

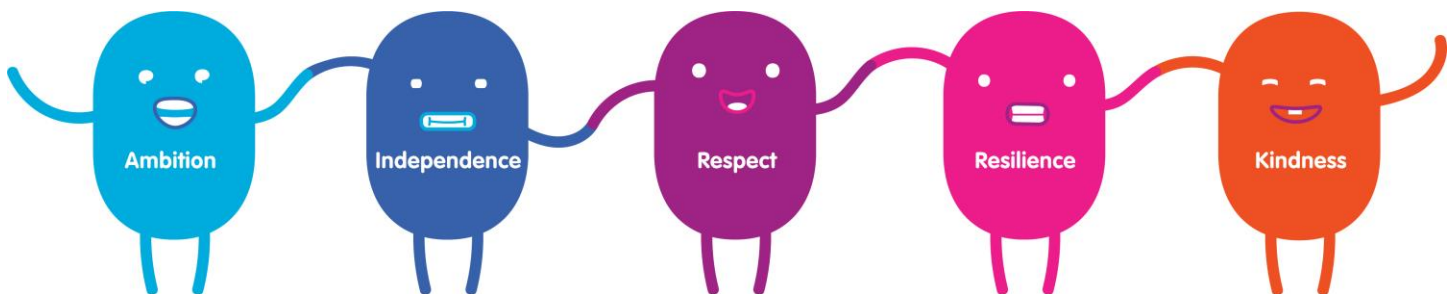
Presentation Policy

Aims:

- Uphold consistent instruction to both the physical skill of handwriting and the attitudes of learners towards presentation and handwriting.
- Support teachers pedagogical understanding of teaching and modelling handwriting.
- Give teachers the tools to instil a sense of pride in children over their work.

Vision:

We want children to be proud of their work as this feeling is linked with having confidence in themselves as independent, ambitious learners. We want children to be able communicate and express their ideas with fluency. The ability to write legibly and efficiently continues to be a basic skill required of everyone in today's technologically advanced society.



Nelson Handwriting

The school subscribes to Oxford Owl's Nelson Handwriting Scheme. Nelson Handwriting is a whole-school programme designed to help all children develop a confident, legible and personal handwriting style and meet curriculum expectations.

The programme includes resources for pattern practice and motor skills, fun activities to bring handwriting to life and an online scheme of lessons to implement the programme in class.

Within the appendix, specific details are given for:

- A. Curriculum statements
- B. Teaching early letter formation – from EYFS
- C. Agreed language to use with pupils when forming each letter
- D. The approach for teaching the joining groups
- E. Consideration and support for left-handed pupils
- F. Common handwriting difficulties

Lesson structure, teacher modelling and differentiation

Lesson structure:



From KS1, handwriting lessons should generally take place in writing books/sheets wherever possible. Writing with a pencil/pen in books is a different experience than using a whiteboard pen. In KS2, pupils' *Best Handwriting Sample* should be out as it would in any other writing lesson.

In Early Years, handwriting is taught alongside the teaching of Little Wandle phonics. However, additional handwriting lessons focusing on the mechanics of handwriting (e.g. pencil hold, letter formation) should be planned to happen in small groups across the weekly timetable. Children should have a separate handwriting lesson at least once a week. The frequency of handwriting throughout the school will be dependent on age and stage.

Lessons should begin with a quick warm-up exercise – a bank of these are included as part of the Nelson Handwriting suite of resource and can be used across the school. These include wrist-shaking exercises and practising patterns to help loosen up muscles.

Competent demonstration is essential when modelling handwriting and the Nelson software supports this. Each lesson comes with videos for correct letter formation which the teacher can then model on flipchart paper – not directly on the IWB which is a different movement skill. Lessons should have a clear focus by following the scheme. Teachers should use correct vocabulary to support in line with their modelling e.g. ascender, descender, horizontal, diagonal, anticlockwise, clockwise.

