



# Blossom Federation

Daubeney, Sebright and Lauriston



Handwriting & Presentation Policy

Lauriston School

September 2022

## **Vision**

Our vision at Blossom Federation is to build and maintain exemplary expectations for handwriting and presentation across the school. We aim to develop confident writers whose handwriting fluency enables them to write at length with good stamina and allows them to focus on the development of their writing skills. We aim for all our pupils to take pride in the presentation of their learning and have a clear understanding of how to present their work beautifully in line with school expectations.



## **Rationale**

It is important that children use a handwriting style which is fluent, neat and legible to enable them to successfully communicate ideas in writing. Handwriting plays an important role to allow children to write quickly, comfortably and at length where necessary; a skill necessary in all curriculum areas and throughout life. Where children are able to take pride in their handwriting and presentation skills, they will feel positive ownership over their recorded work and increased self-esteem.

## **Aims**

- For all children to develop a confident, joined handwriting style that is legible and fluent; which will enable pupils to focus on writing or other curriculum skills without concern about letter formation.
- To foster a positive attitude towards writing.
- To establish and maintain exemplary expectations for handwriting & presentation of work.
- To ensure pupil's recorded work provides value to their learning
- To foster children's sense of pride in their recorded work.

## **Year Group/Key Stage Expectations**

At Lauriston School we have developed a consistent approach to the Teaching & Learning of Handwriting according to the expectations for pupils as laid out in the National Curriculum.

The basic organisational structure of how Handwriting is taught at our school charts the following stages in developing neat, fluent handwriting:

1. Readiness for writing: gross and fine motor skills leading to letter formation
2. Securing letter formation
3. Beginning to join
4. Securing joins
5. Practising speed and fluency
6. Developing independent organisation & presentation skills

At all stages of handwriting, children are encouraged to take pride in the presentation of their work and taught presentation skills relevant to their key stage.

Appendix 1 lays out handwriting expectations for each year group as specified in the National Curriculum and the teaching progression through Lauriston's handwriting scheme.

## **Teaching & Learning of Handwriting and Presentation**

Letter formation and handwriting is taught at Lauriston in a progressive sequence using consistent resources across the school. Pupils follow and complete a series of booklets teaching correct letter formation, capital letters, numbers, pre-cursive letter formation and joined letter patterns. Once pupils have secured these skills, they move on to working into a handwriting book where their practice of cursive letter formation and joining is completed daily. This handwriting teaching and practice continues throughout key stage 2, incorporating practice of spelling. Teaching of each letter is done according to letter sets and families, allowing pupils to see the similarities between certain letters and their style of join. Please see Appendix 2 to see the families/sets that letters are taught in.

## **EYFS**



In EYFS, opportunities for children to develop gross and fine motor skills are threaded throughout the daily curriculum. They are given opportunities to develop physical control through large scale movement such as outdoor play, balancing, climbing and moving to music. They are able to develop manipulative skills in activities that involve using tools, scissors, utensils. Fine motor control and hand-eye co-ordination is developed in activities such as threading, cutting, jigsaws and manipulating equipment. Handwriting patterns and letter formation begin to be taught in EYFS with our progressive scheme of handwriting booklets.

Pupils will:

- Engage in activities requiring hand-eye co-ordination
- Use one-handed tools and equipment
- Draw lines and circles using gross motor movement
- Manipulate objects with increasing control
- Be free to select writing implements of their choice in child-initiated learning
- Be taught correct sitting and pencil grip
- Be taught how to hold a pencil and form basic letter shapes
- Be taught correct letter and number formation, moving from single letters to words and sentences
- Be encouraged to write in a straight line from left to right

<b>Reception Handwriting &amp; Presentation Milestones</b>	
<b>Handwriting</b>	<b>Presentation</b>
<ul style="list-style-type: none"> <li>● Correct pencil grip: hold pencil near point using first two fingers and thumb and uses it with good control.</li> <li>● Use a pencil effectively to form recognisable letters, most of which are correctly formed.</li> <li>● To begin to write on lines and control letter size.</li> <li>● To form most lower case letters in the correct direction, starting and finishing in the right place.</li> </ul>	<ul style="list-style-type: none"> <li>● I am proud of my writing and celebrate it in my writing book.</li> <li>● I can show pieces of work that I am proud of.</li> </ul>

