St Cyprian's Greek Orthodox Primary Academy

Handwriting and Presentation Policy

Revised: July 2025

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Position: Chair of Education Committee

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Mission Statement

The aim of St Cyprian's Greek Orthodox Primary Academy is to provide its children with primary education of the highest quality in a supportive learning environment through the National Curriculum in core subjects, enriched by the progressive teaching of the Greek Language and Christian Orthodox Religion. The children will be equipped with the knowledge skills and spirituality to enable them to achieve their full potential and prepare them for successful transition to secondary education and to contribute positively to the challenges of a diverse multicultural society.

Purpose of Handwriting and Presentation Policy

The purpose of this policy is to ensure that staff, parents/carers, governors and other interested parties are clear about our aims to assist in the development of children's handwriting and presentation at St Cyprians Greek Orthodox Primary Academy.

As an Academy we believe that the teacher should dedicate time to the teaching of handwriting and give children ample opportunity to practise so their writing becomes legible, flowing and effortless to produce.

We aim to establish high expectations and pride in everything we do – both of ourselves and of the children and to create a clear and consistent set of guidelines for the presentation of children's learning.

Aims for Teaching of Handwriting

- To teach a basic, cursive style of handwriting throughout the Academy
- To have an understanding of the development of children's handwriting at each key stage, and the expectations of them
- To provide a variety of suitable writing instruments that children can be taught to write for a variety of different purposes
- To teach handwriting that follow conventions of English, including; writing from left to right and from top to bottom of the page; starting and finishing letters correctly; regularity of size and shape, regularity of spacing letter and words.

Aims for Presentation

- To motivate each individual to present their work in the best possible way.
- To enable children to recognise work that is presented to a high standard.
- To ensure each child knows the standard of presentation that is expected of them.

For Teachers

- To create consistency in standards of handwriting and presentation in all areas of learning within the academy.
- To provide a baseline for judging acceptable standards of handwriting and presentation.

Expectations for Teaching Staff

Remember – you are the most important role model for presentation and high expectations. Use the resources available to you e.g. lines and grids on the Interactive Whiteboard to model good practice.

- All handwriting which is on display for the children – on the interactive whiteboard, books, flip charts, display – should be joined, legible, consistently formed and neat.
- All children's work must be marked using the agreed marking policy.
- When sticking work/labels/headings in books ensure they are straight and cut to size.
- If a child is away please ensure that their book is marked with 'absent' and write the date.

Equal Opportunities for development of Handwriting and Presentation

To ensure that opportunities for the development of handwriting are accessible to all children we will;

- Implement our handwriting and presentation policy with differentiation according to the needs of the individual.
- Respect and encourage the use of home language-spoken and written.
- Provide appropriate resources and activities that enable pupils to achieve.

Bilingual Children

Children, for whom English is a second language, are initially identified by the class teacher. The child may need an individual programme especially if he/she has joined the Academy from abroad without any early years experience. In this case it may be necessary to help with formation of the English alphabet. The class teacher will review on a regular basis in order to plan a learning programme to meet the needs of the child.

Children with Special Educational Needs

Children that have been identified by the class teacher as having SEN will need to be provided with appropriate tasks/activities, writing implements and resources. Certain difficulties may need the additional attention of other professionals such as the EP, Occupational Therapist, SENCo or Speech therapist.

The model used at St Cyprians Greek Orthodox Primary Academy

We have introduced the use of a cursive style of handwriting throughout the Academy from Year 1 to Year 6. Initially, the children will focus on entry and exit joins, concentrating on forming letters and writing their own name.

- Early Years emphasis will be on using a pre cursive style with focus on developing the correct letter formation.
- KS1 emphasis will be on key joins and writing out HFW.
- KS2 will continue to embed this style of writing with all children being able to use this confidently by the time they leave the Academy.

Practising Handwriting

Handwriting is practised regularly in whole class or group situations either as a focused session or as part of everyday writing. The frequency and duration of the sessions is decided by class teachers and the needs of the children (usually 3 x 10 minute sessions in KS1 & KS2).