Independent practice should be adapted to meet the needs of all learners. For example, further up the school, while most children will be able to record straight into their book, some children might still benefit from scaffolded handwriting sheets to write on.

Evaluating pupil's handwriting

During handwriting lessons, teachers should circulate and observe, ready to immediately intervene with support and encouragement. In the early stages of learning to write, the process is more important than the product. Irregular letter forms starting in the correct place with correct movement are preferred to regular letter forms achieved through wrong movements.

Common faults include:

- Faulty pen/pencil grip

- Incorrect letter formation
- Reversals and inversions
- Poor posture and paper positioning

A rounded nib or point pen/pencil is best for writing. For right-handed pupils, the tripod grip is generally considered the most efficient grip. Left-handers can need additional support. When a left-hander makes joining strokes they are pushed, not pulled as they are by a right-hander (see appendix E for guidance). The child's table should support the forearm so that it rests lightly on the surface. Children should be encouraged to sit up straight and not slouch. Tables should be free of clutter. Left-handed pupils should sit on the left of their partners so that their movements are not restricted.

The essential qualities of good writing are fluency, neatness and speed. While modelling and specific instruction of correct movements is required, children should not be expected to make exact reproductions of the letter forms presented as models. It is likely that many children will develop individual variations on this style. Provided their writing is legible and meet curriculum expectations, individuality is encouraged.

Writing can be assessed (and self-assessed by children) using the following criteria:

- its general appearance and legibility
- its consistency in shape, size, slope, and spacing within and between words
- its speed
- the amount of pressure applied
- the writer's physical co-ordination, positioning and fluency of movement.

Moving from pencil to pen

Children should move from pencil to pen initially when their ability informs this, not their age. This is when they meet the following criteria:

- Pupil has the correct grip
- Pupil starts from the margin and writes legibly on the line
- Pupil can securely form letters at a consistent size, including ascenders and descenders with finger spaces between words
- They are beginning to join independently with developing accuracy

In Year 2, children should begin to move to pen when ready (joining is introduced midway through Year 1). Generally, all children in year 4 and above should have advanced to pen unless there is a

clear SEN need that has been discussed with the AHT. A biro is quite similar to a pencil; moving to pen won't hinder their presentation and will likely support it as the process can be more fluent. Children's self-esteem and confidence is also a factor when ensuring older children aren't limited to pencil.

Inclusion

Children with additional needs which affects handwriting should still be set deliberately challenging goals and differentiated work that meets their needs. There may be individuals who practice fine motor skills and/or handwriting as additional intervention. Pen grips can support children to develop the correct grip but use of these should be monitored and not be used instead of teaching the correct grip. Children in KS2 should have their handwriting sample out in lessons so children's effort can be encouraged and rewarded.

Presentation

Pupils should begin work by recording and underlining the date and learning objective. Short dates are used in maths and long dates in all other pieces of work.

In KS1, teachers must set high expectations to support pupils' application of the 'basic skills' of presentation i.e. writing one digit per box in maths; start writing each new line from the margin; using a ruler to underline etc.

Purple pen is used for any form of self-marking and self-corrections – this can be introduced from Reception once pupils are ready. When marking an incorrect answer, children should put a dot and not a cross. Children are not to use rubbers for writing at any point. It should be requested that children put one neat line and make their correction in purple pen (using a ruler).

Children using pen should continue to use pencil for all forms of drawings and diagrams. Working out margins (or 'middle margins') in maths books are useful in supporting children to organise and layout their methods for calculations. Examples of work can be found in appendix G.

Every classroom from Year 1 has a presentation stand to display pupil's work. This should be refreshed daily and used in class to support children to take care in their work and develop a sense of pride.

Additionally, each child in KS2 should have a termly handwriting sample in the back of their literacy book, which is folded out at the start of each lesson. This is the child's best handwriting and sets a shared expectation of the standard of handwriting for each individual.

