

# Stebbing Primary School Handwriting & Presentation Policy

Updated October 2020  
Ratified by Governing Body October 2020  
Due for review autumn 2023

- **Introduction**

At Stebbing Primary School, handwriting - as in many other skills develops at different rates - so it is important to maintain handwriting sessions throughout the school consistently so that all staff have a clear understanding of the progression of skills and can remedy errors efficiently.

Handwriting and letter formation is taught throughout the whole school. In Reception children have opportunities to practise forming their letters using a variety of different tools and methods whilst developing their ability to hold a pencil and other equipment using the pinch grip. In year 1, once children are confident with letter formation, regular handwriting sessions take place. Joins will be introduced as children progress through the Letters and Sounds phonics programme and children are taught appropriate in and out strokes. These are continued into year 2. Once children reach KS2 there are regular opportunities to practise their handwriting skills independently and as a class. These sessions revisit the different joins and encourage the children to join with increasing fluency, accuracy and consistency. There are a number of different resources which teachers use to teach handwriting, some of which are included in the appendices to this policy.

- **The Early Stages of Writing: Developing fine-motor skills**

Throughout a child's schooling - although particularly in Reception and Key Stage 1 - we ensure children have a wide range of opportunities to develop their gross and fine motor skills. Developing gross motor skills (such as physical activities to strengthen and develop muscles in the shoulders and arms) will help develop children's fine motor skills. This will ensure that once they have had many opportunities to strengthen these muscles they will be ready and confident to write.

Montessori methodology is firmly embedded in our Reception and Key Stage 1 classes. Practical Life equipment, which helps to develop dexterity, is incorporated into daily sessions, with children freely choosing such activities from the shelves. Practitioners act as guides to support children in their muscular movements and assess their ability and confidence.

The Montessori equipment available for children to use in other areas of learning, such as Maths or Cultural based learning also helps children to develop key muscles. Equipment is often small and beautifully crafted. Children show an eagerness to touch and take time to use the equipment. All of these activities will have a positive impact on developing children's muscular movements.

- **Gym Trail**

Gym trail is offered to children who may benefit from extra support with fine and gross motor developments. These children have been chosen because they may find it difficult to concentrate for extended periods of time, may have poor spatial awareness or struggle with gross and fine motor movements. Gross and Fine Motor activities are essential to the development of good handwriting. Pattern sheets, doodle sheets and many other resources are available to support children developing their skills. Posture is equally as important and children should always be sat upright and correctly on their chair with their feet on the floor. A small number of children from each class take part in these sessions. Teaching Assistants have been trained and work in very small groups. They carry out short activities which help to develop their spatial awareness, balance and coordination. They also focus on developing gross motor movements. Close assessments are recorded with regular feedback to teaching staff and our SENCo.

- **Assessment**

Handwriting is assessed in line with our school writing assessment grids and the writing assessment frameworks for end key stage 1 and 2. In the Foundation Stage, handwriting and letter formation are assessed through the Early Learning Goals and the Writing strand of the Early Years Foundation Stage Profile.

- **Partnership with parents**

Parents are invited to attend a welcome meeting when their child first starts school in Reception. Here, handwriting is discussed and a formation sheet is given showing how to form the groups of letters. Writing exemplars for each year group are also shared with parents highlighting the year group expectations.

Parents would also have the chance to discuss handwriting throughout their child's schooling either through family consultations, a separate appointment or during meet the teacher evenings.

- **Paper/Exercise Books**

- EYFS and Early Writers use half and half books – as soon as the children can control the size of their letter formation, the children will be encouraged to write on the lines (end of reception or sooner).
- KS1 to use 15mm sized lined books in writing books and 10mm<sup>2</sup> in maths books..
- KS2 to use 8mm sized lined books in writing books and 7mm<sup>2</sup> in maths books.
- When writing in maths books or on squared paper, the expectation is one number per square.

- **Correcting Mistakes**

- All errors in all books should be crossed out with one horizontal line.
- Children are discouraged from using rubbers.
- Any corrections or improvements should be made with a blue pen.
- Any marking of work using the marking station should be done with a green pen.

- **Pencils and Pens**

- When children have achieved legible joined handwriting in pencil, they will receive their pen privilege – a black biro to use in all writing tasks in school.
- In every celebration assembly, a child from each class receives a presentation award for working particularly hard on their handwriting and presentation.

