

HANDWRITING AND PRESENTATION POLICY

Believe and Achieve



To be read in conjunction with related school
policies

To be reviewed by January 2027

Mission Statement

Believe and Achieve

“We are a safe and happy school where we all shine as part of God’s family.”

1. Rationale

Handwriting is a fundamental component of writing. As outlined in the DfE Writing Framework, fluent and legible handwriting enables pupils to record their ideas efficiently and frees working memory so that they can focus on composition, spelling and meaning. This policy sets out how handwriting is taught, practised and supported across the school to ensure all pupils develop automatic, legible handwriting.

2. Aims

Our aims are that all pupils will:

- Learn correct letter formation from the outset.
- Develop fluent, automatic and legible handwriting.
- Write with increasing speed, confidence and stamina.
- Take pride in the presentation of their written work.
- Be supported appropriately where handwriting presents a barrier to writing.

3. Principles Underpinning the Teaching of Handwriting

Handwriting teaching at our school is based on the following key principles from the Writing Framework:

- Handwriting is a **core transcription skill** and is taught explicitly.
- Teaching is **sequenced and systematic**, beginning with correct letter formation.
- Automaticity is prioritised so that handwriting does not hinder composition.
- Joined handwriting is introduced **only when pupils are secure in unjoined letter formation**.
- Frequent, short practice opportunities are more effective than occasional long sessions.
- High-quality teacher modelling is essential.

4. Teaching and Learning



Unlocking Handwriting

'Good handwriting is critical to children's writing progress. It is essential that handwriting is practised until it is fluent and effortless so that the children can put all their effort into thinking about what they are writing. Handwriting is built into the Unlocking Letters and Sounds digital lessons but it is essential that handwriting is also taught discretely in a progressive sequence to support children to meet the National Curriculum requirements. Children need to practise handwriting under the guidance of a teacher so that they do not develop habits or embed misconceptions that are difficult to correct later.'

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Unlocking Handwriting Progression

Unlocking Handwriting is a whole school handwriting programme. The progression used in Unlocking Handwriting follows the National Curriculum progression, with some additional content included based upon a wealth of experience of teaching handwriting in schools, feedback from schools seeking a comprehensive, progressive handwriting programme and updated guidance (including requirements from the National Curriculum).

The progression is structured broadly in units which are broken down into multiple sessions, offering a clear focus for each discrete handwriting lesson. Similar to the structure of Unlocking Letters and Sounds, Unlocking Handwriting provides 'Mastery' units for children to embed and secure the knowledge they have previously learnt. The programme also provides frequent opportunities for children to revisit previous learning and embed this before further refining their handwriting skills. The formation of numbers, cursive letters and uppercase letters are revisited every year to ensure this knowledge remains embedded.

The progression is organised as follows:

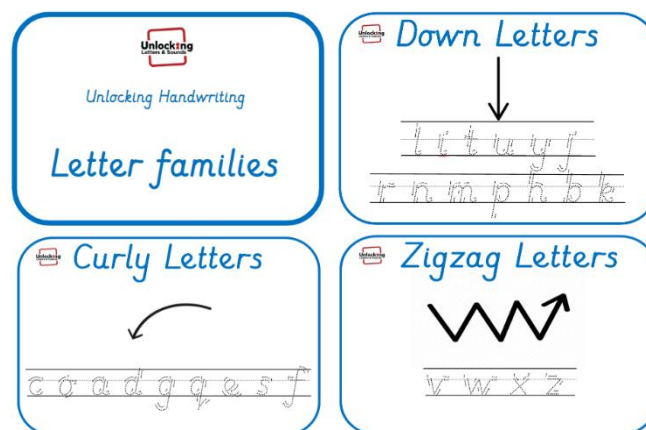
Year Group	Unit	Number of Lessons	Focus
EYFS	1	Ongoing	Developing Gross and Fine Motor Skills Mastery
EYFS	2	Ongoing	Establishing the Correct Pencil Grip and Writing Position
EYFS	3	6	Pre-Writing Skills Mastery
EYFS	4	14	Lowercase Letter Formation
EYFS	5	13	Forming Letter Families
EYFS	6	Ongoing	Name Writing
EYFS	7	6	Number Formation