Teachers should be insistent with expectations and challenge pupils where these are not met. Teachers are not to glue pages together and do not rip out pages of work. Children should be taught to go back, fill these pages and address the issue, rather than 'get rid of it' or cover it up.

To support presentation and the use of colour, children can use colouring pencils in their workbooks. This is instead of felt tips.

It should be made clear to children the standard of handwriting in relation to the particular task e.g. note-taking versus a final published version. Children should also be supported to understand when they may use an unjoined style e.g. writing an email address, filling out a form etc.

Policy amended: December 2023

Review date: December 2025

Appendix

A. Curriculum statements

- Nursery:

Physical development - Development matters

- Use a comfortable grip with good control when holding pens and pencils.
- Show a preference for a dominant hand.

Literacy

- Write some letters accurately

- Reception:

Fine Motor Skills ELG

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases
- Begin to show accuracy and care when drawing

Writing ELG

- Write recognisable letters, most of which are correctly formed;

- Write simple phrases and sentences that can be read by others.

- Year 1:
 - 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 right place.
 - Form capital letters correctly.
 - Form the digits 0-9.
 - Understand which letters belong to writing 'families' i.e. letters formed in similar ways.

- Year 2:
 - 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.
 - Capital letters and digits of correct size, orientation and relationship to one another and lower-case letters.
 - Spacing between words that reflect size of the letters.

- Years 3 and 4:
 - Use diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
 - Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

- Years 5 and 6:
 - 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.

B. Teaching early letter formation – from EYFS

TECHNIQUES FOR TEACHING LETTER FORMATION

Techniques for teaching letter formation

- Provide demonstrations when introducing and teaching letter shapes. The *Nelson Handwriting* online teaching software is useful for this; you can also use whiteboards or flipcharts.
- Observe individuals as much as possible while they practise. This enables the teacher to recognise and correct bad habits as they arise.
- Talk the children through the process using appropriate language.
- Encourage children to verbalise what they are doing from time to time. This gives a window into the thought processes they are using as they write.
- Writing involves visual and motor skills. Use the following ideas to reinforce the teaching of letter shapes:
 - Encourage children to form letters by drawing them in the air.
 - Finger trace over tactile letters, on desk or table tops.
 - Write over dotted or 'shadow' writing.
 - Draw round templates.
 - Write in sand with a finger or stick.
 - Write with chalk on a chalkboard.
 - Write letters boldly with a wax candle and then apply a colour wash.
 - Form letters with pegs on a pegboard or with beads in Plasticine.
 - Finger trace the outline of a letter on the back of the person in front of you.
 - Form letters with fingers and/or bodies, individually and in groups.
- Draw attention to the connection between letters and the related writing patterns. Encouraging children to use the basic handwriting patterns both for practice and for decorative purposes is a valuable technique for fostering fluency and rhythmic movement.

The letter forms

The lower-case alphabet for Starter Level:

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

The lower-case alphabet for Books 1 to 6:

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 letter slant of 8° from the vertical to the right is introduced in Pupil Book 3:

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

The lower-case print alphabet:

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

The capital letters and numerals:

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

These are the same throughout the scheme.

The letter groups

Letter families

In year one, *Nelson Handwriting* groups the letters into sets based on handwriting families. These are letters that are formed in similar ways.

Set 1

c a o d g q s f e

Set 2

i l t u j y

Set 3

r n m h k b p

Set 4

v w x z

C. Agreed language to use with pupils when forming each letter

THE LANGUAGE OF LETTER FORMATION

It is helpful if all staff and parents use a clear, consistent set of instructions for describing the correct letter formation. Some schools will have developed their own set of instructions and will feel comfortable using. A suggested set of instructions is given below. These instructions are used on the teaching software for Starter Level and Book 1A and 1B, and on the flashcards.