### **Key Stage 1**

Key Stage 1 is a significant time for the development of children's handwriting skills and daily teaching should reflect this importance. In Key Stage 1, children should secure correct letter formation for all lower case and capital letters and understand which letters belong to which handwriting families. They will learn the pre-cursive diagonal and horizontal joins for letters and begin to learn how to use the diagonal and horizontal strokes to join letters. Children continue to use the progressive handwriting booklets to secure their letter formation and practice pre-cursive letters. In Year 2, once secure, children will begin using Handwriting Books to practice cursive handwriting.

Pupils will:

- Have daily teacher-led handwriting lessons focused on direct teaching of letter formation, pre-cursive & cursive handwriting relevant to their stage of handwriting development
- Be taught to write 'on the line'
- Be taught to maintain regular size and shape of letters and use consistent spacing between words
- Develop fluency of handwriting at word and sentence level through daily handwriting practice and writing lessons



- Have opportunities for practice spelling common exception words and words following specific spelling patterns threaded through handwriting practice

<b>Year 1 Handwriting &amp; Presentation Milestones</b>	
<b>Handwriting</b>	<b>Presentation</b>
<ul style="list-style-type: none"> <li>• To form all lower case letters in the correct direction, starting and finishing in the right place.</li> <li>• To form all capital letters correctly.</li> <li>• To form digits 0-9 correctly.</li> <li>• To know which letters belong to which letter families.</li> <li>• To form lower case letters of a consistent size relative to one another.</li> <li>• To begin forming lower case letters in their pre-cursive form (ie. including entry and exit joins)</li> </ul>	<ul style="list-style-type: none"> <li>• To write consistently on the line.</li> <li>• To publish work in my best handwriting.</li> <li>• To begin to write the date and LI into my book independently.</li> <li>• To write one digit per square in Maths books.</li> </ul>

<b>Year 2 Handwriting &amp; Presentation Milestones</b>	
<b>Handwriting</b>	<b>Presentation</b>
<ul style="list-style-type: none"> <li>• To form all lower case letters in their pre-cursive form correctly, starting with the entry join and finishing with the exit join.</li> <li>• To form lower case letters of the correct size relative to one another.</li> <li>• To write capital letters and digits of the correct size relative to one another and to lower case letters.</li> <li>• To begin joining letters to use cursive handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>• To write the date and LI into my book independently and use a ruler to underline.</li> <li>• To publish work in my best handwriting.</li> <li>• To write one digit per square in Maths books.</li> </ul>

## **Key Stage 2**

In Key Stage 2, pupils should secure their cursive handwriting skills to be able to write fluently and at length; developing good writing stamina appropriate to their year group. In Key Stage 2, pupils should be developing a consistent neat, legible, cursive style of handwriting, and be given opportunities to organise and present their recorded work independently in a neat, clear style. Pupils are taught handwriting daily; incorporating teaching of cursive letter forms, practice joining words into longer sentences, and including cursive practice of weekly spelling words.

Pupils will:

- Increase the legibility, consistency and quality of their handwriting
- Develop an efficient writing speed
- Begin to use pens to write with, when demonstrating a secure and consistent cursive style
- Use rulers to draw lines including underlining, drawing diagrams, labelling and crossing out
- Learn to select most appropriate organisation and presentation styles dependent on the genre or type of recorded outcome

<b>LKS2 Handwriting &amp; Presentation Milestones</b>	
<b>Handwriting</b>	<b>Presentation</b>



