Hoyland Springwood Primary School
Handwriting and Presentation Policy

At Hoyland Springwood we take pride in our work and this is evident in the high standards of handwriting that we expect and encourage. High standards of presentation and handwriting skills help to build a child's confidence, self-esteem, motivation and ability to write. It also plays a part in their personal development because care, pride, concentration and perseverance taught through handwriting can lead to improvements in other areas of the curriculum. Good handwriting and presentation also gives the reader a favourable impression of the completed work.

There are many factors that contribute to high standards of handwriting and presentation, including good quality writing tools, correct body posture, good writing attitudes and habits, uniformity of approach to teaching handwriting and presentation and above all the need for staff to have high expectations of themselves and their pupils.

Good handwriting needs self-discipline, skill and teacher input. All handwriting and presentation is only as good as the way in which it is taught. It is vital that teacher modelling is good, teaching language is appropriate, effective strategies are used and that teachers structure their lessons well to get the most impact out of the time provided.

Only our best is good enough.

Aims

In order to achieve this, our aims are:

- To develop the correct pencil grip to ensure a comfortable hand.
- For all children to develop a handwriting style that is consistent in size, orientation and formation, leading into a joined style.
- For all children to develop a legible and comfortable handwriting style with increasing confidence, fluency and speed.
- For children to be aware that different forms of handwriting are to be used for different purposes (drafting, note taking, final presentation).
- To make provision for left handed children to develop free flowing writing.
- To make appropriate provision for any children with gross or fine motor skill difficulties.
- To teach children to write from left to right and top to bottom of a page.
- To become competent when using a range of writing implements.
- To acknowledge effort, celebrate achievement and value the written work of all pupils.
- To ensure that there is consistency and high standards in the presentation of work.
- To set consistent standards and raise expectations of all children.
- To support high quality teaching and learning.

We recognise that handwriting is a whole-school issue and that it is inextricably linked to the teaching of phonics and spelling. Handwriting is a skill that must be explicitly taught and practised regularly.

Consistency is a key word.

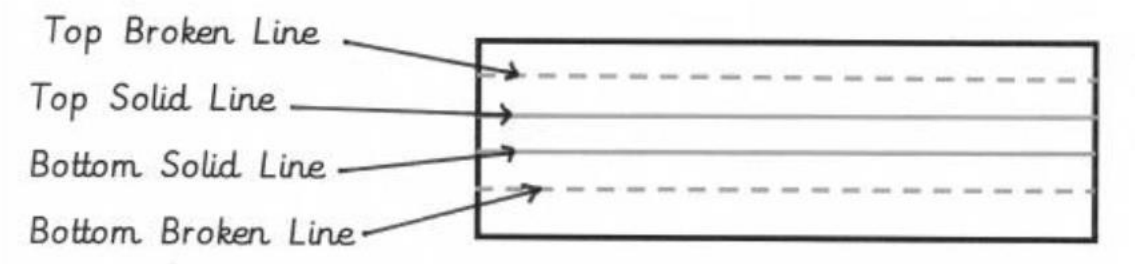
- *Consistency* in terms of the handwriting style and letter shapes being taught
- *Consistency* in terms of how handwriting lessons are taught
- *Consistency* in terms of the way teaching materials and writing tools are used
- Consistency in terms of the teaching language which is used
- *Consistency* in terms of all members of staff supporting and believing in this drive for excellence in handwriting.

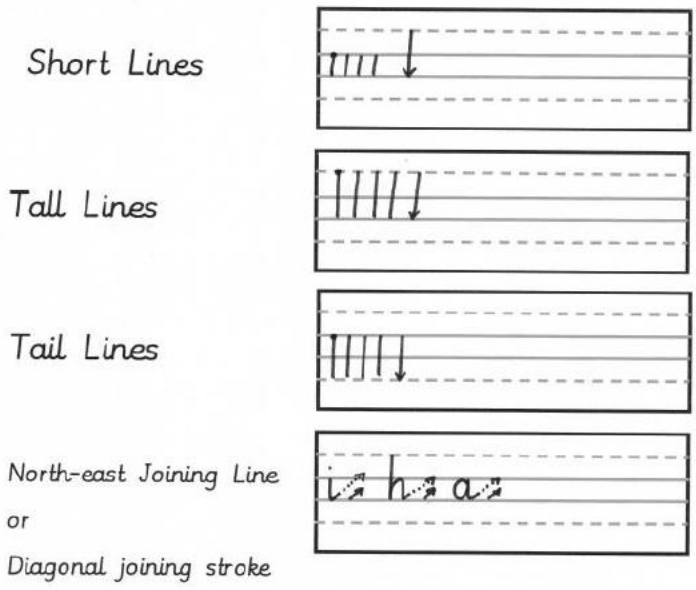
It has to be seen that this is what ***we*** are doing as a staff. It has to be seen that this is something that is happening in every class. It has to be seen that this is something ***we*** all believe in. The more that teachers give strong messages to pupils, showing they are really passionate about high quality presentation of work, the greater the likelihood of high standards being achieved.

