



# **Stebbing Primary School Handwriting & Presentation Policy**

**Created/updated January 2024  
Ratified by governors March 2024  
Due for review January 2026**

## 1. Introduction

Stebbing Primary School believes that handwriting is an essential life skill. Children who are able to write legibly, fluently and at a reasonable speed are more able to use writing to record their thoughts and ideas. When handwriting becomes autonomous for children, their ideas can more easily flow. Whilst other recording methods are used at Stebbing Primary School, the skill of handwriting is integral as it helps children to develop their reading and spelling skills alongside their ability to record information in written form to help retain information. In addition, there are many tasks in school and later life that require competent handwriting skills.

Handwriting is a complex skill that develops over time which is reflected in our handwriting progression grid. To learn handwriting, children need to combine fine motor skills, language, memory and concentration and Stebbing Primary School endeavour to support its pupils to develop their handwriting from Reception through to year 6.

At Stebbing Primary School, we follow the Nelson handwriting scheme. Nelson Handwriting provides a clear, practical framework for implementing and developing whole school handwriting. Pupils are actively encouraged to explore different styles of handwriting and develop their own style, when their letter formation and joining strokes are secure.

## 2. Aims:

To ensure that all children at Stebbing Primary School are provided with the teaching, support and guidance to help them develop into writers who possess a proficient and efficient handwriting style.

## 3. Objectives:

### 3.1. Students will:

- Practise their fine motor skills both in distinct lessons and discretely as continuous provision activities and through free play.
- Practise their handwriting both in distinct handwriting lessons and discretely as part of other lessons and sessions.
- Year 3 to 6 have the opportunity to write in pen when their teacher deems they are ready.

### 3.2. Teachers will:

- Provide pupils with engaging and appropriate activities which develop and enhance fine motor skills and pencil grip.
- Provide pupils with class, group, and individual instruction on letter formation in line with their age, year group and physical development.
- Model a range of pencil grips in which pupils can hold their chosen writing equipment.
- Model the appropriate handwriting and presentation for pupils within their own writing.
- Support pupils to improve their fine motor skills and/or handwriting with written and verbal feedback.
- Ensure adaptations are made to support those pupils with additional needs.

### 3.3. Parents will:

- Support pupils with any home tasks and activities that have been provided by their child's teacher, to enhance, develop and improve:
  - Pencil grip

- Fine motor skills/control
- Handwriting.

#### **4. Assessment**

Handwriting is assessed in line with our school writing assessment and the writing assessment frameworks for end key stage 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.

Teachers and the English subject leader will regularly assess handwriting across the school using the following criteria:

- 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?
- Is the writing consistent?
- Are the writing standards demonstrated by the majority of children in line with the statutory curriculum and model texts?

#### **5. Inclusion**

If a child is unable to follow the general handwriting guidelines, the use of assistive technology is to be incorporated by the class teachers (speech to text, typing on personal device, etc.).

#### **6. Presentation Guidelines**

##### **6.1. 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.

##### **6.2. 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.

##### **6.3. Pencils and Pens**

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

##### **6.4. Learning Objective & Date**

- All children in reception and year 1 to have their learning objective and date stuck in their book on a sticker.
- All children in year 2, start the year by writing the day with the rest of the date and learning objective on a sticker. When ready, children in year 2 to start writing the whole date.
- All children in KS2 to write the learning objective and date in all lessons.
- Adaptations to be made for individual children where necessary.

## 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)
- [Letter formation reference guide](#) (APPENDIX B)
- [The four joins](#) (APPENDIX C)
- Whole school handwriting progression grid (APPENDIX D)

# Appendix A

## Handwriting Progression

Stebbing Primary School

Year Group	Skills
EYFS	<ul style="list-style-type: none"> <li>● Children at the expected level of development will:               <ul style="list-style-type: none"> <li>○ Write recognisable letters, most of which are correctly formed;</li> </ul> </li> </ul>
Year 1	<ul style="list-style-type: none"> <li>● Pupils should be taught to:               <ul style="list-style-type: none"> <li>○ sit correctly at a table, holding a pencil comfortably and correctly</li> <li>○ form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>○ form capital letters</li> <li>○ form digits 0-9</li> <li>○ understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li> <li>○ leave spaces between words.</li> </ul> </li> </ul>
Year 2	<ul style="list-style-type: none"> <li>● Pupils should be taught to:               <ul style="list-style-type: none"> <li>○ form lower-case letters of the correct size relative to one another</li> <li>○ start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>○ write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>○ use spacing between words that reflects the size of the letters</li> </ul> </li> </ul>
Year 3	<ul style="list-style-type: none"> <li>● Pupils should be taught to:               <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 (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul> </li> </ul>
Year 4	
Year 5	<ul style="list-style-type: none"> <li>● Pupils should be taught to:               <ul style="list-style-type: none"> <li>○ write legibly, fluently and with increasing speed by:                   <ul style="list-style-type: none"> <li>■ choosing which shape of a letter to use when given choices</li> <li>■ deciding whether or not to join specific letters</li> <li>■ choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul> </li> </ul>
Year 6	

