

Kindness

Courage

Curiosity

Otford Primary School



Handwriting and Presentation Policy

Spring 2026

Next Review date: Autumn 2028

Aims (progression from YR to Y6)

- To develop good fine motor skills for pencil control
- To develop a comfortable tripod pencil hold
- To form letters of the write size, shape and orientation
- To encourage a sense of pride in their work
- To present work neatly for an audience
- To develop legible, mostly cursive handwriting

End of key stage objectives

By the end of Y2, children should be able to:

- sit correctly at a table, holding a pencil comfortably and correctly (see appendix for photos of correct LH and RH posture and pencil hold)
- form lower-case letters in the correct direction, starting and finishing in the right place and of the correct size relative to one another (using monkey, giraffe, tortoise letters for sizing)
- form capital letters of the correct size, orientation and in relation to the lower case letters
- use some of the diagonal and horizontal lead in and lead out strokes to join letters (see appendix for details of all the joins in the 4 teaching groups)
- use appropriate-sized spacing between words ('finger spaces')

By the end of Y6, children should also be able to:

- write legibly, fluently and with increased speed
- join the majority of their letters in writing, leaving only those which are better left not joined
- choose the writing implement that suits them and the task best

Progression of handwriting and presentation skills throughout the school

	Reception	Y1	Y2	Y3-4	Y5-6
Handwriting development	<p>Fine motor skills, pencil control, letter shape and orientation</p> <ul style="list-style-type: none"> ➤ Clever Fingers every morning ➤ Wake and Shake after phonics session (playdough gym, peg dancing, therabands, etc) ➤ Whole body movements to trace patterns and letters using both arms while hand dominance may still be being decided (sky writing) ➤ Multi sensory experiences (tracing in sand, writing on whiteboards) ➤ Fine motor skill practice through activities such as jigsaws, threading and cutting 	<p>Start of cursive; letter shape, size and orientation</p> <ul style="list-style-type: none"> ➤ Formal handwriting sessions daily for 15 minutes, 2/3 times a week ➤ Clever Fingers intervention groups for those needing more fine motor skills support ➤ Handwriting intervention focusing on pencil control (patterns and shapes) ➤ Whole body movements to trace patterns and letters (sky writing) ➤ Multi sensory experiences (tracing in sand, writing on whiteboards) ➤ Sitting correctly at a table ➤ Monkey, tortoise and giraffe letters for sizing 	<p>Continuous cursive joins and consistency of size</p> <ul style="list-style-type: none"> ➤ Formal handwriting sessions daily for 15 minutes, 3 times a week ➤ Intervention groups for those needing support ➤ Whole body movements to trace patterns and letters using dominant hand (sky writing) ➤ Monkey, tortoise and giraffe letters for sizing, increased focus on difference/distinction in letter size 	<p>Legibility, consistency and fluency</p> <ul style="list-style-type: none"> ➤ Daily 15-minute handwriting sessions for rehearsal of new skills. Or practicing spellings. – These can either be set out as a carousel of different engaging activities, or whole class depending on the needs of each class. ➤ Formal handwriting sessions 2-3x weekly for 20 minutes ➤ Intervention groups for those needing support ➤ Monkey, tortoise and giraffe letters for sizing, increased focus on difference/distinction in letter size 	<p>Personal style, fluency and speed</p> <ul style="list-style-type: none"> ➤ Daily 15-minute handwriting sessions for rehearsal of new skills. Or practicing spellings. – These can either be set out as a carousel of different engaging activities, or whole class depending on the needs of each class. ➤ No formal handwriting sessions but focus children have handwriting targets and those struggling with word spacing and letter sizing have highlighted guide lines ➤ Intervention groups for those needing support in Year 5 ➤ Monkey, tortoise and giraffe letters for sizing, increased focus on difference/distinction in letter size

