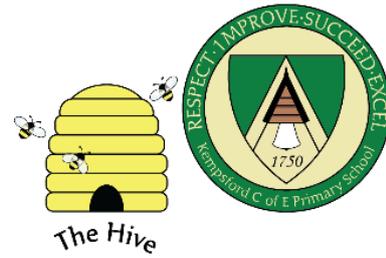


Kempsford Church of England Primary School

“Together, we will RISE”

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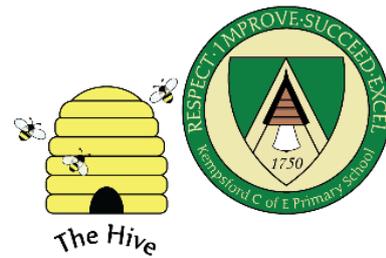
Handwriting Policy

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Document History

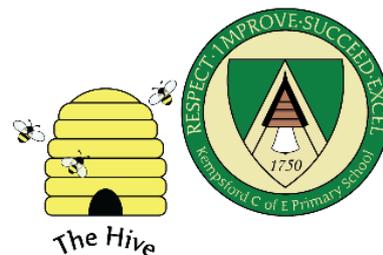
Version	Date	Comments
1.0	May 2019	Policy Document Approved
2.0	May 2020	Annual Review, minor wording changes and reformatting
3.0	Sept 2021	Annual Review
4.0	Sept 2022	Annual Review
5.0	November 2023	Handwriting and Pen adapted
6.0	September 2024	Annual Review
7.0	Sept 2025	Annual Review
8.0	Feb 2026	Introduction of scheme
Next Review Date September 2026		

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Rationale:

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately.

Intent

- All books are named with the school labels and logo.
- Every piece of work is dated (long date in all subjects except Maths).
- All work has a WALT. The WALT may be continuous over a period of days and therefore may not appear every day.
- Modelled examples are used to introduce new skills and reinforce expectations in line with Subject Intents
- Children use **guidelines if they are writing on plain paper (from Y2 onwards)**.
- All drawings and diagrams are in pencil.
- **Pencil crayons, not felt pens, are used in exercise books.**
- Coloured pens are used for specific reasons by children e.g. self –correcting, editing or peer assessment. (Feedback and Marking Policy)
- One single line is used to cross out mistakes or edit writing.
- Books are well kept with no writing or ‘doodling’ on the outside or inside of covers.
- If using a text book the name and page number is stated.
- Children are taught where to start a new piece of work.
- Poor presentation is challenged through verbal feedback and marking.
- Tippex and correction pens are not to be used by children.

Implementation

- KS1 and KS2 have a minimum of 4 lessons a week.
- Unlocking Letters and Sounds Scheme.
- Children use a continuous cursive handwriting style.
- They are encouraged to maintain a correct posture and pencil grip.
- Handwriting is discretely taught in the Foundation Stage and the beginning of Y1, at least twice a week in Y2 and once a week in KS2.
- Opportunities for linking phonics and spelling are used, handwriting is consistently highlighted.

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- ***Daily Handwriting Success Criteria is highlighted and is reinforced daily.***
- Additional handwriting sessions are given to those children whose letter formation, joining or speed require improvement.

Specific Progression:

Foundation Stage

- Children are taught correct letter and number formation in a cursive style, moving from single letters to words and sentences.
- Children are free to select a writing implement of their choice in child initiated learning.
- Correct sitting and pencil grip is taught.
- They are encouraged to write in a straight line from left to right.
- Use of rulers for labelling is modelled by teachers and rulers are available for child initiated learning.
- Some children are taught how to write 'on the line' and begin to join letters.

Years 1 and 2

- Children are taught how to join letters, maintain regular size and shape of letters and regular spaces between words.
- They develop the fluency of their joined handwriting at word and sentence level.
- Children are all taught to write 'on the line'.
- They are taught how to underline and label neatly with a ruler.

Years 3 and 4

- **They work on securing joins, improving fluency and continuing spelling links from the word list and phonic knowledge from KS1**
- Children are expected and taught how to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Children write in paragraphs within context.
- Children are taught to adapt the layout of their written work to fit the intended purpose, i.e. letter presentation, play script, etc.

Years 5 and 6

- **Year 5 is the transition time from pencil to pen.** (Exemplar writing found within Teacher Exemplar material for support when teachers transitioning pupils from pencil to pen). Working at: *maintain legibility in handwriting when writing at speed.*
- They are expected to use a ruler to draw lines, including underlining, diagrams, labelling and crossing out.
- Teaching of handwriting continues to develop an efficient writing speed and aids spelling.
- Children learn to select the most appropriate presentation style for different writing genres.
- They begin to understand the balance between speed and legibility which is dependent on the purpose of the writing: the product or the final draft of a piece of writing.

Inclusion:

These expectations apply to the vast majority of children in our school. Occasionally a decision will be made to personalise expectations for a child who has such specific needs that these expectations could be a barrier to their progress (e.g. a child with physical difficulties writing). Difficulties are addressed through appropriate interventions or specific equipment.

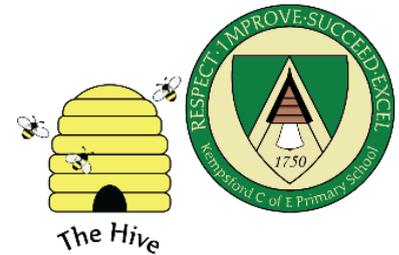
Impact

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All staff ensure that presentation and handwriting is promoted by:

- Celebrating work of a high standard, including homework, in whole class situations.
- Ensuring good presentation and handwriting is rewarded in line with the whole school behaviour and reward policy.
- Sharing good work in whole school assemblies.
- Displaying written work with annotated comments recognising achievement.
- Using joined, legible and consistently formed handwriting on boards, in books, on flip charts and displays.
- Providing modelled examples and reviewing expectations with children.

Handwriting and presentation will provide children with a means of raising self-esteem. Their communication with others through the written form will allow a greater sense of learning and will provide the children with greater opportunities to express themselves and demonstrate progressive learning across the curriculum.

Homework:

Parents are encouraged to support the Impact on the children’s communication through the written form and support their children to produce quality work following the policy guidelines. Children are expected to take the same care with homework as they do in their class books.

Monitoring:

Presentation is monitored by the Senior Leadership Team on a regular basis through work scrutiny, lesson observations and pupil interviews.

SLT will address and celebrate the success of children’s presentation, handwriting and number formation through feedback to School Council, colleagues and Celebration assemblies.

Associated Policies:

Feedback and Marking
Teaching and Learning