



## 1. Rationale

We believe that children should take pride in the presentation of all their work and that clear and consistent guidance should be provided throughout the school. We believe that all children should develop a neat and legible style of handwriting in both cursive and printed styles. They should be able to write for a range of purposes with increasing fluency, confidence and speed.

## 2. Aims

- To ensure a consistent approach throughout the school.
- To ensure children take pride in their work.
- To ensure all work is well organised and can be easily read.
- To ensure children have an efficient and legible writing style.
- To develop a 'dyslexia friendly school' where a cursive hand supports the learning of spellings as joined handwriting acts as an aide to memory.

## 3. Handwriting

Handwriting is initially taught the formation of letters in print form through phonics lessons following Read, Write, Inc. Once the children are correctly forming all letters they are taught how to join their writing, using a cursive style, supported by Dyslexia Friendly Programme. Handwriting sessions are timetabled into the school day and some terms have a 'Handwriting Boost' where the number of sessions are increased to encourage a whole school focus on improving handwriting.

The cursive font, specific to Priory, is available for creating resources and labels, however a range of fonts should be used to ensure effective reading strategies. Some labels for displays should be handwritten to support the modelling of effective handwriting. Teachers will always aim to model the correct formation of letters and joins. Where appropriate a line guide should be used on non-white Interactive whiteboard backgrounds and flipcharts to support this. Children will be taught correct posture, position of paper and pencil/pen grip throughout the school.

### The Foundation Stage

Fine and gross motor skills are necessary for effective handwriting and will be developed throughout the curriculum. Children will have access to a wide range of mark making materials such as water, paint, sand, chalk, felt pens and play dough. All areas of learning promote skills for mark making and writing. The children are trained to access mark making materials that can be taken to all areas of provision.

In Nursery, the children are taught to create large, then small scale circles (including anti-clockwise) and lines. They are taught writing patterns, which incorporate lines in all directions, wavy lines, zigzags, hooks and circles. In addition to this the children also access dough disco and squiggle wiggle as part of phonics provision. The formation of letters will be taught when it is appropriate according to the needs of the children. Letter formation will be taught initially through name writing and the first set of letters in our phonics programme.

In Reception, handwriting is taught through phonics, adult led sessions and chilli challenges. There is a particular focus on this during 'Friday Write' sessions. All taught formations are revisited frequently to ensure learning sticks. The application of handwriting will be focused on during all writing.

### Key Stage 1

At the start of each year, children will be taught handwriting daily. Whole class sessions will focus on a specific letter or join and will provide opportunity for children to practice the letter in view of an adult and to apply this in the spelling of words. The application of handwriting will be focused on during all writing activities.

## Key Stage 2

Children will be taught handwriting daily where necessary, this may reduce over the course of the year as more pupils become secure with cursive script, at the teacher's discretion. **Cursive handwriting will be reinforced throughout all writing activities and is the expectation of all pupils, unless otherwise specified, or pupils have a specific need, which prevents this.** Children will use a blue Biro.

## Handwriting Boosts

Handwriting Boosts are times when there is a whole school push on the improvement of handwriting and will usually occur during Autumn 1, though Boosts may be initiated by the English Lead or SLT whenever monitoring shows that a push on handwriting may be needed across the school. During Boost times, there are 3 timetabled handwriting sessions each day which are modelled, taught and supported by the class teacher.

## 4. Presentation in English and across the curriculum

All written work throughout the school should be presented according to the following points:

- Date in the top right corner (KS1 number date/FS stamped or written by an adult)
- Title in the middle, two lines below date (this is the learning objective of the lesson)
- Date and title underlined in KS2 (title underlined in KS1 when appropriate)
- Miss a line after the title before starting work
- Write up to the margin
- Miss a line in between paragraphs
- Diagrams, tables etc. drawn in pencil and neatly with a ruler where appropriate
- Labels printed in pencil
- The use of sharp pencils is encouraged
- A neat line should be drawn with a ruler through any mistakes. In Key Stage 2 mistakes of several words or more should be put in brackets with a line drawn through it
- Any work being coloured should be neat and pencil crayons used for most work

## 5. Presentation in Maths

All work in maths throughout the school should be presented according to the following points:

- Pencil is used for all work
- Erasers should not be used unless specified by the teacher. A neat line should be drawn with a ruler through any mistakes or it should be put in brackets with a small cross next to it
- Margin drawn 3 squares in using a ruler
- Date in the top right corner (numerals)
- Title in the middle, two lines below the date (this should make clear the learning objective but may be an abbreviation)
- Date and title underlined in KS2 (title underlined in KS1 when appropriate)
- One digit or symbol is recorded in one square (the size of squares in work books needs to meet the needs of the children according to the size of their writing)
- Digits should sit on the line and not 'float' in the box
- A line should be missed between calculations
- A dot should be used after the number of an exercise e.g. 1. 2.
- Graphs, tables and charts should be drawn neatly, a ruler used effectively and the lines of the work books used as a guide where possible.

## 6. Pupils with special educational needs

Children with SPLD (specific learning difficulties) may have a different letter formation or handwriting style recommended and this will be applied in their work in class. Provision will be made for children who have needs which affect their gross and fine motor skills or visual impairment and allowances/adjustments will be made where necessary. Children who write with their left hand will be supported to ensure they too develop a free-flowing writing style.

## **7. Monitoring and review**

The Senior Leadership Team are responsible for reviewing the implementation and effectiveness of this policy. The policy will be reviewed every two years or earlier if necessary.

## **8. Links to Other Policies**

- Phonics
- Marking and Feedback
- Home Learning
- Early Years Foundation Stage
- All Subject Policies

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