Writing implements	<ul style="list-style-type: none"> ➤ Triangular chunky writing pencils ➤ Triangular chunky colouring pencils ➤ Whiteboard pens ➤ Nelson Handwriting Scheme 	<ul style="list-style-type: none"> ➤ Pencils ➤ Board pens ➤ Nelson Handwriting Scheme ➤ Engaging writing resources (gel pens, coloured wb pens, rainbow pencils, chalk pens & different paper) 	<ul style="list-style-type: none"> ➤ Pencils ➤ Board pens ➤ Nelson Handwriting Scheme ➤ Engaging writing resources (gel pens, coloured wb pens, rainbow pencils, chalk pens & different paper) 	<ul style="list-style-type: none"> ➤ Pencils ➤ Handwriting pens ➤ Nelson Handwriting Scheme ➤ Engaging writing resources (gel pens, coloured wb pens, rainbow pencils, chalk pens & different paper) 	<ul style="list-style-type: none"> ➤ Handwriting pens ➤ Pencils allowed for writing if preferred ➤ Nelson Handwriting Scheme ➤ Engaging writing resources (gel pens, coloured wb pens, rainbow pencils, chalk pens & different paper)
Ensuring tripod grip	<ul style="list-style-type: none"> ➤ Use of 'Pinch, pinch, pinch and flick' rhyme ➤ Lying on tummies in phonics to help with writing posture and control 	<ul style="list-style-type: none"> ➤ Pencil grips available if needed ➤ Triangular pencils available if needed ➤ Extra teaching for those not secure on the tripod grip from Reception 	<ul style="list-style-type: none"> ➤ Pencil grips available if needed ➤ Triangular pencils available if needed 	<ul style="list-style-type: none"> ➤ Pencil grips available if needed ➤ Triangular pencils available if needed 	<ul style="list-style-type: none"> ➤ Pencil grips available if needed
Letter formation	<ul style="list-style-type: none"> ➤ Printed lower case letters taught alongside new sounds being taught ➤ Upper case letter formation taught from Easter 	<ul style="list-style-type: none"> ➤ Reinforcement of upper case letter formation ➤ Beginning cursive starting mainly in Year2 	<ul style="list-style-type: none"> ➤ Teaching of letter families with the same lead out strokes leading to letter strings and then words using continuous cursive 	<ul style="list-style-type: none"> ➤ Continuous cursive (apart from chosen children who can still write 'ball & stick' letters because of fine motor skills) 	<ul style="list-style-type: none"> ➤ Continuous cursive (apart from chosen children who can still write 'ball & stick' letters because of fine motor skills)

Paper/books used for writing	<ul style="list-style-type: none"> ➤ Lined whiteboards (3 large lines on one side, blank on the other). Writing on the line initiated from Christmas. 	<ul style="list-style-type: none"> ➤ Yellow A4 lined books, wide line spacing (15mm) ➤ Lined paper, wide line spacing ➤ Handwriting takes place in the back of Literacy books 	<ul style="list-style-type: none"> ➤ Yellow A4 lined books, 0.8mm line spacing ➤ Handwriting takes place in the back of Literacy books 	<ul style="list-style-type: none"> ➤ Red A5 handwriting books with red lines to reinforce letter sizing ➤ Yellow A4 lined books, 0.8mm line spacing 	<ul style="list-style-type: none"> ➤ Yellow A4 lined books, 0.8mm line spacing
Presentation in books		<ul style="list-style-type: none"> ➤ LO on a label stuck at the top of the work with the date. 	<ul style="list-style-type: none"> ➤ LO on a label stuck at the top of the work with the date. ➤ Number date in maths ➤ All crossing out to be done with a single line. ➤ Rubbing out permitted in maths 	<ul style="list-style-type: none"> ➤ LO written at the top of the work with the date. ➤ Number/Roman numeral date in maths ➤ All crossing out to be done with a single line. ➤ Rubbing out permitted in maths 	<ul style="list-style-type: none"> ➤ LO and success criteria written at the top with the date. ➤ Number/Roman numeral date in maths, word date in English ➤ All underlining done with a ruler ➤ All crossing out with a single line ➤ Rubbing out permitted in maths ➤ Sheets trimmed and glued in neatly
Work for display			<ul style="list-style-type: none"> ➤ Lined paper guide or lines printed on a template when writing up for display 	<ul style="list-style-type: none"> ➤ Use of line guides introduced or pale lines printed on a template when writing up for display 	<ul style="list-style-type: none"> ➤ Use of line guide or pale lines printed on a template when writing up for display

Left-handers

To support effective handwriting for this particular group of children, staff will

- Give equal praise early on for working with either hand while children are still choosing which is their dominant one for writing.
- Expect that a left hander will develop writing fluency later than a right hander
- Make sure that left-handed scissors available in all classrooms
- Offer left-handed specific grips/pens or pencils where appropriate
- Ensure that left-handers are always sat to the left of a right-hander
- Encourage the book/paper to be tilted to the right (left handers push rather than pull across the paper) and elbow to be tucked back so their hand is below the line of writing (diagram of this in appendix)
- Not provide overly sharp pencils as they are too hard to push against
- Check if tripod grip needs to be higher up the shaft of the pencil to be effective

In cases of a SEN that affects handwriting and presentation

- ✓ KS1 - From the final term of Reception onwards, small group fine motor and handwriting interventions will be initiated by class teachers for those struggling.
- ✓ Lower KS2 – Handwriting packs may be sent home plus intervention sessions in school
- ✓ Upper KS2 – Touch typing and Dough Disco will be recommended at home. Use will be made of laptops in school for children with specific handwriting difficulties.