Letter/number	Audio
0	Start at the top and go round.
1	Start at the top and go down.
2	Start at the top, curve round and down, and across.
3	Start at the top. Go round, and round.
4	Start at the top. Go down, across, lift your pencil and go down.
5	Start at the top. Go down, and round. Lift your pencil up to the top, and across.
6	Start at the top right. Curve down, up, and in till you touch.
7	Start at the top, across, and diagonally down.
8	Start at the top, go round, and curve back the other way, and up, cross, and up till you touch.
9	Start near the top. Go round, up and down.
a	Start at the top. Go all the way round, up to the top, down and flick.
A	Down, lift, down, lift and across.
b	Start at the top. Go straight down, back up, and all the way round.
B	Down, lift, and round till you stop, and round till you stop.
c	Start at the top, and go round.
C	Round.
d	Start at the middle. Go all the way round, all the way up to the top, straight down, and flick.
D	Down, lift, and round.

e	Start near the bottom. Go up, around, and down.
E	Down, and across, lift, across at the top, lift, across in the middle.
f (print)	Start at the top. Go round, and straight down. Lift your pencil, and cross the 'f' in the middle.
F	Down, lift, across at the top, lift, across in the middle.
f (cursive)	Start at the top. Go round, straight down, and round. Lift your pencil, and cross the 'f' in the middle.
g	Start at the top. Go all the way round, up to the top, straight down, and round.
G	Round, up, and down.
h	Start at the top. Go straight down, up and over, down, and flick.
H	Down, lift, down, lift and across in the middle.
i	Start at the top. Go straight down, and flick. Lift your pencil and put a dot at the top.
I	Down.
j	Start at the top. Go straight down, and round. Lift your pencil and put a dot at the top.
J	Down, and round.
k (print)	Start at the top, and go straight down. Lift your pencil and place it next to the middle. Go into the middle, out from the middle, and flick.
K	Down, lift, out from the middle up, lift, out from the middle down.
k (cursive)	Start at the top. Go straight down, back up, over and round, down and flick.
l	Start at the top. Go straight down, and flick.
L	Down, and across.
m	Start at the top. Go down, up and over, down, up and over, down, and flick.
M	Down, lift, down and across, up and across, and down.
n	Start at the top. Go down, up and over, down and flick.
N	Down, lift, down and across, and up.
o	Start at the top, and go all the way round.
O	Round.
p	Start at the top. Go straight down, up to the top, and all the way round.
P	Down, lift, and round till you stop.
q	Start at the top. Go all the way round, up to the top, straight down, and flick.

Q	All the way round, lift, and down.
r	Start at the top. Go straight down, back up and over, and flick.
R	Down, lift, and round till you stop, out from the middle, and down.
s	Start at the top. Go round, down, and back round.
S	Round, and back round.
t	Start at the top. Go straight down, and round. Lift your pencil, and cross the 't'.
T	Down, lift, and across.
u	Start at the top. Go down, round, back up to the top, down, and flick.
U	Down, round, and up.
v	Start at the top. Go down, and back up to the top.
V	Down, and up.
w	Start at the top. Go down, back up to the top, down, and back up to the top.
W	Down, up, down, and up.
x	Start at the top. Go down to the bottom. Lift your pencil to the top, and down across the other way.
X	Down and across, lift, down and across.
y	Start at the top. Go down and round, back up to the top, then straight down, and round.
Y	Down and across, lift, and all the way down and across.
z	Start at the top. Go straight across, diagonally to the bottom, and across.
Z	Straight across, down and across, and straight across.

D. The approach for teaching the joining groups

Joining groups

The joining groups divide the letters according to how they will join to other letters.

Group 1

a c d e h i k l m n s t u

Thirteen letters with exit flicks plus s.

Group 2

a c d e g i j m n o p q r s u v w x y

Nineteen letters which start at the top of the x-height.

Group 3

b f h k l t

Six letters which start at the top of the ascender.