<ul style="list-style-type: none"> <li>To write in legible cursive handwriting, using the diagonal and horizontal strokes needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</li> </ul>	<ul style="list-style-type: none"> <li>To begin making independent organisational decisions when presenting work (eg. drawing my own table with a ruler to record results; presenting a mind-map independently).</li> </ul>
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<b>UKS2 Handwriting &amp; Presentation Milestones</b>	
<b>Handwriting</b>	<b>Presentation</b>
<ul style="list-style-type: none"> <li>To develop their individual handwriting style, maintaining a legible, cursive style while increasing speed, consistency and quality of handwriting.</li> </ul>	<ul style="list-style-type: none"> <li>To select the most appropriate organisation and presentation styles and execute these neatly and independently.</li> </ul>

### **Inclusion**

These expectations outlined above apply to the vast majority of children in our school. We expect the majority of pupils to achieve their year group milestones for handwriting and presentation. However, there will also be pupils who are unable to meet their milestones at the same timeline as others due to an additional need or special circumstances. Pupils will be supported with targeted intervention as necessary. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties will be addressed in response to the pupil's individual needs, through appropriate interventions or specific equipment.

Provision for left-handed children should be considered as part of daily Handwriting provision in class. Teachers ensure that appropriate equipment is available for left-handed pupils, as well as taking their needs into consideration when considering seating arrangements; ensuring left handed pupils have sufficient writing space on their table alongside other pupils.

### **Celebration and Motivation**

All staff are responsible for ensuring that high standards for presentation and handwriting are promoted, through:

- Celebrating work of a high standard in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour policies and class structures for celebration & praise.
- Sharing exemplary work in class assemblies and lessons as appropriate.
- Giving regular opportunities for children to publish their written work.
- Displaying written work in classroom and communal displays.
- Using joined, legible and consistently formed handwriting on boards, in books and displays.
- Provided modelled examples and reviewing expectations regularly with children.

### **Progression to Handwriting Pens**

Children are able to progress to using handwriting pens for their written work when they can demonstrate a consistent, neat and legible cursive handwriting style.

From Year 3 onwards, children can be awarded a 'pen license': this decision is suggested by the class teacher based on teacher assessment of their handwriting level, and approved by the Literacy lead.



From Year 5 onwards, all children write with handwriting pens. Children who are not meeting handwriting milestones at this stage should be supported by targeted intervention. Pens are used for all children in UKS2 to develop confidence and familiarity with writing in pen ahead of Secondary school.

### **Presentation Expectations**

Clear expectations for presentation in workbooks is set for children in KS1 and KS2. These are present to be referred to at the front of all Literacy (Reading & Writing) and Maths workbooks. Appendix 3 shows presentation expectations for each key stage in Literacy and Appendix 4 for each key stage in Maths.

### **Appendices**

Appendix 1: Teaching of Letter Formation & Handwriting in KS1

Appendix 2: Joined Handwriting Letter Sets

Appendix 3: Presentation Guides for Literacy

Appendix 4: Presentation Guides for Maths

## **Appendix 1: Lauriston Primary Handwriting Curriculum Expectations**

### *Lauriston Primary Handwriting Curriculum Map*

<b>EYFS</b>	<b>YEAR ONE</b>	<b>YEAR TWO</b>	<b>YEARS THREE/FOUR</b>	<b>YEARS FIVE/SIX</b>
<b>30-50 MONTHS</b> <ul style="list-style-type: none"> <li>To draw lines and circles using gross motor movements</li> <li>To hold pencil between thumb and two fingers , no longer using whole hand grasp</li> <li>To hold pencil near point using first two fingers and thumb and uses it with good control</li> <li>To copy some letters eg</li> </ul>	<ul style="list-style-type: none"> <li>To sit correctly at a table, holding a pencil comfortably and correctly</li> <li>To begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>To form capital letters</li> <li>To form digits 0-9</li> <li>To understand which letters belong to which handwriting families, eg letters that are formed in</li> </ul>	<ul style="list-style-type: none"> <li>To form lower case letters of the correct size relative to one another</li> <li>To start using some of the diagonal and horizontal strokes needed to join letters, when adjacent to one another, are best left unjoined</li> <li>To write capital letters and digits of the correct size, orientation and relationship</li> </ul>	<ul style="list-style-type: none"> <li>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant;</li> </ul>	<ul style="list-style-type: none"> <li>Pupils should be taught <u>to</u> write legibly, fluently and with increasing speed by:</li> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>