General advice concerning persistent handwriting difficulties:

- 1) Handwriting problems that persist into KS2 are often a sign of a motor skills difficulty (i.e. dyspraxia) or a learning difference (i.e. dyslexia, dysgraphia, ASD, ADHD/ADD).
- 2) b/d confusion when writing in continuous cursive (from Y2 onwards) can be helped by encouraging the child to say 'bat before ball' out loud when writing 'b' and 'c comes before d' when writing a 'd'.



- 3) Some children may benefit from using a writing slope.
- 4) Children who persistently (into KS2) write away from the margin or have particularly large/messy handwriting with cooked letters or poor spacing may have eye tracking/convergence issues and might benefit from being checked by an optometrist (this is different to the standard eye test).

- 5) Children who are pressing too hard should be given a chunky triangular pen/pencil or a triangular rubber grip to reduce pressure. Pencils should not be less than 12cm long in order to be held correctly by a child.

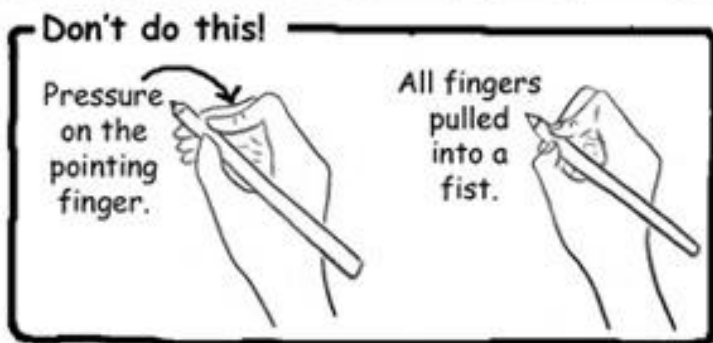
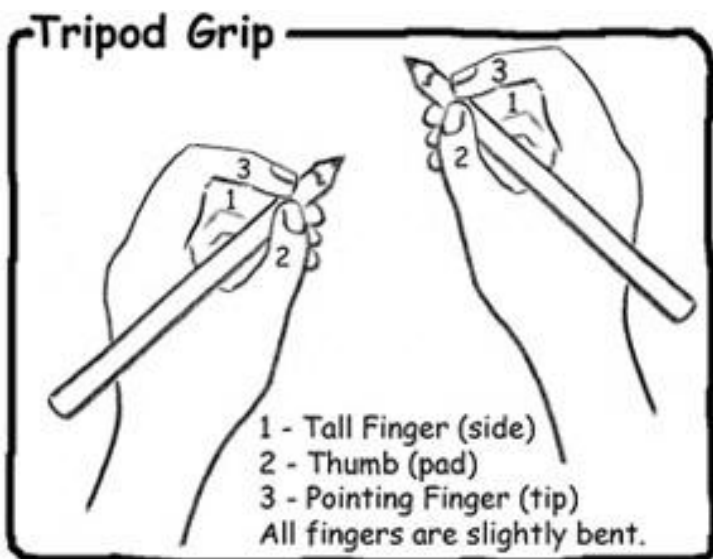
Writing on display

Anything on display intended for the children to read should be in a printed form. Suggested fonts to be used are: *Comic Sans*, Century Gothic, *Chalkboard*, Futura and Sassoon Primary Infant.