How handwriting is taught

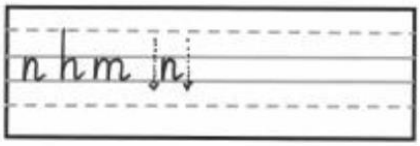
At Hoyland Springwood we follow the Martin Harvey method for teaching handwriting. All staff will refer to the document **'Achieving Excellence in Handwriting'** (see the shared drive) for clarification on letter formation, positioning on the line and joining. This means that we do not follow a bought 'scheme'; rather we use a consistent approach of teaching handwriting throughout the school using Martin Harvey's guidelines and clear terminology.

The approach progresses through the school with an emphasis being placed on the use of consistent language. Specific handwriting displays in each classroom will reflect the consistency of language and approach used thr[illegible]



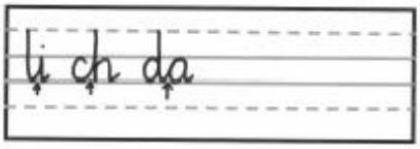


Narrow bridges

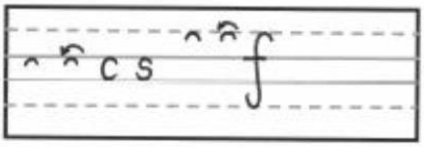


Letters with triangles

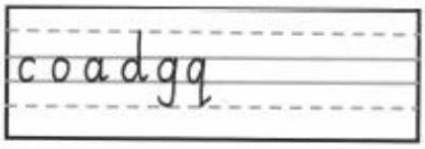
Joins with triangles



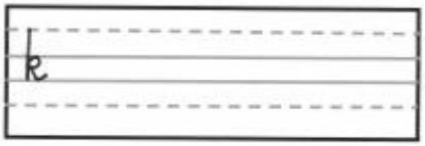
Coat hanger hooks



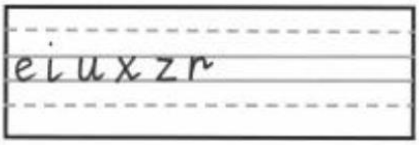
Egg shapes in the coat hanger letters



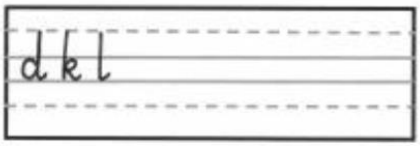
Shoe lace k



Small letters

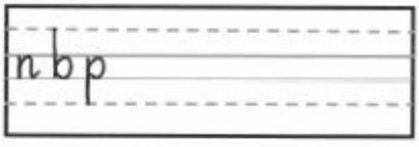


Tall letters

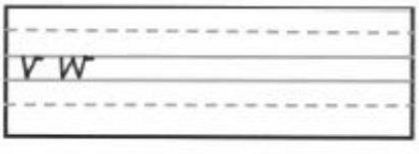


Tail letters

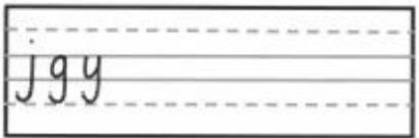
Narrow letters



Letters with sharp points



Narrow curved tails



- In handwriting lessons we aim to develop confidence and **good attitudes** by stating at the beginning of handwriting lessons that the children should be aiming to impress and be proud of their writing,
- We develop **good habits** by ensuring that children:
    - use two hands to write (one to hold the page and one to hold the pencil/pen).
    - They will need six feet on the floor (four chair legs and their own two feet).
    - BBC, Bottom, Back in Chair.
    - TNT, Tummy Near Table.
    - The paper needs to be straight or at a slight angle.
    - Left handed children need to be seated carefully to make sure that they are not banging elbows with a right handed writer.
- Children need to be taught the correct pencil grip and they need to rest the pencil in its bed. The top of the pencil needs to be pointing straight over the shoulder. We need to make sure that there are no lazy thumbs and so thumbs grip the pencil and are not folded over the pencil,
- We use the language that we have been trained to use during our sessions with Martin Harvey such as: Top solid line, bottom solid line, broken line, short line, tall line, tail line, joining line pointing NE, triangle, narrow bridge, coat hanger, shoe lace for k, our pen is an important delicate tool, magic writing finger in the air, write on the palm of your hand.
- We use lots of praise, recognise and celebrate quality, no crossing out – learn from a mistake and carry on. Teachers need to - Celebrate handwriting, put a dot under the best one, now do one even better.
- We peer assess handwriting "If this was my work I would be really proud because…" We model handwriting in handwriting lessons using our top level writing skills. We give examples of how to form and join letters and how not to form and join letters. When children are writing the teacher is on the move, getting to see everyone's writing.
- During the initial phase, children in Years 1 and 2 will have a minimum of 3 handwriting sessions per week but this may rise to daily sessions if class teachers feel that the children would benefit from a brief intensive period. At the start of the academic year and after holidays there will be intense teaching time where children will be taught handwriting every day. Staff have the freedom to do this at any stage in the year when they feel that handwriting standards have dipped,
- Sessions will be no longer than 20 minutes and will always start with a warm up activity taken from the Achieving Excellence document.
- The children in KS1 will all use handwriting books for their literacy and topic books as well as specific handwriting practise. Children in FS2 will have one book for handwriting and writing.
- All children when ready will have plain books with a card line guide attached to the back cover that can be lowered into place behind each page,
- To present work neatly and to write up work on to plain paper we will use line guides with solid and broken lines, again choosing the size that is appropriate for each individual,
- We use the Martin Harvey booklet and Nelson Handwriting scheme for guidance,
- We **do not join from** b, p, s, y, g, j and q **but we can join to** these letters,
- There is no looping on tail letters,
- The letter t is three quarters high, half way between the solid and broken line,
- Capital letter formation and number formation also needs to be taught. Capital letters need to be tall and are never joined,
- **When a child is able to form their letters and join their writing neatly they will be eligible to receive Stage One of their Pen Licence. This means that they are able to write up their work and present**

