



Faith, Family and Fascination

Handwriting and Presentation Policy

Boutcher C.E. Primary School

Reviewed by:	Ashlie Hayles
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Last reviewed during:	Autumn 2025
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Next review due by:	Autumn 2027
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**"Love one another. As I have loved you, so you must love one another."
*John 13:34***

HANDWRITING AND PRESENTATION POLICY

Our Aims

We aim for our pupils to:

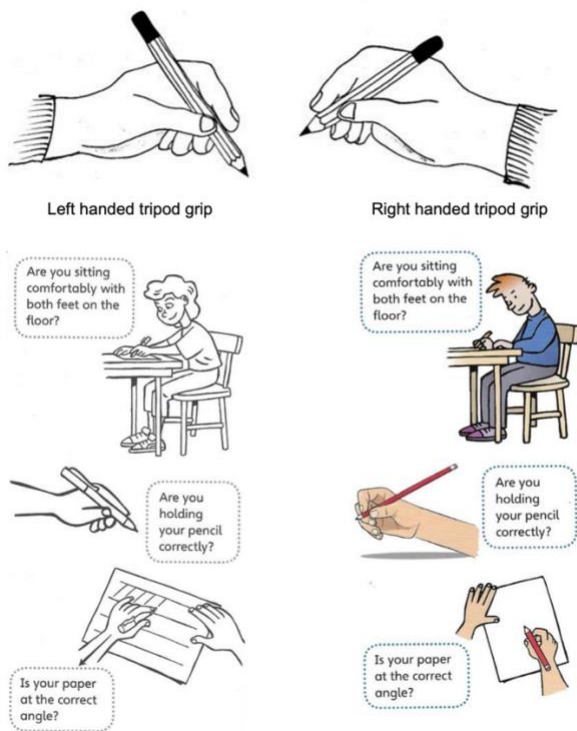
- develop fine and gross motor skill to enable and support children to write
- develop a neat, legible style of handwriting
- develop a consistency in the size and shape of letters
- develop fluent and smooth flow and join of letters
- develop their own handwriting style whilst forming letters and joins correctly
- know the importance of clear and neat presentation in order to communicate meaning effectively
- establish and maintain a high profile of handwriting and presentation skills in all subjects throughout the curriculum
- raise their self-motivation and esteem through the establishment of best handwriting practice

Implementation:

In order to meet our aims, Boutcher C.E. Primary School teaches initial letter formation through the phonics scheme, Little Wandle Letters and Sounds and then interventions and joins are taught using the Nelson Handwriting Scheme.

In Key Stage Two, keep-up sessions are provided for children who need further support with specific number and letter formation or joins.

Teaching of handwriting is closely linked to the teaching of phonics and spelling, starting in Reception and Year 1, where the teaching of correct letter formation is an integral part of daily phonics teaching. This is also where the children learn the essentials of correct pencil grip (tripod grip), seating and posture.



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Early Years Foundation Stage

Children take part in activities to develop their fine and gross motor skills and recognition of patterns. Children will develop their mark making skills. Examples of ways to develop fine motor skills in Reception:

- Hand and finger play (e.g., finger painting, weaving, threading, tweezers etc)
- Sand and glitter trays for patterns, shapes and letters
- Making and modelling
- Messy play
- Using scissors and tools and equipment
- Hand responses to music

Children will be taught the letter formations for each letter (Appendix 1) Children should be taught and continually encouraged to hold their pencil using the tripod grip. Pencils should be held lightly between the thumb and forefinger about 3cm from the point. The middle finger provides additional support

Year One

Children continue to develop their fine and gross skills. Handwriting is discussed and linked to phonic sessions, continuing on from Reception. Staff support children and guide them to form letters correctly, using the formation phrases introduced and embedded during Reception. A comfortable and efficient pencil grip is encouraged., with the tripod grip preferred. Children should be sitting comfortable with both feet on the floor. High expectations from all adults is key and children that require support and intervention with cutting, letter formation are worked with in small group sessions to build their handwriting skills.

Year Two and Key Stage Two

Children should know be consistently and accurately forming lowercase and uppercase letters appropriately. Before joining, we focus on forming lower- and upper-case letters and digits of the correct size and orientation. Handwriting sheets support and give opportunities for children to practise the letters, joins and patterns explored in handwriting sessions. In Years 3 and 4, children continue to improve the legibility, consistency and quality of their handwriting, including diagonal and horizontal joins and keeping ascenders and descenders in proportion. Children will begin to slant their handwriting. In Years 5 and 6, as well as continuing with structured practice of letter joins and consistency of size and spacing, children are encouraged to develop their own style of handwriting.

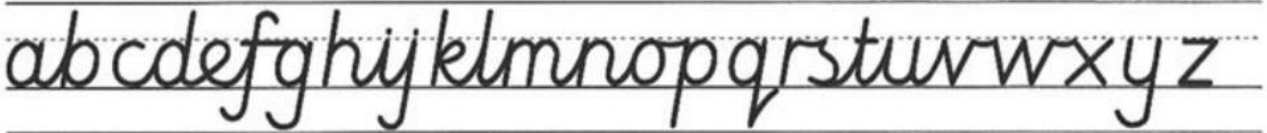
The Nelson Scheme is used for handwriting sessions, where letter formation is modelled and children given opportunities to practice using the follow letter formation:

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
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
1 2 3 4 5 6 7 8 9 0

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Introducing Joins

Children are taught individual letters first so that they can see them as individual units before learning to join. During the summer term of Year Two, we introduce letter joins once letter formation is accurate, using the red level of Nelson in the order suggested. We highlight the importance of not joining capital letters and explicitly teach break letters. Break letters (letters that aren't joined from) are b, g, j, p q, s, x, y, z.