Group 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

The joins

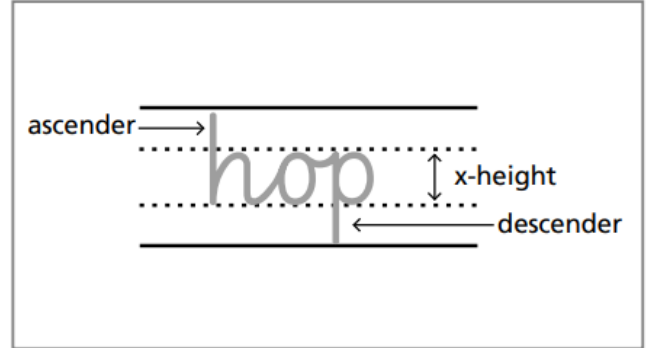
	Group	→	Group	
The first join	1	→	2	in am
The second join	1	→	3	ab ch
The third join	4	→	2	oa wo
The fourth join	4	→	3	wh ob
The break letters				bigger

The joined style

The quick brown fox jumps over the lazy dog.

THE JOINS

Joins between letters increase the speed, rhythm and ease of writing without reducing legibility. In *Nelson Handwriting*, the 26 lower case letters have been divided into five joining groups (which are not the same as the letter sets/families), according to the nature of the joins they require. There are four types of join and a set of 'break' letters after which joins are never made. (See pages 8–9 for details of the joining groups and letter sets.) The joins are taught in Pupil Book 1B and practice is provided in all subsequent books.



Joining

Joining letters is introduced midway through year one, and/or once children can confidently form and write letters correctly. This helps with spelling, as research tells us that seeing words as a whole, rather than a series of isolated letters, helps us memorise and spell words correctly. Joined writing also helps pupils write more, increasing the speed of writing and fluency. *Nelson Handwriting* teaches the four joins at the same time as teaching the letter sets/families.

The first join

The join from any member of joining group 1 to any member of joining group 2 is made with exactly the same movement as a diagonal join from one letter to the start of the next.

in

Teaching the first handwriting join is linked to the letter sets/families:

- When the first diagonal join is introduced, from the bottom of a small letter to the top of the next, we teach the diagonal join to Set 1 letters first, e.g. *ed, eg, ac, as*.
- This is followed by the diagonal join to Set 2 letters e.g. *iu, ig, iy*.
- Then diagonal joins to Set 3 letters e.g. *ar, an, am, ap*.
- Finally the diagonal join to Set 4 letters e.g. *aw, ew, ex, ux*.

The second join

The join from any member of joining group 1 to any member of joining group 3 is the same as the first join except that the join meets the ascender halfway up the letter and then continues to the top of the ascender.

il

Teaching the second handwriting join is linked to letter families too:

- The second join, a diagonal join from the bottom of a small letter to the top of an ascender, is taught using Set 1 letters first, then Set 2, 3 and 4.
- For example to Set 1 letters *if, ef, uf*; to Set 2 letters *il, it*; Set 3 letters *ck, ch*.

The third join

The join from any member of joining group 4 to any member of joining group 2 is a horizontal curve because the join is from the x-height of one letter to the x-height of the next.

og

Teaching the third join, the horizontal join from the top of one letter, across and to the top of the next, is also taught using letter families:

- The third join to Set 1 letters e.g. *wa, wo, fo*; to Set 3 letters *on, om*; Set 4 letters *ow*.

The fourth join

The join from any member of joining group 4 to any member of joining group 3 is the same as the first join except that it goes from the x-height of one letter to the top of the ascender of the next.

ob

The fourth join is the join from the top of a small letter to the top of an ascender.

- To Set 1 letters e.g. of, ff; to set 2 e.g. wl, rl; Set 3 e.g. ob, oh, ok.

The break letters

Joins are never made after the letters in this group. No join is ever made to or from the letter z. A small space should be left after each break letter so that it is spaced as evenly as the joined letters.