## Appendix D

### Whole School Handwriting Progression Grid

Unit	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Introducing letter families: Set 1 c, o, a, d, g, f, s, q, e	Practising joining to the top ai, ay, ey	Forming descenders accurately sp, spr, pri, pru	Practising joining from the letter e eat, eac, ead	Practising joining to and from the letter r copy are words	Developing an individual handwriting style copy country names
2	Practising letter families: Set 1 co, ad, gs, qe	Practising joining from the letter e ee, ea, ey	Forming ascenders accurately al, all, at	Practising joining to and from the letter s ask, asp, ast	Ensuring letters are consistent in height and size	Revising slanted writing copy ve words
3	Introducing letter families: Set 2 l, l, t, j, u, y	Practising joining from the letter i ie, ide, igh	Practising the diagonal join to a small letter ci, cir, cer, cen	Practising writing letters at the correct size and height ried, ries, rief	Developing fluency copy ire words	Practising keeping letters in correct proportion add prefixes
4	Practising letter families: Set 2 lt, tl, uy, jy	Practising the horizontal join oa, ow, oe	Practising the diagonal join to a tall letter mb, imb, umb, amb	Practising writing double letters tt, ll, rr, ee	Ensuring the letter t is at the correct height copy inter words	Practising writing fluently and legibly add suffixes
5	Introducing letter families: Set 3 b, h, k, m, n, p, r	Practising the size and height of letters oo, ue, ew	Practising joining to and from the letter l ale, dle, ele, tle	Practising consistency in spacing sce, sca, sci	Forming and joining the letter s copy words and their plurals	More practice forming and joining descenders add vowel suffixes
6	Practising letter families: Set 3	Practising joining from the letter o	Practising joining to the letter y	Practising using a diagonal join	Practising break letters	Forming and joining the letter t

	nk, rp, nm, bh	oi, ou, oy	ly, lly, iky, iny	un, unn, inn, imm	copy words containing break letters	
7	Introducing letter families: Set 4 v, w, x, z	Practising capital letters whole alphabet	Practising forming the letter s correctly es, ies, ses, eys	Practising the horizontal join rep, rem, rea, reo	Practising writing a play script copy stage directions	Practising joining to and from the letter o hon, one, oto, cro,
8	Practising letter families: Set 4 vw, xw, xz, zz	Practising joining to the letter a ea, ear, ead	Practising joining from the letter i ie, in, il, ill	More practice joining to the letter y ly, ily, ity, ify	Practising printing copy country names and dates	Practising punctuation “ “ ! . ?
9	Practising capital letters E, F, H, I, T, L	Practising joining to the letter r er, ir, ur	Practising spacing between letters ed, ned, hed, ked	Practising speedwriting speedily, quickly, swiftly, briskly	Forming ascenders correctly able, ible, ably, ibly	More practice of slanting writing
10	Practising capital letters A, K, M, N, V, W, X, Y, Z	Practising the horizontal join ou, out, ow	Practising writing with a slant	Practising the size and height of letters ous, ious, eous	Practising presentation copy ight words	Practising writing capital letters whole alphabet
11	Practising capital letters B, D, C, G, O, Q, S, P, R, U, J	Practising small letters: same height and size or, aw, au	Practising forming capital letters whole alphabet	Practising spacing within words constellation, station, relaxation, education, habitation, nation	More practise with presentation copy antonyms	Practising spacing
12	Practising numbers 1, 2, 3, 4, 5, 6, 7, 8, 9, 10	Practising joining to the letter r ar, air, are	Practising writing the letter t at the correct height ti, tio, cti, ati	Practising joining to and from the letter w owf, owb, owm, owd	Ensuring correct formation of the letter k ocket, icket,	Practising writing instructions Check! Wait! Stop! Dismount! Choose! Watch! Steer!
13	Introducing break letters age, ape, aze	Practising joining to ascenders al, all, alk	Practising spacing letters consistently	Practising joining from the letter m	Forming the letter y correctly bully, fully, filly,	Practising fluency, speed and legibility