*Lauriston Primary Handwriting Curriculum Map*

RECEPTION	YEAR ONE	YEARS TWO/THREE
<p><b>HANDWRITING PATTERNS</b> (Booklet 1)</p> <p><b>LETTER FORMATION</b> (Booklet 2 – within outline and in surrounding space)</p> <p>i l t u y j n m r p b h k c o a d q s f e v x z x</p>	<p><b>LETTER FORMATION</b> (Booklet 3 – within outline and on lines)</p> <p>i l t u y j n m r p b h k c o a d q s f e v x z x</p> <p><b>CAPITALS</b> (Booklet 5)</p> <p><u>A</u> <u>B</u> C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p><b>NUMBERS</b> (Booklet 6)</p> <p><u>0</u> <u>1</u> 2 3 4 5 6 7 8 9</p>	<p><b>JOINING LETTERS</b> (Booklet 4)</p> <p><b>LETTER FORMATION AND SIZING</b> (In Handwriting Books)</p> <p><u>i</u> <u>l</u> <u>t</u> <u>u</u> <u>y</u> <u>j</u> n m r p b h k c o a d q s f e v x z x</p> <p><b>CAPITALS</b> (In handwriting book)</p> <p><u>A</u> <u>B</u> C D E F G H I J K L M N O P Q R S T U V W X Y Z</p> <p><b>NUMBERS</b> (In handwriting book)</p> <p><u>0</u> <u>1</u> 2 3 4 5 6 7 8 9</p> <p><b>JOINED LETTER PATTERNS</b> (See Separate Document)</p>
In addition to this progression of teaching the following should be practised...		
<p>Write Dance fine motor activities gross motor activities good posture good pencil grip mark making</p>	<p>fine motor activities gross motor activities</p> <p>(IN HANDWRITING BOOKS)</p> <p>key words topic words Letters and Sounds words copying out in best</p>	<p>fine motor activities gross motor activities</p> <p>(IN HANDWRITING BOOKS)</p> <p>key words topic words Support for Spelling words copying out in best</p>

The individual letters should be taught in the following sets. The letters have been organised by the way their entry stroke is formed.



straight letters

i l t u y j

tunnel letters

n m r p b h k

curved letters

c o a d g q s f e

zig zag letters

v w z x

Once the formation of the letters is correct the children will then need to focus upon the sizing of the letters, ensuring that ascenders and descenders are distinguished.

## Order of Teaching Joins

The letters have been organised in two ways in order to teach the joins. The first set of letters are sorted by their exit stroke, the second set of letters have been sorted by their entry stroke. You would choose a letter from the first set to join to a letter in the second set.

Exit stroke	Entry stroke
1 i l t u	A i u y j l t
2 n m k h	B n m r p b h k
3 a d	C c o a d g q s f
4 e x z c	D v w z x
5 b p	E e
6 o r v w f	
7 q g j y s (unjoined)	

## Joins and Example Words

IA	il it li ly ll	little like ill lit full
IB	in ir ip th un	sun bin bird lip
IC	is lo la ld to	top look this lady
ID	iv iz lv tw	fizz halve twice five