The letters e and s have slightly varying forms because their shapes depend on the nature of the preceding join. Attention is drawn to these special cases in Pupil Books 1A, 1B and 2.

As the size of writing decreases, children should be encouraged to decrease the space between words. By the time children are using Pupil Book 1A this space should be the width of a lower case letter a, and the space between two lines of writing should be about twice the height of this letter.

Teaching the joined style

- In the early stages the correct movements are more important than the appearance of the writing. Children should be discouraged from forming writing with incorrect movements, even if they manage to achieve results that appear satisfactory. However, in later stages a more individual style based around *Nelson Handwriting* is encouraged.
- As joined handwriting is a movement skill, it is essential for teachers to provide demonstrations. The *Nelson Handwriting* online teaching software is useful for this; you can also use whiteboards or flipcharts.
- Observe individuals as much as possible while they practise. This enables the teacher to recognise and correct bad habits as they arise.
- Talk the children through the process, using appropriate language.
- Encourage children to verbalise what they are doing from time to time. This gives a window into the thought processes they are using as they write.
- Most children will need extra practice with making the joins. The Pupil Books and Resources and Assessment books provide ample material for this.
- Encouraging children to use the basic handwriting patterns both for practice and for decorative purposes is a valuable technique.

E. Consideration and support for left-handed pupils

Pen hold

The left-handed, like the right-handed child, needs to be shown as early as possible how to hold a writing implement correctly. The video available on the online teaching software shows this clearly. Bad habits are easily learnt and many left-handers adopt a hooked pencil hold which can result in a

tired grip and affect the quality of their writing. When they begin to use a pen their hand can easily smudge the ink as they write. If a child already has a 'hooked' pencil hold, do not force them to change. It is very difficult to alter the way you have learnt to hold a pencil, and confidence can easily be destroyed. Encourage them instead to angle their paper 8° to the left, i.e. the same angle used for a right-handed child. If possible, demonstrate how to hold a pen and how to form and join letters with your left hand. The left-hander should hold the pencil in the left hand in the same way as a right-handed person holds theirs. The pencil is held between thumb and forefinger, resting on the first knuckle of the middle finger. The pencil should be held about 3cm from the tip. The hand should be kept below the writing line. This enables the children to see what they are writing and encourages correct pen hold. The grip the left-hander uses means the pencil is pushed as the child writes, whereas the right-hander pulls their pencil across the page as they write. It is important therefore that the left-hander's pencil is not too sharp, so that it will run smoothly across the page.

Paper position

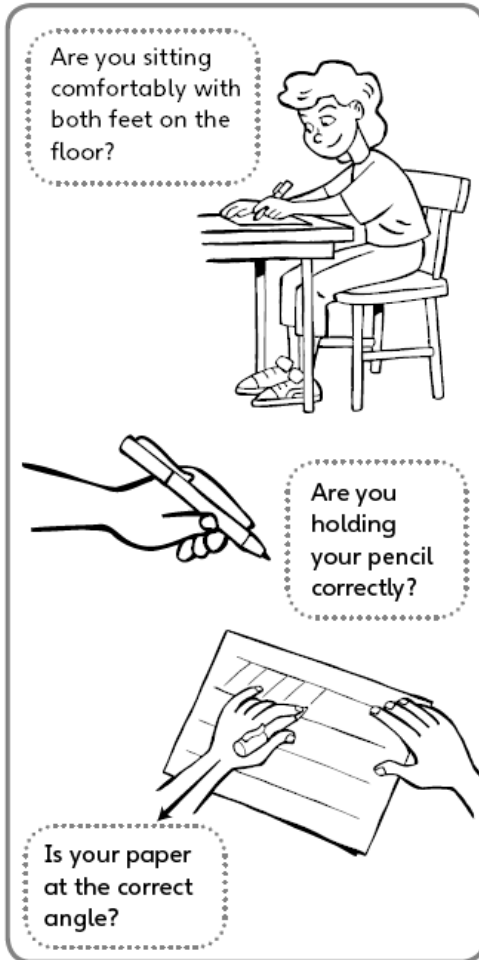
The left-hander will find it easier if the paper is tilted slightly to the right, at about 8°. The higher the angle the harder it is for most children to write efficiently. The right hand is used to steady the paper, above the writing line.