			ew, ev, ex		belly, welly, chilly	
14	Practising consistent size and height of small letters un, um, ur	Practising joining from the letter o ot, on, oe	Practising forming double letters correctly ii, ll, tt, rr, nn, mm, cc, oo, dd, ss, ff, ee	Practising joining to the letter a from the letter w wan, was, wav, wax	Practising speed and fluency	Practising the diagonal joint, ant, ence
15	Diagonal join to set 1 letters ed, eg, ac	Practising printing whole alphabet	Practising joining to the letter e he, we, re	Practising using a diagonal joining line ship, ment, ness, less	Practising punctuation : , ' - !	Practising the horizontal join wri, wra, wro, wre
16	Diagonal join to set 1 and set 2 letters id, iu, ig, iy	Practising joining to/from the letter c ice, ace, cel	Practising joining to the letter k ick, uck, ack	Practising speedwriting	Ensuring consistency in letter sizes copy ough words	Practising forming letters at the correct height and size
17	Diagonal join to set 3 letters ar, an, am, ap	Practising writing the letter g age, dge, nge, gen	Practising the second join ch, che, cho, cha, chi	Practising joining from the letter i lig, rig, tig, mig	Practising speedwriting write words in full and short form	Leaving the correct space between letters
18	Diagonal join to set 4 letters aw, ew, ex, ux	Practising the diagonal join le, el, al, il	Practising joining from the letter e ey, ei, eigh	Practise the diagonal join to ascenders al, all, alt, afl	Forming small letters correctly copy ea words	Practising joining to the letter r
19	Diagonal join to the top of set 1 letters lf, ef, ief	Practising the two ways of joining the letter s sh, as, es	Practising the horizontal join ous, mous, ious	Practising joining to and from the letter f ff, lfs, lfe, ife	Practising forming and joining the letter f fa, fu, fe, fl, ft, ff	Practising horizontal joins ary, ory, ery
20	Diagonal join to the top of set 2 letters il, ai, ail	Practising joining to the letter y ky, hy, ly	Practising joining from the letter a ap, ar, an	Practising joining to and from the letter e rec, red, ved, ves	Practising writing with a slant ious, eous, cious, tious	Practising printing whole alphabet
21	Diagonal join to	Practising joining	Practising with	Practising	Practising printing	Practising



	the top of set 3 letters ck, ch, tch	to the letter g ting, ring, king	punctuation ! ? – “” , ‘	punctuation . ‘ ! ?	copy an address	paragraphs
22	To form and join from the letter w wa, wo, fo, fa	Reviewing the four handwriting joins kn, mb, wr, wh	Practising diagonal joins to the letter y ly, ky, ny	Practising consistency in forming and joining letters ear, are, rew, new	Practising speedwriting copy patterns	Practising writing double letters cc, oo, gg, ss, ff, ee, rr,
23	Practising the horizontal join oon, oom	Practising joining from the letter w war, wan, wap	Practising joining to and from the letter r ure, sure, ture	Practising printing to make captions whole alphabet	Practising writing decorated capital letters whole alphabet	Practising spacing within words
24	Horizontal join to set 3 letters or, ore, orn	Practising correct height and size of letters ily, ely, kly	Practising joining from the letter w who, wha, whe, whi	Practising joining to and from the letter v live, tive, sive, five	Practising writing letters copy addresses	Ensuring letters are the correct proportion
25	Practising the fourth join to set 1 letters of, ff	Punctuation I'm, I'll, he's, she's	Practising forming numerals correctly 1, 2, 3, 4, 5, 6, 7, 8, 9	Practising break letters bl, pl, gl	Practising paragraphs	Practising presentation draw borders
26	Practising the fourth join to set 2 letters wl, vl, rl	Practising joining to/from the letter i cian, sion, tion	Practising writing silent letters wra, wri, kni	Practising drafting and editing	Practising presentation	Practising fluency copy pronouns
27	Practising break letters b, p, z, j, g, q, y	Practising joining to/from the letter s less, ness	Practising joining from the letter f fte, fir, fin	Practising speedwriting	Revising difficult joins ve, we, oe, fe, re	Practising speedwriting copy synonyms
28	Revising the four handwriting joins ai, al, ow, ol	Practising joining from the letter e er, ier, est, iest	Practising writing decorated capital letters whole alphabet	Practising printing to make a poster	Looking at different handwriting styles	Practising presentation copy a poem