- **Whole-school assessment:**

- The subject leader for English will regularly assess handwriting across the school.
- Criteria for whole-school assessment may include:
  - Is the handwriting generally legible and pleasant?
  - Are letters being shaped correctly?
  - Are joins being made correctly?
  - Are spaces between letters, words and lines correct?
  - Is writing size appropriate?
  - Are the writing standards demonstrated by the majority of children in line with statutory curricula?

## Presentation Guidance

- Children's book labels should detail the following information:
  - Child's name. Subject. Class. Year Group.
- General Presentation
  - Teachers should encourage an age appropriate standard of presentation in all work across all subjects areas.
  - When underlining, a ruler should be used at all times.
  - Errors should be crossed out with a single pencil/pen line.
  - Stebbing Primary School celebrates learning from mistakes. No ink erasers may be used.
  - Teachers are to provide feedback in books following the schools marking and feedback policy.
  - Children should not write on the covers or on the labels of their books.

Tom Le Masurier  
English  
Owls  
Year 6

## APPENDICES

- Handwriting Progression (APPENDIX A)
- Which letters do we join? (APPENDIX B)
- The six joins and break letters (APPENDIX C)

### Resources available

Additional resources are available in each classroom.

This policy can be accessed by visiting the school's website: [www.stebbingprimary.co.uk](http://www.stebbingprimary.co.uk).

# Appendix A

## Handwriting Progression

Stebbing Primary School

Year Group	Skills
EYFS	<ul style="list-style-type: none"> <li>● Takes part in Hand Gym exercises.</li> <li>● Attempts to follow simple patterns, e.g, wiggly lines, using a range of larger equipment.</li> <li>● Holds a pencil and other equipment using the appropriate 'pinch' grip.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● Forms each letter of the alphabet correctly using appropriate in and out stokes (these could be quite large).</li> <li>● This will be taught in the following stages:               <ul style="list-style-type: none"> <li>○ 'curly caterpillar' family letters (c, a, d, g, o, q),</li> <li>○ 'long ladder' family letters (l, i, t, y, u, j),</li> <li>○ 'one armed robot' family letters (r, n, m, h, b, k, p),</li> <li>○ 'sliding letters' family letters (v, w, z),</li> <li>○ 'tricky letters' (e, f, s, x).</li> </ul> </li> <li>● Uses letters with in and out strokes in their everyday mark making and/or writing.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● Joins two letters with bottom join correctly using correct formation:               <ul style="list-style-type: none"> <li>○ <i>Small letter to small letter (am, in),</i></li> <li>○ <i>Tall letter to small letter (ta, ki),</i></li> <li>○ <i>Hanging letter to small letter (yo, ga).</i></li> </ul> </li> <li>● Joins two letters with top join correctly using correct formation:               <ul style="list-style-type: none"> <li>○ <i>Small letter to small letter (on, we),</i></li> <li>○ <i>Small letter to tall letter (ok, vt),</i></li> <li>○ <i>Small letter to hanging letter (og, ry).</i></li> </ul> </li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● Joins three letters correctly using correct formation:               <ul style="list-style-type: none"> <li>○ <i>Small letters only (can, soc, air),</i></li> <li>○ <i>Small and tall letters only (did, ban, ink),</i></li> <li>○ <i>Small, tall and hanging letter (big, why, yet).</i></li> </ul> </li> <li>● Attempts to join letters in each word in their everyday writing.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>● Writes 3 word phrases (up to 4 letters in each word) with each word being formed correctly using the correct sequence of movements and appropriate ascenders and descenders (small, tall, hanging letters).</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>● Writes simple sentences with each word being formed correctly using the correct sequence of movements and appropriate ascenders and descenders.</li> <li>● Forms and joins all letters correctly within words of any length.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● Writing is of a uniform size with clearly distinguishable ascenders and descenders.</li> </ul>

APPENDIX B

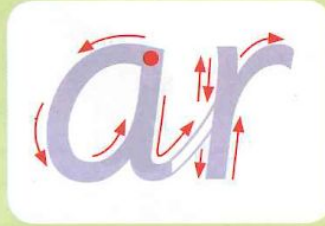
Which letters do we join?

a	b	c	d
e	f	g	h
i	j	k	l
m	n	o	p
q	r	s	t
u	v	w	x
y	z		

APPENDIX C  
The Six Joins & Break Letters

The First Join

Start at the red dot.  
Follow the arrows to  
join the **a** to the **r**.