- 1E    ie le te ue ux                    tie leg ten blue
- 2A    ny mi mu my hi    mine mum my him
- 2B    nn mm mb                    sunny tummy numb
- 2C    no na mo ma                    no name money man
- 2E    ne me ke he                    knee me keep her
- 3A    ai ay al at dy                    train day sale cat daddy
- 3B    an am ar ap ab    can tram car trap cab
- 3C    ad as do dd dg    dodge daddy case bad
- 3D    av aw az                                    wave saw jazz
- 3E    ax de                                    axe made
- 4A    ei zy cu cl                    eight fuzzy cute clip
- 4B    en em cr ch ck                    crack check stem ten
- 4C    ea ed es ca                    cake bed mess meat
- 4D    ev ew ez zz                    stew buzz seven
- 4E    ee ze ce                                    cheese zebra nice
- 5A    bi by pu py st                    stay puppy big baby
- 5B    pp ph sm sk                    skate apple small phone
- 5C    po pa ps ss                    fuss paper taps pop
- 5D    sw    swing sway
- 5E    be pe se                                    pear be set
- 6A    oi oy ot vi wi                    coin toy rot vine win
- 6B    on ob om wr                    wrong job from son
- 6C    oc oo oa of ro wa way road of block too



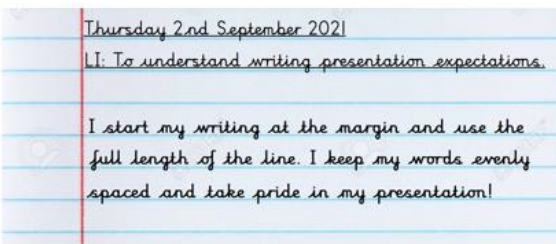
6D      ow                                      cow brown town wow  
 6E      oe ox re ve we                      toe box red halve we

**Appendix 3: Literacy Presentation Guides**


**Lauriston School**

*KS1 Presentation in our Literacy Books*


★ Lauriston Expectation 3 ★  
 We work hard and challenge ourselves.



I must remember to:

 Write my date and LI on the left hand side.

 Hold my pencil correctly.

 Underline with a ruler.

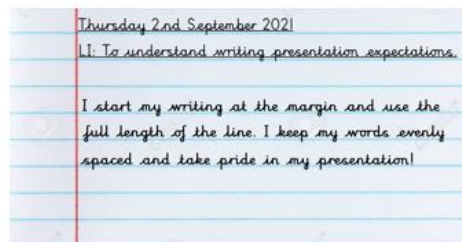
 Use my best handwriting on the line.



**Lauriston School**

*KS2 Presentation in our Literacy Books*

★ Lauriston Expectation 3 ★  
 We work hard and challenge ourselves.



5 things to remember:

1. Long date written on the left hand side and underlined.
2. LI written on the left hand side, next line down, and underlined.
3. Use a ruler to underline.
4. Ensure my writing sits on the line.
5. Keep my lower case letters a consistent size to fit within the line.

★ We will meet this expectation by: ★

- ✓ We always try our best in all the work we do.
- ✓ We take pride in our work.
- ✓ We present our work in the best way possible.
- ✓ We always use our best handwriting.





## Appendix 4: Maths Presentation Guides

# Lauriston School

KS1 Presentation in our Maths Books

★ Lauriston Expectation 3 ★  
We work hard and challenge ourselves.


0 9 0 9 2 1

LI: To understand maths presentation expectations.


0 1 2 3 4 5  
6 7 8 9 10

3 + 7 = 10  
4 + 6 = 10


I must remember to:




Write my short date and LI on the left hand side.




Hold my pencil correctly.



Underline with a ruler.



Write one digit per box.



*Article 28: You have the right to learn and go to school.*

# Lauriston School

KS2 Presentation in our Literacy Books

★ Lauriston Expectation 3 ★  
We work hard and challenge ourselves.

Thursday 2nd September 2021

LI: To understand writing presentation expectations.


I start my writing at the margin and use the full length of the line. I keep my words evenly spaced and take pride in my presentation!

5 things to remember:

1. Long date written on the left hand side and underlined.
2. LI written on the left hand side, next line down, and underlined.
3. Use a ruler to underline.
4. Ensure my writing sits on the line.
5. Keep my lower case letters a consistent size to fit within the line.

★ We will meet this expectation by: ★

- ✓ We always try our best in all the work we do.
- ✓ We take pride in our work.
- ✓ We present our work in the best way possible.
- ✓ We always use our best handwriting.



*Article 28: You have the right to learn and go to school.*