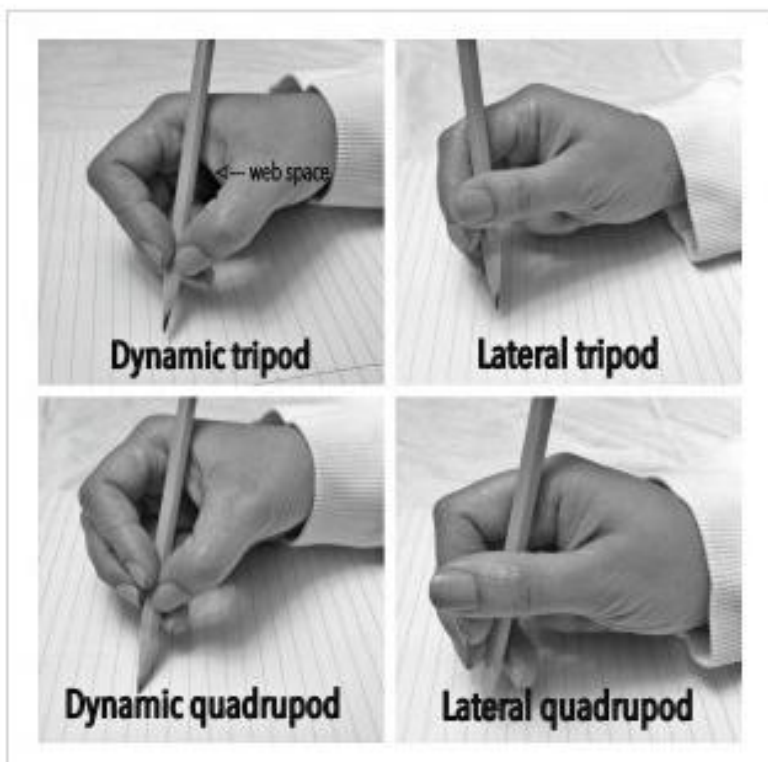
Anything on display intended as a model for the children should either be in the teacher's handwriting (printed, with lead in strokes or fully cursive according to year group) or typed using an appropriate font, i.e. *Lucida Handwriting* or *CCW Cursive*.

Appendix

Examples of good tripod grip, RH and LH:



Photographs of acceptable pencil grips:



Photographs of incorrect pencil holds:



Good posture for writing and paper angle, RH and LH:

GOOD POSTURE

1. Both feet on the floor
2. Elbows off edge of desk
3. Sit back in the chair
4. Shoulders slightly forward
5. Proper desk height

4

2

3

5

GOOD HANDWRITING

An illustration of a child sitting at a desk, demonstrating good posture. The child is sitting back in the chair, with feet flat on the floor. The desk is at a height where the child's elbows are off the edge. The child's shoulders are slightly forward. The desk is labeled with numbers 1 through 5 corresponding to the list above. The child is holding a pencil and writing on a piece of paper.

PAPER POSITION

LEFT HANDED

RIGHT HANDED

Two diagrams showing how to position a sheet of paper on a desk for left and right handed writers. The left-handed diagram shows the paper tilted to the left, with the left hand on the top edge and the right hand on the bottom edge. The right-handed diagram shows the paper tilted to the right, with the right hand on the top edge and the left hand on the bottom edge. Arrows indicate the direction of the tilt.

PENCIL POSITION

LEFT HANDED

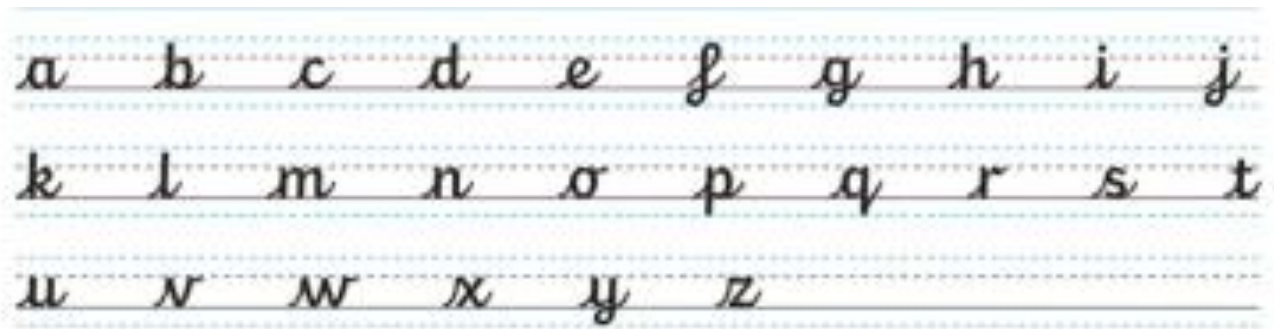
RIGHT HANDED

Two diagrams showing how to hold a pencil for left and right handed writers. The left-handed diagram shows the pencil held in the left hand, with the thumb and index finger gripping it. The right-handed diagram shows the pencil held in the right hand, with the thumb and index finger gripping it. The diagrams show the pencil being used to write on a surface.