Year Group	Unit	Number of Lessons	Focus
Year 1	1	Ongoing	Establishing the Correct Pencil Grip and Writing Position Mastery
Year 1	2	Ongoing	Name Writing Mastery
Year 1	3	6	Number Formation Mastery
Year 1	4	14	Lowercase Letter Formation Mastery
Year 1	5	14	Uppercase Letter Formation
Year 1	6	12	Forming Letter Families Mastery
Year 1	7	12	Uppercase Letter Formation Mastery
Year 1	8	8	Form Lowercase Letters of the Correct Size Relative to One Another
Year 2	1	4	Revisit Number Formation
Year 2	2	6	Revisit Lowercase Letter Formation
Year 2	3	6	Revisit Uppercase Letter Formation
Year 2	4	14	Cursive Letter Formation
Year 2	5	16	Letter Joins
Year 2	6	16	Letter Joins Mastery
Year 2	7	3	Form Lowercase Letters of the Correct Size Relative to One Another Mastery
Year 2	8	5	Uppercase Letters and Numbers Correctly Sized in Relation to One Another
Year 2	9	3	Spacing Within and Between Words Which Reflects the Size of the Letters
Year 3	1	3	Revisit Number Formation
Year 3	2	6	Revisit Uppercase Letter Formation
Year 3	3	8	Cursive Letter Formation Mastery
Year 3	4	16	Revisit Letter Joins
Year 3	5	5	Revisiting Forming Lowercase Letters of the Correct Size Relative to One Another Mastery (including Y3&4 NC statutory spelling list)
Year 3	6	Ongoing	Uppercase Letters and Numbers Correctly Sized in Relation to One Another Mastery
Year 3	7	4	Spacing Within and Between Words Which Reflects the Size of the Letters Mastery (including correctly formed Y3&4 NC punctuation requirements)
Year 3	8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch
Year 3	9	Ongoing	Increase Legibility, Consistency and Quality of Handwriting
Year 4	1	3	Revisit Number Formation
Year 4	2	6	Revisit Uppercase Letter Formation
Year 4	3	Ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
Year 4	4	6	Revisit Cursive Letter Formation
Year 4	5	9	Revisit Letter Joins
Year 4	6	5	Revisit Forming Lowercase Letters of the Correct Size Relative to One Another (including Y3&4 NC statutory spelling list)
Year 4	7	4	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters (including correctly formed Y3&4 NC punctuation requirements)
Year 4	8	6	Spacing Lines of Writing Sufficiently so Ascenders and Descenders Do Not Touch Mastery
Year 4	9	Ongoing	Increase the Legibility, Consistency and Quality of Handwriting Mastery
Year 5	1	3	Revisit Number Formation
Year 5	2	Ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another

Year Group	Unit	Number of Lessons	Focus
Year 5	3	9	Revisit Cursive Letter Formation and Letter Joins
Year 5	4	5	Revisit Spacing Within and Between Words Which Reflects the Size of the Letters (including correctly formed y5&6 NC punctuation requirements)
Year 5	5	Ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
Year 5	6	10	Increase the Speed and Fluency of Handwriting (including Y5&6 NC statutory spelling list)
Year 5	7	15	Using an Unjoined Style for a Particular Purpose
Year 6	1	3	Revisit Number Formation
Year 6	2	Ongoing	Revisit Uppercase Letters and Numbers Correctly Sized in Relation to One Another
Year 6	3	9	Revisit Cursive Letter Formation and Letter Joins
Year 6	4	6	Revisit Spacing Within and Between Words and Across Lines of Writing so Ascenders and Descenders Do Not Touch (including correctly formed Y5&6 NC punctuation requirements)
Year 6	5	Ongoing	Revisit Increasing the Legibility, Consistency and Quality of Handwriting
Year 6	6	10	Increase the Speed and Fluency of Handwriting Mastery (including Y5&6 NC statutory spelling list)
Year 6	7	4	Using an Unjoined Style for a Particular Purpose Mastery

Early Years Foundation Stage (EYFS)

- Children develop fine and gross motor control through purposeful play and adult-led activities (one 10-minute focused handwriting lesson each week, plus follow-up focus group).
- Handwriting teaching begins with correct pencil grip, posture and letter formation.
- Letter formation is closely aligned with phonics teaching but letters are taught in a different order in line with the letter families.



Key Stage 1

- Handwriting is taught through **regular, discrete lessons**. Children receive two 10-minute focused handwriting lessons each week.
- Teachers explicitly model correct letter formation using clear starting points and direction.
- Pupils practise forming unjoined letters until they can do so accurately and consistently.
- Dictation and sentence-level writing are used to support fluency and transcription skills.
- Joined handwriting is introduced only when pupils demonstrate secure control of unjoined letters.