Handwriting Books

Every child has their own lined books which help to support the teaching of handwriting, and allows them to see the technical aspects of their writing (letter formation, basic joins, printing, speed writing and slope).

Suggested uses of pencils/pens

Foundation stage: Opportunities will be provided for the children to develop fine motor control, the first and best implement, their hands – so encourage malleable activities e.g play dough, finger painting. At different times a variety of implements will be offered, combs, tooth brushes, coloured pencils, thick/thin crayons, thick/thin markers, thick/thin felt pens and chalks. Pencil grips are available to encourage correct finger position. A variety of mark making tools are used for this sort of activity.

KS1: Pencils should be used for handwriting practice. Those children who are confident writers and who have developed a 'flow' may use Handwriting pens. Pencil grips are available to encourage correct finger position.

KS2: A variety of pens need to be available (e.g. fountain pens, etc) in writing areas in classrooms to encourage children to explore different writing tools.

A range of general writing implements should be made available for general use within the classroom.

Expectations for Children

Use of pencils and pens

- Pencils should be used in all Maths books and in draft work if appropriate.
- Margins in books and on paper should be drawn in pencil if required.
- Pens should be used for written work as soon as possible from Year 3 onwards at the point where the teacher judges the child's handwriting to be sufficiently neat and fluent.
- Felt pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.

Expectations for Layout

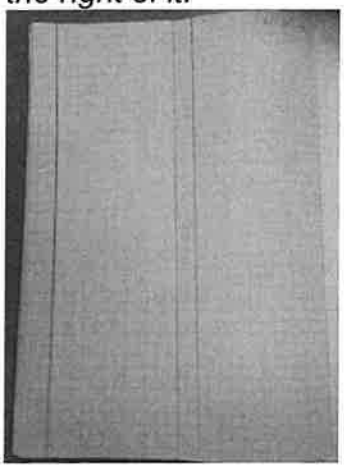
- The date is written in full in all books, e.g. Monday 9th September 2020, apart from Numeracy books where it is written numerically, *e.g. 03/09/20*
- The date must be underlined with a single line using a ruler.
- A line should be missed after the date and the title should be written centrally on the page. The title should also be underlined with a single line using a ruler.

Key Stage 1 & 2:

- At the start of a new piece of work, children should miss a line under the last piece of work, rule off and start on a new line. Children should not leave a blank page.
- To indicate new paragraphs, children should move onto the next line and begin writing after an indent.
- If a mistake is made, one neat line is to be drawn through the mistake – children should not over-write.
- Writing should be on the lines. Writing should not be in the margin.

Layout in Mathematics

Each page must have a margin, 2 squares wide and drawn on the left hand side.
If appropriate, pages can be divided into two with a ruled line and a margin of 2 squares to the right of it.



- The previous piece of work should be ruled off using a ruler.
- The date should be written on the right hand side of the page in numerals.
- The date and the title should be underlined.
- All figures must be written neatly and clearly with one figure to each square.
- Each calculation must be clearly numbered with the number in the margin to distinguish it from working figures. There should be at least one clear square between each calculation, both horizontally and vertically.
- When using vertical/column layout, the answer should have ruler lines above and below an answer with the operation sign to the left or right in a separate column.
- Calculations involving decimals should see the point written in the centre of the square between the squares used for the units and tenths digits.

If a piece of work is not completed to the highest quality then children will need to start the work again under where it's written.

Classroom Organisation and Resources

- All tables should have containers with the appropriate equipment: rulers, pens, pencils, colouring pencils etc.
- Each classroom has whiteboards available for all children.
- Children and staff should check the floor and other surfaces before leaving the room e.g. at break time for spare equipment

Posture

The child's chair and table should be at a comfortable height. Children are to be encouraged to sit up straight and not slouch. It is essential children sit comfortably at the table with their legs underneath. Tables should be free of clutter. Ideally left-handed pupils should sit on the left of their partners so that their movements are not restricted.