Examples of adaptations – pen/pencil grips, Handhugger triangular pen, chunky triangular pencil, HandiWriter:



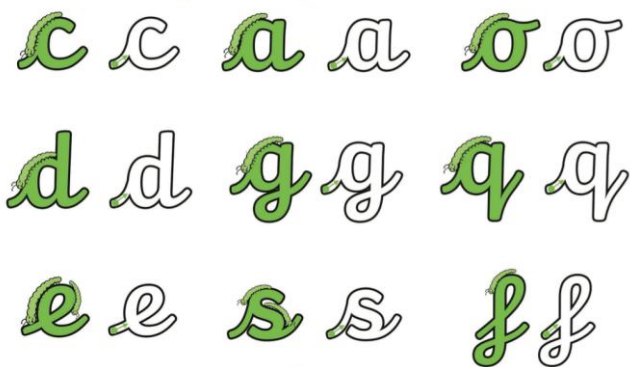
Cursive letter formation:



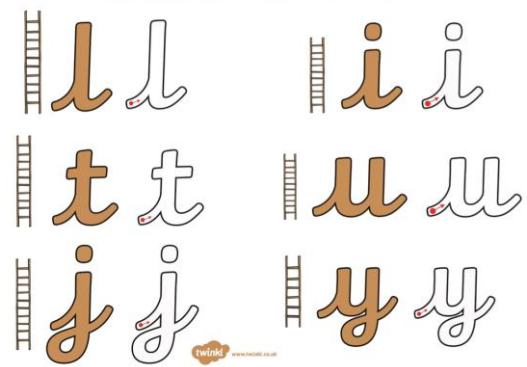
(Cursive 'f' may also be written without the top loop and 'z' with a loop below the line)

Cursive letter families:

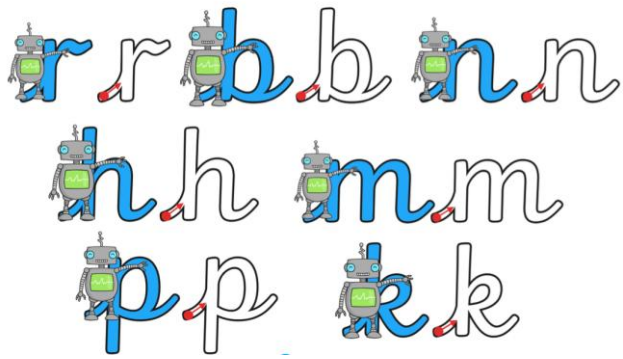
Curly Caterpillar Letters



Ladder Letters



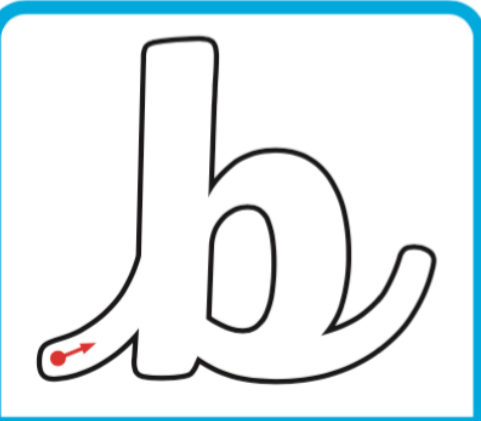

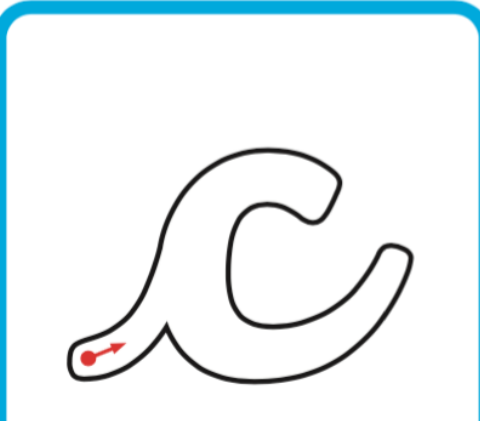

One-Armed Robot Letters



Zigzag Monster Letters



Ideally these should be up on display in Year 1 and Year 2 classrooms and on desktop reference sheets for those that need them in Key Stage 2.