Crossing letters

The left-hander often crosses the 'f' and 't' from right to left. Many left-handers therefore will find it easier to leave the 'f' unjoined.

Classroom organisation

Teachers need to be aware of left-handers in the classroom as they do have different needs. It is very important that a right-handed child is not seated on the left-hand side of a left-handed child as their elbows will collide!



F. Common handwriting difficulties

Faulty pencil grip

An over-tight pencil grip is the most common fault. Crooking of the forefinger and pressing too hard are common indications of this. Encourage the pupil to relax and to hold the pencil lightly between their thumb and their middle finger, while their forefinger rests lightly on the pencil.

Incorrect letter formation

Children are often able to write letters which are correctly shaped but which have been produced by incorrect movements. If bad habits of this kind are allowed to become ingrained, the child will be seriously hampered when he or she progresses to joined writing. It is important, in the early stages of development, to ensure that:

- all letters are started in the correct place

- in general, movements start at the top and go down
- ovals are made with an anticlockwise movement.

Reversal, inversions and mirror writing

Common problems include:

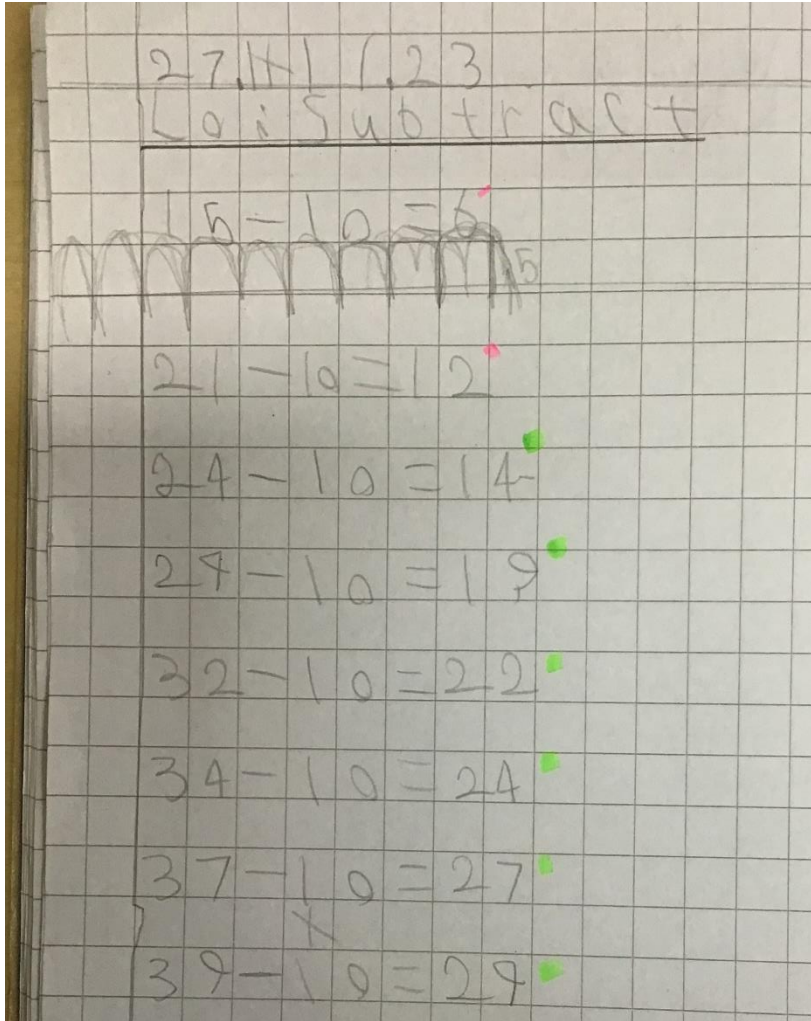
- reversal: b for d and p for q
- inversions: w for m
- mirror writing: was for saw.

