

Handwriting and Presentation at Pilgrims' Way Primary School

September 2025

Handwriting

All children must be taught Handwriting frequently, until a legible, fluent style is established.

- Teachers are provided with a scheme of planning to ensure a consistent and accurate approach to the teaching of Handwriting.
- Children will first learn Pre-Cursive and work towards an age-appropriate Cursive style.
- Daily Handwriting lessons will be planned in Year 1, Year 2 and Year 3, until most of the children are achieving a legible and fluent cursive style.
- Subsequent practise and consolidation should occur in Spelling, Punctuation and Grammar lessons.
- Any child who is not progressing at age related expectations must be given more opportunity and support to catch-up so that they are able to communicate their learning effectively through their time in school.
- All children in Year 3 upwards should be provided with a suitable blue pen to write with. Consideration of the pen provided for children who use their left hand is vital.
- Pencils are used in Maths from Year R to 6.
- Below-expected letter formation and presentation must be a focus for improvement between the child and their teacher and cannot be ignored.
- See Appendix for the National Curriculum expectations in Handwriting.

Presentation

The books containing children's work are expected to feature the following:

- A sense of pride from the child and the adults supporting them.
- Learning that reflects the subject planning from the school curriculum.
- The date;
 - Short date for practise work and maths (Ks1/Ks2)
 - Long date, underlined, for presentation work (Ks1/Ks2)
- The Learning objective; Printed stickers at teacher's discretion up to the end of Ks1; Written by the child whenever possible through Ks2.
- Evidence of effective feedback (See Marking and Assessment policy for specific expectations and approaches)
- Foundation subject workbooks will feature a *Knowledge Organiser* at the beginning of each enquiry.
- Absences indicated by date mark and adult initial.
- A letter formation and handwriting style that reflects high expectations and age-appropriate skills wherever possible (see Appendix)
- Evidence of age and subject appropriate self-editing by the child.
- There may be evidence of alternative ways of recording the child's understanding or presentation of learning.

Appendix - National Curriculum Handwriting expectations

Year 1 - Handwriting

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs

Year 2 - Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Year 3 and 4 - Handwriting

Pupils should be taught to:

- 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
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling. ALL children will be provided with a suitable pen to use for their writing across the curriculum (except maths).

Year 5 and 6 - Handwriting and presentation

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
 - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
 - choosing the writing implement that is best suited for a task

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.