



Wawne Primary School

Presentation and Handwriting Policy

September 2025

Aim

Our aim is that the children will be able to write clearly, fluently and quickly so that they can cope with the everyday demands of life and school. We also want the children to take pride in the presentation of their work and to choose to work to the best of their ability all of the time.

The children are taught the conventional ways of forming letter shapes, both lower case and upper case, through purposeful guided practice in order to promote a comfortable and legible handwriting style.

It is an expectation that all staff will model the same expectations in handwriting and presentation when writing on the board, giving marking and feedback, on displays and when modelling handwriting. Staff are also expected to address any difficulties with handwriting and presentation with high expectations and support for all pupils as individuals.

Teaching and Learning

Through consistent and effective teaching and learning we will:

- Have a consistent cursive approach across the whole school to ensure high levels of presentation.
- Adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays/resources.
- Expect children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Expect children to develop fluency and speed whilst writing, so that eventually the children are able to write letters with confidence and correct orientation.

We set the non-negotiable that all teachers and teaching assistants will model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

Progression

Foundation 1 and 2

The focus upon correct letter formation at this stage is very important. When children are at the right stage in their fine motor skill development then they will address all letter formations in accordance with the Harvey and Watson Scheme of Handwriting (Achieving Excellence in Handwriting).

In our Foundation class, children are given a variety of tools to develop gross and fine motor skills which will progress to the use of a writing tool when physically ready.

Years 1 and 2

Joins will be taught during these years in accordance with the Harvey and Watson Scheme of Handwriting (Achieving Excellence in Handwriting).

In Foundation and Years 1 and 2 the children are taught to:

- Develop their fine and gross motor skills with a range of multi-sensory activities for example 'dough disco'.
- Practise patterns and free flow hand motions.
- Write both lower and upper case letters when physically ready.
- Start and finish letters correctly.
- Be consistent with the size and shape of letters and the spacing of letters and words.
- Sit letters on the line and ensure that ascenders reach the appropriate height, and that descenders sit below the line.
- Have the correct pencil grip.
- Find a convenient position for their page.
- Have the correct posture and position.

End of Key Stage expectations

At the end of Key Stage 1 all children should be able to correctly write every lower case letter in cursive, form capital letters and form all of their numbers correctly. In line with DfE expectations children should be able to:

- Form lower-case letters in the correct direction, starting and finishing in the right place.

- Form lower-case letters of the correct size relative to one another in some of their writing.
- Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- Use spacing between the words that reflects the size of the letters

At the end of Key Stage 2 all children are expected to have developed a clear and fluent style and that they are able to adapt their handwriting for the following purposes:

- A neat legible hand for finished, presented work.
- Faster script for notes.

In line with the DFE, at the end of Key Stage 2 children are expected to:

- Maintain legibility in handwriting when writing at speed.

Frequency of practise expectation

In the initial stages as a school aiming to drive up standards of presentation, handwriting has to be taught intensively for a sustained period to ensure impact.

All classes will adopt the little and often expectation which means 15-20 minutes at least three times a week. This will be sustained for the first term of each new academic year.

Following a review/book scrutiny, this intensity will either be repeated for a further half term or if success has been shown classes will reduce the frequency of the lessons to:

- 1-2 lessons per week in KS2 with an emphasis on applying skills from handwriting lessons in all areas of the curriculum. In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by the children.
- 2-3 lessons per week in KS1 with a continued emphasis on developing a legible joined style by the end of Year 2. A focus on applying skills in all areas of the curriculum should be adopted.
- In the Foundation Stage activities to develop gross and fine motor skills, finger strength, pencil control and handwriting will continue to take place every day.

In accordance with the Harvey and Watson Scheme of Handwriting the children are taught letter formation in family order with warm up exercises and progressive steps working towards full letter formation.

