to tail.                  |
|       | <br>astronaut | Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>                | Around the astronaut's helmet and down into space. |
|     | <br>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.                |
|   | <br>penguin | Bring your lips together, push them open and say <b>ppp</b>                                          | Down the penguin's back, up and around its head.   |
|   | <br>iguana  | Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>                 | Down the iguana and dot the leaf.                  |
|   | <br>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.                         |
|   | <br>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    | <br>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    | <br>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    | <br>octopus    | Make your mouth into round shape and say <b>o o o</b>                                                                                                                                   | All around the octopus.                                                                                                         |
|  c   | <br>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  | <br>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 | <br>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.<br>k Down the sock, up and back down to the toe.<br><br><b>Catchphrase:</b> Rock that sock! |
|  e  | <br>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                                         |
|---------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|  u   | <br>umbrella   | Open your mouth wide and say<br>u u u                                                                                                   | Down and around the umbrella,<br>and back to the ground. |
|  r   | <br>rainbow    | Show me your teeth to make a<br>rrrrr sound rrrrr rrrrr                                                                                 | From the cloud to the ground and<br>over the rainbow.    |
|  h   | <br>helicopter | Open your mouth and breathe out<br>sharply h h h                                                                                        | Down, up and over the helicopter.                        |
|  b  | <br>bear      | Put your lips together and say b as<br>you open them b b b                                                                              | Down the bear's back, up and<br>round its tummy.         |
|  f | <br>flamingo | Open your lips a little; put your<br>teeth on your bottom lip and push<br>the air out to make the sound ffff<br>ffff                    | Down the flamingo to its foot and<br>across its wings.   |
|  l | <br>lollipop | Open your mouth a little; put<br>your tongue up to the top of your<br>mouth, behind your teeth, and<br>press ll ll ll ll ll ll ll ll ll | Down the lollipop stick.                                 |

| Grapheme and mnemonic                                                                                                                                                   | Picture card                                                                                   | Pronunciation phrase                                                                                | Formation phrase                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|
|       | <br>jellyfish | 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.                                                         |
|       | <br>volcano   | 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.                                    |
|       | <br>wave      | Pucker your lips and keep them small as you say <b>w w w</b>                                        | Down and up and down and up the waves.                                                       |
|   | <br>box     | 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. |
|   | <br>yo-yo   | 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.                                            |
|   | <br>zebra   | 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.                         |



## 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 pupils'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><br><i>cc cc cc</i>                    |
| Curves to start | <i>a a a</i><br><i>aa aa aa</i><br><i>ca ca ca</i> |
| Curves to start | <i>d d d</i><br><i>dd dd dd</i><br><i>cad cad</i>  |
| Curves to start | <i>g g g</i><br><i>gg gg gg</i><br><i>go go go</i> |
| Curves to start | <i>q q q</i><br><i>qq qq qq</i>                    |

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

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

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

By the final term of Year 2, it is expected that most pupils 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><br><i>sh sh sh</i><br><i>th th th</i> |
| Bottom joins | <i>ai ai ai</i><br><i>er er er</i>                    |
| Bottom joins | <i>ck ck ck</i><br><i>ff ff ff</i>                    |

|                   |                                        |
|-------------------|----------------------------------------|
| Bottom to c shape | ed ed ed<br>ing ing ing<br>igh igh igh |
| Bottom to c shape | as as as<br>ss ss ss<br>ea ea ea       |
| Bottom e joins    | ie ie ie<br>se se se<br>xe xe xe       |
| Bottom e joins    | be be be<br>he he he<br>me me me       |
| Top e joins       | oe oe oe<br>re re re<br>ve ve ve       |
| Top e joins       | ere ere ere<br>ure ure ure             |
| Letter Top joins  | oa oa oa<br>oo oo oo<br>oi oi oi       |
| Letter Top joins  | oh oh oh<br>ou ou ou<br>or or or       |
| Letter Top joins  | on on on                               |
|                   | ov ov ov<br>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.

It is 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.