The quick brown fox jumps over the lazy dog

Children who are not be ready to join will remain on the blue level of Nelson until the teacher sees evidence of them being ready to progress onto joins. In Key Stage Two, keep-up sessions are provided for children who need further support with specific number and letter formation or joins.

Techniques for teaching letter formation

- Model good handwriting at all times
- Demonstrate
- Talk through the process
- Encourage children to verbalise the process
- Children form letters in the air
- Finger trace over tactile letters
- Write over dotted letters
- Write in sand/glitter with finger or stick
- Write using a range of media
- Finger trace the outline of letters on the back of the person in front of you

Getting ready to write

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch
- Rooms should be well lit

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Left-handed children

With approximately 10-12% of the UK population being left-handed, we need to ensure left-handed children at school are positioned correctly at the table when writing to ensure they are comfortable and can write well. Children who are left-handed may feel more comfortable sitting at the left handed side of the table so there is more room and they have the space to tilt the paper.

Pencil grip

- In Key Stage One, children write with a pencil, which should be reasonably sharp
- Pen licenses are given in Year three and children build on handwriting skills using a pen throughout the rest of Key Stage Two
- The tripod grip is the most efficient way of holding the pencil or pen















Presentation Award

To encourage and monitor progress and give children a sense pride in their handwriting and presentation skills, we celebrate excellent presentation with a weekly presentation award given to one child in each class. This could be awarded to progress with letter formation, writing on the line, a stand out piece of writing, good use of cutting/scissor skills or for a child making good progress that deserves recognition

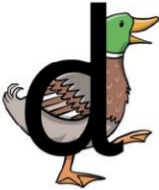






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APPENDIX 1



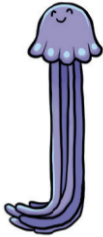














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Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 s	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Down the snake from head to tail.
 a	 astronaut	Open your mouth wide and make the a sound at the back of your mouth a a a	Around the astronaut's helmet and down into space.
 t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	Down the tiger and across its neck.
 p	 penguin	Bring your lips together, push them open and say p p p	Down the penguin's back, up and around its head.
 i	 iguana	Pull your lips back and make the i sound at the back of your mouth i i i	Down the iguana and dot the leaf.
 n	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down, up and over the net.
 m	 mouse	Put your lips together and make the mmmmm sound mmmmm	Down, up and over the mouse's ears.

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Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick d sound d d d	Around the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth; press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g	Around the goat's face and curl under its chin.
 o	 octopus	Make your mouth into a round shape and say o o o	All around the octopus.
 c	 cat	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	Curl around the cat.
 k	 kite	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say k k k	Down the kite, up to the top corner and down to the bottom corner.
 ck	 sock	Open your mouth into a little smile; make your tongue flat and move it up towards the top of your mouth to say c c c	c Curl around the heel of the sock. k Down the sock, up and back down to the toe. Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say e e e	Around the elephant's eye and curl down its trunk.

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Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 jellyfish	Pucker your lips and show your teeth; use your tongue as you say j j j	Down the jellyfish and dot its head.
 	 volcano	Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv	Down to the bottom of the volcano and back up to the top.
 	 wave	Pucker your lips and keep them small as you say w w w	Down and up and down and up the waves.
 	 box	Mouth open, then push the cs/x sound through as you close your mouth cs cs cs (x x x)	From the top, across the box to the bottom. From the top again, across the box to the bottom.
 	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth yyy	Down, around the yo-yo and curl around the string.
 	 zebra	Show me your teeth and buzz the z sound zzzzz zzzzz	Across the top of the zebra's head, zig-zag down its neck and along.

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Letter	Letter formation phrase
a	Around the astronaut's helmet and down into space.
b	Down the bear's back, up and around its tummy.
c	Curl around the cat.
d	Around the duck's body, up to its head and down to its feet.
e	Around the elephant's eye and curl down its trunk.
f	Down the flamingo to its foot and across its wings.
g	Around the goat's face and curl under its chin.
h	Down, up and over the helicopter.
i	Down the iguana and dot the leaf.
j	Down the jellyfish and dot its head.
k	Down the kite, up to the top corner and down to the bottom corner.
l	Down the lollipop stick.
m	Down, up and over the mouse's ears.
n	Down, up and over the net.
o	All around the octopus.
p	Down the penguin's back, up and around its head.
q	Around the queen's face, down her robe and a flick at the end.
r	From the cloud to the ground and over the rainbow.
s	Down the snake from head to tail.
t	Down the tiger and across its neck.
u	Down and around the umbrella and back to the ground.
v	Down to the bottom of the volcano and back up to the top.
w	Down and up and down and up the waves.
x	From the top, across the box to the bottom. From the top again, across the box to the bottom.
y	Down, around the yo-yo and curl around the string.
z	Across the top of the zebra's head, zig-zag down its neck and along.

ck	c Curl around the heel of the sock. k Down the sock, up and back down to the toe.
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Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.