The family order is as follows:

Family 1: The Straight Line Family

Family 2: The Coathanger Family

Family 3: The Bridge Family

Family 4: The Zig Zag Family

Family 5: The Smile Family

Family 6: The Misfits!

There is also a focus on upper case letter and number formation and a sequence for learning to join letters (See appendix)

Transferring skills

The transferring of handwriting skills to all areas of the curriculum is very important and the children will be taught to understand this importance. There will be high expectations that what is shown in the handwriting practice is transferred to all areas of writing across the curriculum.

The Harvey and Watson Scheme of Handwriting suggests the following which will be adopted by Wawne Primary School:

Insist

- Insist on correct posture and correct sitting position throughout the school day.
- Insist on correct letter formation and correct joins in cross-curricular writing.
- Insist on children producing their very best whenever it is required.

Motivate

- Motivate children by giving copious amounts of praise when it is merited.
- Motivate children by telling them exactly what you are looking for.
- Motivate children by showing them exactly what you are looking for.
- Motivate children by celebrating their efforts and achievements with displays of their written work, showing it is really valued.

Expect

- Make it clear to children that what you expect from them is their very best at all times.
- Make it clear to children that nothing less than their best is acceptable.

Classroom organisation

Staff will ensure that the classroom is organised to enable the children to achieve their best. The following will happen:

- All children will have a good view of the member of staff modelling the handwriting.
- All children will be facing the board or will be sideways to it (No child should have their back to the board).
- All children will have enough desk space when they are writing. Desks will be uncluttered.
- Where sitting in pairs a left-hander should be sitting to the left to ensure both the right-handed child and left-handed child have sufficient space to work comfortably.
- Staff will ensure that there is sufficient natural light in the classroom.
- Staff will ensure that the handwriting expectations are visible in the classroom at all times.
- Staff will ensure that children's writing examples are visible in the classroom and will be celebrated by all.

Essential habits for developing excellent handwriting

Good posture and correct seating position are essential components for developing good handwriting. In accordance with the Harvey and Watson Scheme of Handwriting, Wawne Primary School will adopt and promote the following essential habits:

1. **Two hands** - Insist on children always using two hands when writing. One hand to hold the paper and one hand to write with.
2. **Six feet** - Children must always keep six feet on the floor. Their own two feet and the chairs four feet.
3. **BBC** - Ensure that children always sit in the BBC position:
Bottom Back in Chair
4. **TNT** - Tummy Near Table. This ensures that the child is sitting with their body close to their work, instead of having to stretch forward to write.
5. **Paper position** - The paper should be upright when the child is writing or an angle not greater than 45 degrees.

The above good habits must be insisted on at all times when a child is writing not just in handwriting lessons.

Left- handed pupils

Staff should be aware of the specific needs of left-handed children and make appropriate provision:

- Pencils/pens should not be held too close to the point as this can interrupt the child's line of vision.
- Children should be positioned so that they can place their paper to their left side.
- Left-handed children should sit to the left of a right-handed child so that they are not competing for space and avoid elbows knocking.
- Left-handed children should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop.
- Letters which have a cross stroke such as T, t and f will be formed slightly differently.

To achieve the use of a pen, children must demonstrate the following:

- All numbers and letters are correctly formed.
- The ascenders and descenders are the appropriate size
- They are able to join all letters according to the handwriting policy
- Children have a secure grip and have the correct posture for writing

Children will be given the option to use a pen from Year 4 if the teacher feels that they are ready to use one. The child will use a black handwriting pen for their work and a blue handwriting pen for their editing.

Children with Special Educational Needs and Disabilities (SEND)

All children must have the opportunity and the encouragement to reach their full potential regardless of their additional needs. Children with SEND, where necessary, will be provided with specialist equipment to aid their handwriting development.

Intervention sessions will be provided for children who need additional guidance and practise to develop their handwriting and transfer their skills. Intervention is also available for children who experience significant difficulties to practise pre-writing skills and gross and fine motor skills coordination.