writing (when the teacher states) using a handwriting pen. They will have their licence awarded in Friday's Assembly,

- **When the children have been writing very well with a handwriting pen the teacher may decide that they are ready to receive Stage Two of their Pen Licence. This will enable them to use a disposable fountain pen. Again they will receive this licence in Friday's Assembly,**
- Handwriting pens will always have black ink,
- We celebrate handwriting around school as displays, on classroom doors, on the website, by showing it to other pupils and members of staff, by informing parents of progress and around the community as often as possible. We have short term displays of excellent handwriting and presentation in classrooms. These are changed as frequently as possible. Work on these displays do not need to be backed,
- Standards of presentation and handwriting in all subjects is monitored,
- Handwriting is constantly monitored through whole class teaching of handwriting and the teacher will pick up on misconceptions then and address them. We give verbal feedback throughout the lesson,
- If a member of staff is unsure of how to form a letter or join they are encouraged to seek advice from the Literacy Coordinator,

Transferring Handwriting Across the Curriculum

INSIST ..... MOTIVATE ..... EXPECT

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

- *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.

- 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 own best is acceptable.

Presentation

- When the date isn't typed with the learning objective, we write the date on the right hand side of the page and always underline it. We use the full version of the date e.g. Thursday 12th December in all subjects except maths in which we use the short date e.g. 03.12.15,
- If we need a title we then leave a line, write the title, underline it and then leave a line before we start our work,

- When children start a new page they need to write on the top line,
- In English lessons we begin each new piece of work on a new page,
- To indicate a new paragraph we leave a line,
- In KS2 children cross out using a single ruled line. They must use a ruler. In KS1 the children draw a single line through mistakes. If children make a mistake in handwriting lessons or when presenting work, they leave it, learn from it and carry on,
- The use of rubbers is not encouraged. They should only be used when stated by the teacher,
- In maths, the number is written followed by a dot and then a square before the calculation,
- In English, the number is written in the margin again with a dot only,
- In maths, there is one digit in each square,
- Incorrect presentation needs to be commented on by the teacher,
- Writing tools need to be of high quality e.g. pencils should be sharp and of a good length,
- There must be no doodling or scribbling in or on books and paper,
- When the children write their names on books or sheets they need to write both names and these must begin with capital letters.

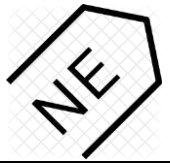
Date Agreed by Governors: _____

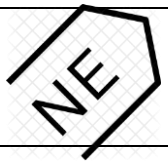
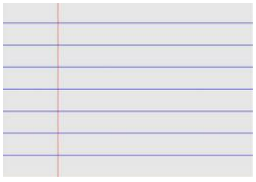
Signed_____

Policy set in March 2025

Policy to be reviewed in March 2028

Presentation Guide - Foundation Stage
I will use a writing tool for my written work.
I will take pride in my work.
I will hold my writing tool correctly.
I will use the phonics display and sound mats to check how to form my letters if I am unsure.

Presentation Guide – Key Stage One
I will use a writing tool for my written work.
I will take pride in my work.
I will hold my pencil or pen correctly.
I will used joined up writing correctly using a joining line on a North East slanted line. 
I will make sure there is a date at the top of each piece of work.
I will underline the date and title using a ruler.
I will not leave blank pages in my books.
If I make a mistake, I will put a neat line through it. ~~Hellop~~
I will write on the correct lines and I will always start at the margin.

Presentation Guide – Key Stage Two	
I will always use joined up handwriting that is neat and fluent.	
I will take pride in my work and I will never draw on the cover of my books or in my books.	
I will hold my pencil or pen correctly so that my writing is always my neatest.	
I will make sure there is a date at the top of each piece of work.	
If I underline the date and title, I will use a ruler.	
I will not leave blank pages in my books.	
If I make a mistake, I will put a neat line through it.	~~Hellop~~
I will write on the correct lines in my book or follow the lines of my line guide if using paper.	
I will always start my writing next to the margin.	