 <p>Whoosh in and up, tall and back down, then halfway up and all the way round. Add a lead at the end, so b can join on to a friend!</p> 	 <p>Whoosh in and curl the c. C joins other letters easily.</p> 
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Sample of model handwriting Y2:

Meet Fred. Fred loves to find things. One day Fred said to his mum I'm bored. GO INTO THE ATTIC! said his mum. And so he did. Fred went into the attic. ^{It} It was really dark in the attic and there were mostly deep holes in the floor. Just then some thing caught his eye. ^{It} It was some boxes on top of each other. One was long and one was fat and the other was a silver case. Fred ~~took~~ ^{took} ~~took~~ ^{took} them all down stairs. First he opened the silver ^{one} which had wires in it. ~~Soon~~ ^{Soon} he had opened all of them.

Opening the Fridge

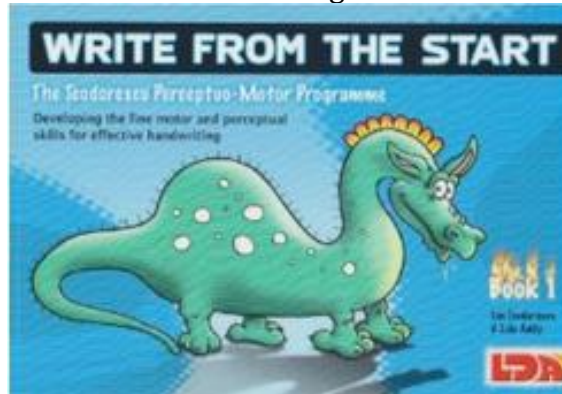
Slowly, Ewan peeped through the crack in his door. All was black. He took a step out. He could hear distant snoring as he ~~crept~~ crept across the landing. As his heart raced he stared into the darkness; he could hear the fridge urging him on-willing him to move. Now the stairs. The tricky bit. Suddenly a THUD!... He raced down the creaking stairs—even the seventh one that makes an earsplitting creak noise. He could see the ~~white~~ white rectangle straight ahead of him. Then he opened it. He took a quick glance and saw the chocolate digestives. ~~Then~~ He could feel pair of eyes watching ~~her~~ in the darkness. Who was it? Had he been seen...? His eyes darted around the room, his heart in his mouth. He grabbed the biscuits and ran for it.

"Ewan!" echoed a voice.

Handwriting intervention programmes and resources:

KS1

- Write from the Start – a series of books working on fine motor skills and pencil control



- Clever Fingers – fine motor skills activity boxes



- Dough Disco – a video which can be shown on the interactive whiteboard and done as a class, each child just needs a ball of play dough. Ideal for EYFS and Y1 as an exercise for the fingers

Upper KS1/Lower KS2 (in intervention sessions or can be sent home)

- Occupational Therapy exercises. A booklet including assessment and then activity ideas is saved in Staff Shared as Handwriting intervention – fine_motor_activities
- Games that make use of fine motor skills – i.e. Peg Dominoes, Geoboards, Dexterity app on iPad, Mr Potato Head, pegboards, Etch-a-Sketch, Kerplunk, Hama beads, Operation game (always aiming to use thumb and index finger of writing hand only)

Upper KS2

Touch typing programme recommendations:



Oxford Primary School

Presentation Guidance

Presentation of written work

- All work must be dated & titled.
- The title must be the learning objective e.g. To use... To be able to....
- Handwritten dates, titles & names must be underlined with a ruler.
- Loose pieces of paper must be dated, titled & named and then cropped and glued into the relevant subject book.
- Errors in work must be crossed out with a single horizontal line or rubbed out.
- All written work in UKS2 should have a margin.
- Diagrams & charts must be drawn in pencil and any colouring must be done in colour pencils only.
- Last piece of work must be underlined before starting the new piece. Children should not start a new page for every new piece of work.

<u>Name (if applicable)</u> _____	<u>Date</u> _____
_____ (miss a line)	<u>Title</u> _____
Work starts here	

Presentation of maths work

- All maths work must be completed in pencil
- Children should place 1 digit in each square.
- Underline short date & title.
- Halve page, as appropriate for the task.
- Use a margin on the left (of each half where applicable).

	<u>Short date</u> _____		<u>Short date</u> _____
1	<u>Title</u> _____	1	<u>Title</u> _____
2		2	
3		3	
4		4	