Trace the join, then copy it. Start at the red dot each time.  
Each join is made in the same way as the one above.

ar ar . . . . .

up up . . . . .

en en . . . . .

iv iv . . . . .



Now try joining from these tall letters.

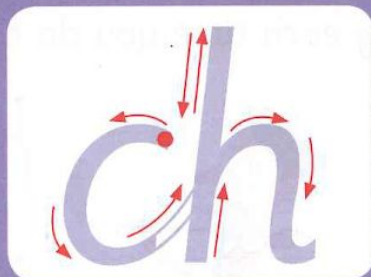
hi hi . . . . .

lm lm . . . . .



## The Second Join

Trace the join between **c** and **h**. Start at the red dot and use the arrows to help you.



Copy out these joins to practise. The first one has been done for you. All these joins are made using the same pattern as the **ch** example.

ch ch . . . . .

at at . . . . .

ck ck . . . . .



th th . . . . .

Now try the join from an **e**. The join is still made in the same way.

el el . . . . .

et et . . . . .



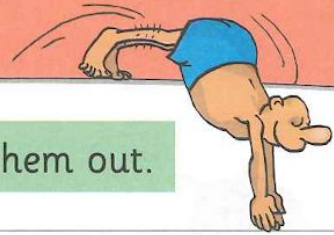


## The Third Join

Follow the arrows to trace over the join between **n** and **o**.



You'll need to go back on yourself to do the **o**.



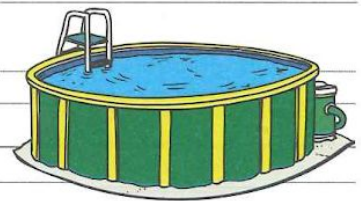
Practise by tracing the joins first, then copying them out.

no no

ng ng

ea ea

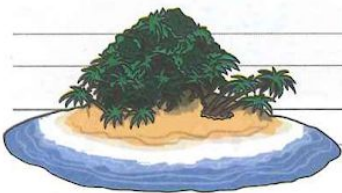
do do



To join to **s**, you make the join in the same way, but it is longer. The **s** changes shape a bit too.

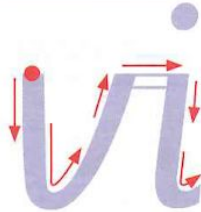
es es

is is



## The Fourth Join

Starting at the red dot, follow the arrows to trace the join between **v** and **i**.



Remember to come back and dot the **i** after you finish!

These joins go from the top of one letter to the top of the next one.

vi vi

or or

op op

wr wr

ry ry



To join from an **f** you will need to lift your pencil off the page.

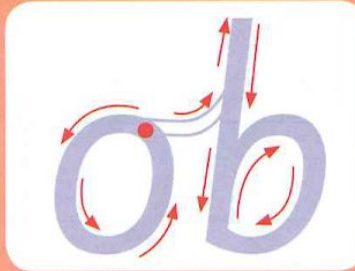
fr fr

fi fi



## The Fifth Join

Start with your pencil on the red dot and follow the arrows to join **o** to **b**.



Make sure you go all the way to the bottom of the **b** before going back up to do the round bit.

Copy these joins. Use the red dots to help you.

ob ob

ol ol

wh wh

rl rl

ok ok



The letter **f** is a bit different. Practise these joins.

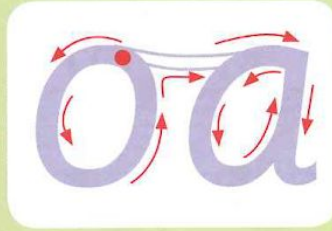


fl fl

ff ff

## The Sixth Join

Trace over the letters to join **o** and **a**. Follow the arrows to help you.



When you're tracing the **a**, you'll have to go back over a bit you've already drawn.

Trace each join, then copy it out. Each one is done in the same way.

oa oa

ws ws



vo vo

fa fa

Now practise this join to letters with tails.  
The join is still made the same way.

rg rg

oq oq



## Break Letters

Some letters aren't joined to the letters that come after them. They're called break letters. The break letters are:

b g j p q s x y z

These words all start with break letters. Trace each word, then copy it out three times. Remember to join up the rest of the letters!



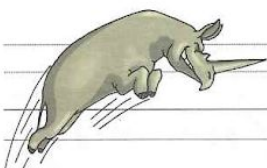
giant

pencil

station

behind

yellow



jump