



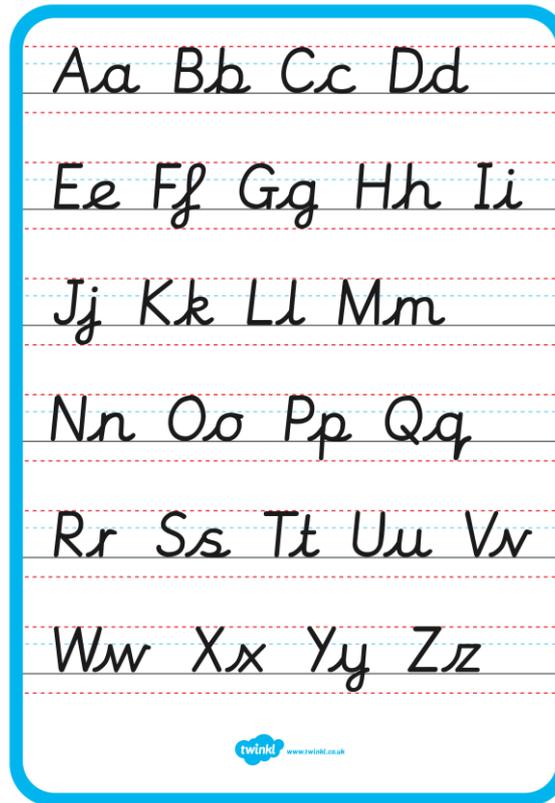
**Platt C.E Primary School**  
**Handwriting and Presentation Policy**

**Aims:**

- To have a consistent cursive approach across the whole school to ensure high levels of presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and speed whilst writing, so that eventually the children are able to write the letters with confidence and correct orientation.
- Children develop pride in the presentation of all their work.

**Teaching and Learning**

- As recommended by the British Dyslexia Association, we adopt a continuous cursive style of writing.
- Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.
- Our agreed cursive style is as below:



The letters will be taught in the following order/groups:

1. **The Rockin' Round Letters:** c, a, d, o and g
2. **The Tallees:** b, h, k, l and t
3. **The Rollercoasters:** e and s
4. **The Up-downs:** y, u, i, m, n, r, v, w, x and z.
5. **The Drop-downs:** j, p, q and f.

### **i) Early Years (EY): Communication, language and literacy and physicals development**

- Children to be introduced to pre-cursive and cursive script at the earliest stages of writing.
- Children in the Early Years should be writing in the pre-cursive script to enable an easier transition in Year 1 into the cursive script, depending on their ability. However, the expectation is that by the end of Reception pupils will start to transfer towards a cursive script depending on their skill and ability.
- Displays in Reception should include models of cursive script.
- Implements such as chunky triangular pencils, large chalks and chunky pens etc are used by pupils to rehearse skills on paper, chalk boards, pavement etc.

### **ii) Key Stage 1 & Key Stage 2**

- Within KS1, every class will have at least two handwriting sessions per week.
- Within KS2, every class will have a specific handwriting session a week where appropriate.
- In handwriting sessions, spellings, relevant key vocabulary or sentences/paragraphs related to core texts will be modelled by an adult then practised by children if appropriate.
- Lined paper is used for handwriting specific exercises. Lines should be well spaced to start with - e.g. 15mm apart - gradually reducing to single lines about 8mm apart. In KS1, children will use four-lined handwriting paper.
- Children are given a handwriting book from Year 1 which continues throughout the school.

### **Platt Rainbow:**

At Platt we have a handwriting rainbow that helps children to strive for the next step. Children receive a pin badge for orange, green and purple and a certificate for every colour band movement. A display sharing examples of the handwriting is available for children to see. The English leader is responsible for ensuring consistency in judgement for the bands. They should see examples of handwriting from exercise books not just handwriting practice. This is tracked by the class teacher by dating when a child enters a band, this tracking form is handed to their new teacher and follows them up the school.