Presentation

The following expectations are in place at Wawne Primary School

KS1 (Foundation stage when pupils are ready)

- All work will have a title and date
- The short date will be used in Maths books
- Children will write the short date in all subjects until they are ready to write the long date fluently and at speed. The children will be using the long date by the end of Year 2.
- All children will underline the dates and titles when they are ready to do this neatly.

These skills will be practised and supported throughout KS1.

KS2

- All work will have a date and title at the top of the page, these will be neatly underlined.
- The short date will be used in Maths books
- The long date will be used in all other subjects

The staff will have high expectations that all children will do the above

Fonts to use for typed texts

The following electronic fonts will be used for typed texts and displays.

- Comics Sans

Any displayed texts which are joined will be handwritten in accordance with the Harvey and Watson Scheme of Handwriting.

Displays

All school displays will be:

- Neat and well-presented.
- Have neutral background paper (hessian or cream paper) and a navy blue border.
- Use typed wording in the agreed font or have handwritten wording in the agreed joined style.
- Have a title and wording explaining its purpose.
- Be interactive to develop pupils learning.

- Be inspiring and develop pupil's sense of achievement through celebrations of children's work.

Monitoring

Books and work will be reviewed half termly to ensure the above policy is being adhered to. Any issues will be addressed and improvements supported.

This policy will be reviewed in September 2027

Handwriting

The Letter Families:

The Straight Line Family	i l t j
The <u>Coathanger</u> Family	c o a d g q e
The Bridge Family	n m r h b k p
The Zig Zag Family	v w
The Smile Family-	u y
The Misfits!-	s f x y

f- greedy- is tall and has a tail

t- teenager t

How will we sit when we are writing:

Two Hands- one hand to write with and one hand to hold the paper.

Six feet on the ground- your 2 feet and the 4 feet on your chair.

BBC- Bottom at the Back of the Chair

TNT- Tummy Near Table

Good paper position



Appendix 2- Handwriting Families

Family 1.

The Straight Line Family

i l t j

Family 2.

The coathanger Family

c o a d g q e

Family 3.

The Bridge Family

n m r h b k p

Family 4.

The Zig Zag Family

v w

Family 5.

The Smile Family

u y

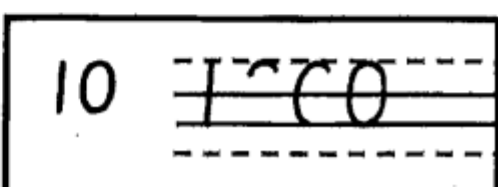
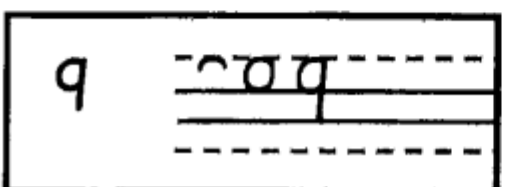
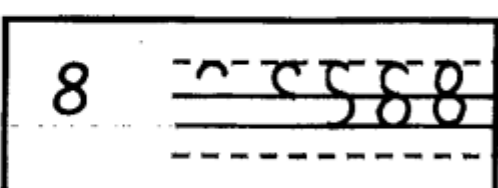
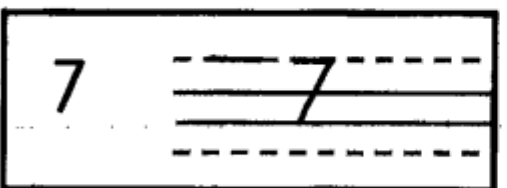
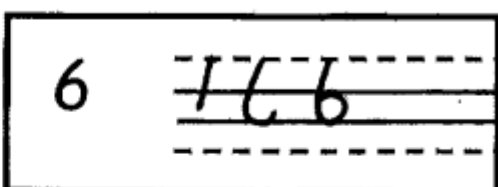
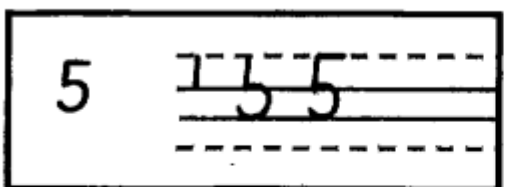
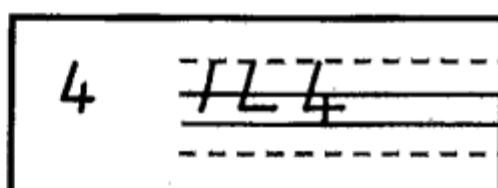
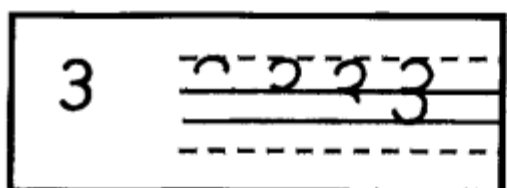
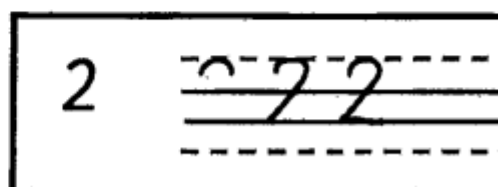
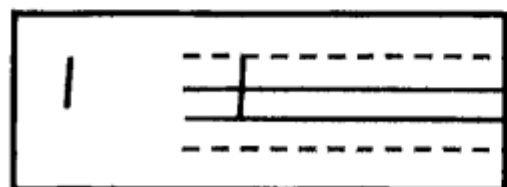
Family 6.