Outcomes of Handwriting and Presentation Policy

- Children of all abilities are able to present their work to the highest possible standard increasing their confidence and self-esteem.
- There is consistency across the school in terms of the standard of presentation expected.

- Progression in presenting work between each class is evident and understood by all children and adults.
- Where children with SEN have difficulties with presentation, additional support will be provided according to their needs.

Assessment

Handwriting at St Cyprians is assessed at several levels:

Whole Academy assessment – samples taken from Nursery to Year 6 in the summer term
Self Assessment – Children to evaluate their own work during the handwriting session (e.g. select the letter/word they think is the neatest/ well formed)

Monitoring of Presentation Policy

The Senior Leadership Team will look at examples of children's work alongside work sampling on a termly basis to ensure that the policy is being implemented consistently. This ensures that the policy leads to good practice in facilitating effective feedback, learning and teaching.

ADDITIONAL IDEAS & RESOURCES

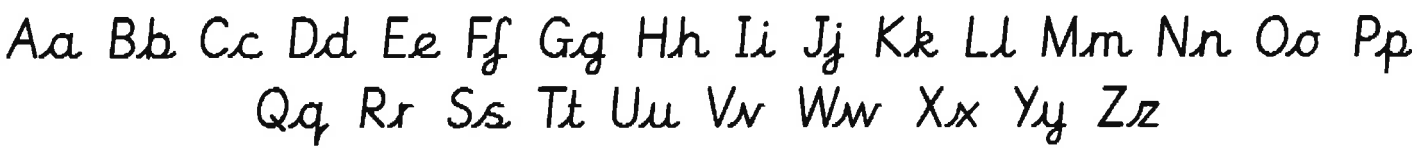
How to help (some suggestions for foundation stage and KS1)
When a child attempts early writing, he / she is also developing hand control.
Teachers should provide opportunities for pupils to write freely in a writing area where they can go to experiment with a variety of different types of writing implements and paper. Put pens/pencils, paper in the home corner. Let children make their own books.
Other activities that can help to develop hand control are:
Threading beads, sewing, art & craft activities, cooking, model making, plasticine, clay and play dough.
Tracing and drawing patterns from left to right.
Model Writing
Use large physical movements when writing (e.g. in the air to practise letter formation)
Tracing their name – in print for Early Years and in joined up writing in KS1(use tracing paper and pencils.)
Copying
Making letter shapes, using plasticine
Following words in a book with a finger
Sequencing pictures from left to right to tell a story
Playing word games e.g. Lotto, picture / word dominoes.
Practising forming individual letters correctly.
Tracing over the top of the letter or copying underneath.
Using a finger, trace over a sandpaper letter.

How else can we help? (In School and at home)

Children should see adults writing. This helps children learn that writing goes from left to right, that words have spaces between them and that letters represent sounds.
Children need to see how the letters are formed. They also see that writing has a purpose.
Children should see good examples of handwriting in School e.g. labels on the trays in the classroom, coat peg labels, display writing, comments that are written and notices. These should all reflect the handwriting policy of the Academy.

Children should be encouraged to see a variety of print around them and be encouraged to talk about it e.g. labels, signs and posters.
They should also be encouraged to look at pictures and talk about what they can see.
They also need to be encouraged to talk about their own pictures.
Encourage children to write. Give them a purpose and a reason to write. E.g. a shopping list, a birthday card, a Thank You note, a caption for a picture. Some children will need to have a multi-sensory approach for learning letters or writing on the board.

Please see below, an example of the alphabet in the cursive script we teach the children within the Academy:



Children can also benefit from talking through the direction of movement when forming letters. They must first understand the language of writing.

Up	Cursive script
Down	Upper case – Capitals
Round	Lower case
Ascender	Descender

Emergent handwriting develops on an individual basis.

Useful Websites

http://www.cursivewriting.org/joinitc4-joined-fonts.html