<p><i>Red</i></p>	<p>I know that I can draw and write with a pencil.  I am starting to hold a pencil with the correct grip.  I can use a pencil to trace and make patterns.  I can read and make attempts at writing my name.</p>
<p><i>Orange (Badge)</i></p>	<p>I can use a pencil with the correct grip and write recognisable letters.  I'm beginning to form recognisable letters with the correct lead in and flick out.  I can write my own name with the correct letter formation.  I am starting to position letters correctly on lines.</p>
<p><i>Yellow</i></p>	<p>I know when to use a capital or lower case letter.  I can form capital letters correctly and write the digits 0-9.  I can write using upper and lower case letters and use spaces between words.</p>
<p><i>Green (Badge) PEN INTRODUCED</i></p>	<p>I am starting to join letters with basic joins.  My letters are the same regular size.  I am trying to think about the presentation of all my writing and am striving to improve.</p>
<p><i>Blue</i></p>	<p>I always join my writing with the ascenders and descenders parallel to each other.  I have a fluent and neat style of handwriting.  I'm developing good presentational skills in all areas of the curriculum.</p>
<p><i>Purple (Badge)</i></p>	<p>I write fluently with neat, legible and joined handwriting.  I have developed a consistent and personable legible style and it is stunning to look at.  I can use different styles of handwriting for different purposes.  I'm always aware of presentation, using a ruler to underline and including dates and learning intentions when necessary.  My handwriting gives display work the 'wow' factor.</p>

### **Handwriting tools:**

A pencil will be used until a child reaches band green when they will be introduced to a handwriting blue pen (no biro). For some individual children this may need to be at a different stage and this will be decided by the class teacher or SENCO.

### **Equal opportunities and Special needs**

All children must have the opportunity and the encouragement to reach their full potential regardless of race, creed or sex. Children with Special Educational needs, where necessary, will be provided with specialist equipment such as pencil grips or wider ruled lined paper. Intervention is available for children who experience significant difficulties to practice pre writing skills and fine motor coordination such as clever fingers, dough dance, write dance, BEAM and sensory circuit.

### **Assessment, Monitoring and Moderation**

Children in the EY are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments on a termly basis.

### **Homework**

Pencils should be used in homework books/work until a handwriting pen is introduced and children are encouraged to use the cursive script in all written home learning.

### **Presentation points:**

Key Stage 2 children will write the date and learning intention in their exercise book and underline with a ruler. Within Maths books a margin will be drawn (with a ruler) and the page maybe split when completing calculations. Margins are introduced in Year 4.

All work that is stuck into exercise books should be cut with a paper cutter, stuck in to fit on the page with no overlap.

Additional resources:

Letter Formation Handwriting Sheet with Rhymes



Whoosh in and round you go. Up, down and kick out a's toe.	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 onto a friend.	Whoosh in and curl the c. C joins other letters easily.	Whoosh up halfway and go round. Then all the way up and back down. Kick out d's toe. And she's ready to go.	Whoosh in and curl like a snail and leave an easy joining tail.	Whoosh in to the top and go round and then zoom under the ground. Under the line, loop the last part and finish your f near its start.	Whoosh in, go round to the top. Go down under the line, loop and stop.	Whoosh in and up tall and then down. Halfway up, bend over and flick off the ground.	Whoosh up and down, then kick out a toe. Add a dot and it's ready to go.
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Whoosh up then zoom down under the line. Loop the tail then add your dot at the right time.	Whoosh up tall and back down. Go halfway up and around. Go down and out with a flick. Your k is ready to kick!	Whoosh in and up tall. Down to the ground and make your flick small.	Whoosh in and then down. Up, over and back to the ground. Up, over and down again. Add a flick to finish your m.	Whoosh in and then down. Up, over the hump and flick off the ground.	Whoosh in round you go. Lead out from the top for your o.	Whoosh in, and then go down low. Back up to the top and round you go. Lead out at the end so that p can join onto a friend.	Whoosh in and round you go. Then zoom under the line and kick out q's big toe.	Whoosh to the top to start. Go down and curve the top for your r.
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Whoosh in and curl left. Curl right then lead out of your s.	Whoosh to the top and back down. Then add a flick off of the ground. You need to cross the t. With a straight line on his tummy.	Whoosh up then down. Bend round, go up and down to the ground. Kick out a toe and u is ready to go.	Whoosh up then down into the valley. Zoom back up and across the top to finish your v.	Whoosh in, then down and back up. Down again, up and across at the top.	Climb up to the top and then slide down from left to right and have a rest. Jump back to the top, go from right to left and you have an x!	Whoosh up then down and bend round. Go up then down underground. Loop the tail under the line. Lead the y out and it's looking fine.	Whoosh up then to the right. Zig zag down and back to the right.
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