The Misfits

s f x z

Number Formation

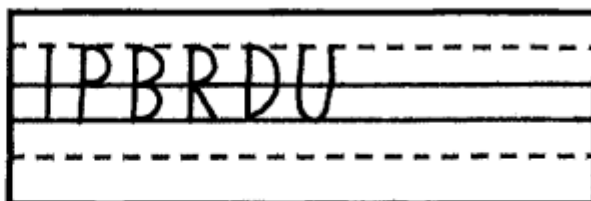
Numbers can be drawn using the lineguides in a very similar way to letters. All numbers should be regarded as the same size as tall letters, therefore they start on the top broken line and sit on the bottom solid line. The lineguide gives structure to their formation within.



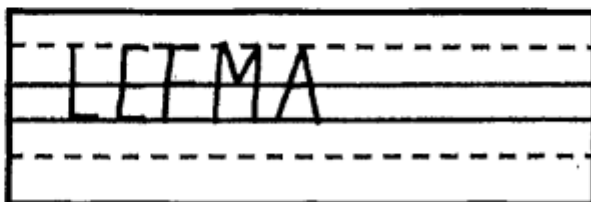
Appendix 4- Upper Case Letters

Upper Case Letters

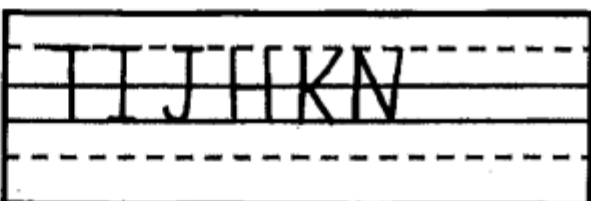
1 PBRDU



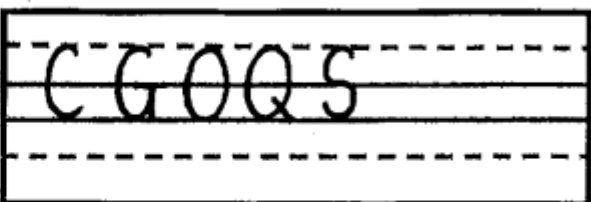
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3 TIJHKN



4 CGOQS



5 XVWYZ