Causes include:

- confusion between left and right
- a lack of commitment to one hand
- a natural tendency for left-handers to pull the hand across the body from right to left
- a general lack of maturity or confidence.

Children with these problems can be helped by increased emphasis on the writing direction and the consistent use of one hand for writing.

G. Examples of pupils' work



Autumn term Year 2 pupil writes one digit in each box, underlines date and title.

Lo: To estimate

Daily Practice

1	$184 - 29 = 155$	HTO $\begin{array}{r} 184 \\ - 29 \\ \hline 155 \end{array}$
2	$30 \times 4 = 120$	TO $\begin{array}{r} 30 \\ \times 4 \\ \hline 120 \end{array}$
3	$3 \times 5 \times 4 = 58$	3×5 51015 $15 \times 4 = 58$
4	$\pounds 1.50 + 75p = \pounds 2$	$\pounds 1 + 75p =$ $\pounds 1.75$ $\pounds 1 + 50p =$ $\pounds 1.50$
8	$1,000 + \underline{200} + 5 = 1,205$	$\pounds 1,75 + 50$ $+ 75$ 50 $\hline 1,205$

Year 3 pupil uses a middle margin to layout work.

Friday 24th November 2023

LO: Spelling Dictations.

1. The weather is very changeable.
2. My new haircut was noticeable.
3. The maths today was manageable.
4. We are knowledgeable about Ancient Egypt.
5. The football goals are changeable.
6. My new pet ducks are adorable.
7. The theory is believable.

Pupil marks spelling dictation correctly:

A small tick for each correct letter.

Incorrect letters are highlighted in yellow.

Thursday 9th November 2023

10 To draft my setting paragraph

Through the bustling city, Hercules sought for king Eurystheus' temple to ask for forgiveness. The city was swarming with all of people wearing robes and donkeys out of the crowd. There he was at the entrance of the king's temple. He entered. The gods of the king stared at him mysteriously. Then he heard them whispering behind the velvet curtains. "I need to seek for forgiveness." Hercules a ^{sad} ~~task~~ ^{task} dependent. The king sent him to do ~~task~~ then he would be forgiven. The dark misty shiny cave surrounded Hercules and he thought to himself why and what ~~not~~ was this very hard task. The cave glistened in the only crystals and light.

KS2 pupil:

- Joins handwriting
- Starts every line from the margin
- Underlines dates and titles
- Responds to pink in purple pen
- Uses yellow highlighter for self-assessment

Evacuate



It is really important that you find safe place away from danger.

Magma



It is really hot and melted rock, really tempting to touch.

Tectonic plates



In shape of jigsaw and around continents.

Crust



Is one of the four layers of the earth and really thin.

Pupils use pencils for all lines/diagrams.

Joined handwriting.

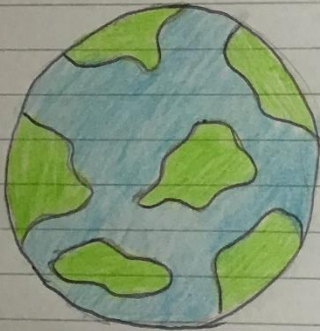
Illustrations (using colouring pencils) supports presentation.

Topic Assessment

I will take away all the facts about how volcanoes simulate and when we learnt about tectonic plates.



I learnt that natural disasters and extreme weather conditions and the are Earthquakes, hurricanes and volcanoes.



I have gotten better at knowing more facts and I am better at researching.

The most interesting fact I have learnt is that the Earth's land used to be one big piece but when tectonic plates shift it separated them into 7 pieces which we know know as continents.



Illustrations (using colouring pencils) supports presentation.