- Cursive is introduced in year 2. Children who are ready to are expected to use cursive handwriting across all written work from Unit 6 onward.

Key Stage 2

- Handwriting is taught through **regular, discrete lessons**. Children receive two 10-minute focused handwriting lessons each week.
- Teaching focuses on developing fluency, consistency and speed while maintaining legibility.
- Joined handwriting is reinforced and refined.
- Teachers continue to model handwriting expectations across all subjects.
- Pupils are encouraged to develop stamina for longer pieces of writing once handwriting is fluent.

5. Practice and Application

- Handwriting is practised regularly, both in discrete lessons and through application in wider writing tasks.
- Expectations for presentation are consistent across subjects.
- Short, focused practise is used to reinforce skills and address misconceptions.
- Teachers regularly remind children about 'ready to write' routines, including the correct way to position themselves and their paper and how to hold their writing instrument.



Getting Ready to Write

Pupil Guide

Writing Position Checklist:

1. Are you sat to the back of the chair?
2. Is your chair tucked in?
3. Are both feet flat on the floor?
4. Have you straightened your posture?



How to hold a pencil



1. Thumb and index finger pinch the pencil (frogs legs)
2. Middle finger supports the pencil (log under the frog)
3. Ring and little finger are tucked away into the palm of the hand.

Pencil Grip

Point



Pinch



Flip



Paper Position

Is your paper at the right angle?



Left-handed



Right-handed

6. Talk, Dictation and Sentence-Level Work

- Pupils are encouraged to rehearse sentences orally before writing.
- In addition to handwriting lessons, dictation is used in both writing and spelling sessions to support handwriting fluency, spelling and sentence construction.
- Early writing tasks prioritise accuracy and quality rather than length.

7. Inclusion and Support

- All pupils are entitled to high-quality handwriting teaching.
- Pupils who find handwriting difficult are identified early and provided with targeted support. Teachers conduct formal fine motor assessments in both September and February in order to ensure these children are known throughout the school and appropriate support is in place.
- Reasonable adjustments and additional resources are used where appropriate to ensure access to learning. These may include pencil grips, alternative pens or pencils, writing slopes and letter formation cards. They also include focused intervention sessions with trained staff to help these children to catch up with their peers.
- Alternative recording methods may be considered where handwriting remains a significant barrier, following appropriate assessment.

8. Expectations for Presentation

- Presentation expectations are reiterated with children during the start of Term 1 and on a regular basis throughout the year.
- Pupils are expected to use the agreed school handwriting style.
- Work should be written neatly, with consistent letter size, spacing and alignment.
- Teachers model high standards of handwriting in all written feedback and displays.
- DUMTUMS should be modelled throughout Year 1 and introduced from January in Year 2. For children with specific needs it should be introduced once the child is ready to move onto this stage. Prior to this, adults working with the child can record this information.
- DUMTUMS should be used for work in books and on paper:
- In KS1, writing mistakes should be circled. In KS2, mistakes should be crossed out neatly using one ruled line. The correct version should be written on the same line or above the mistake, wherever is most appropriate.

✦ **DATE**
✦ **UNDERLINE**
✦ **MISS A LINE**
✦ **TITLE**
✦ **UNDERLINE**
✦ **MISS A LINE**
✦ **START**

- Rubbers should be used sparingly.
- A child should not write or draw on the covers of any exercise books.
- Straight lines should be drawn with a ruler unless it is intended to be a rough sketch.
- Work completed on paper must be neatly stuck in.
- In Maths, work should be completed in pencil, using one number/symbol to one square.

9. Assessment and Monitoring

- Handwriting is monitored regularly by teachers as part of ongoing assessment.
- Leaders monitor handwriting standards through work scrutiny and lesson observations.
- Findings are used to inform teaching, interventions and professional development.

10. Roles and Responsibilities

- **Teachers** are responsible for teaching handwriting explicitly and modelling expectations.
- **Teaching Partners** support pupils through guided practice and intervention.
- **Leaders** ensure consistency, provide training and promote a positive writing culture.

11. Review

This policy will be reviewed regularly to ensure it reflects current guidance, including the DfE Writing Framework, and continues to meet the needs of our pupils.