

Windsor Community Primary School



Handwriting and Presentation Policy

October, 2025

At Windsor, we believe in the importance of clear and neat presentation in order to communicate effectively. Pupils should be able to write legibly in both joined and printed styles with increasing fluency and speed by:

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters.

The Writing Process – ‘The Three P’s’

Posture

- Seating and posture:
- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left-hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit

Pencil hold:

- Children should write with a pencil (or in black handwriting pen in KS2) with a rounded nib.
- Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing.

Paper Position:

- The paper should be placed to the right, slightly tilted to the left.

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handers may need to use a different pen to avoid smudging on the page
- Left handed pupils should sit to the left of their partners

Teaching time

- Handwriting practise should be modelled daily, which includes explicit modelling, with consistent practice being modelled by all staff.
- All children should practise their letter formation, in their Handwriting Books.
- Children should continue to practise their letter formation and joins, in all subject areas.
- In EYFS
- Year One, and Year 2 children have 10 minutes of explicit Handwriting practice, focusing on a ‘Letter of the Day’ using RWI handwriting
- In Year Three children have 15 minutes explicit hand writing practise learning join using RWI handwriting
- In Year 4, 5 and 6 children have 15-20 minutes of explicit Handwriting practice, focusing on joins.

- If necessary, children, who require further support will be targeted for planned intervention sessions.

Marking and Feedback:

Within their work, children's handwriting and presentation is marked, using the 'P' for Presentation mark, with a score of 1 to 5 (highest score) being awarded.

This can be through teacher marking, self-marking and peer-marking.

Techniques for teaching letter formation:

- Demonstrate and model.
- Observe individual children- enabling the teacher to recognise and correct bad habits, as they arise.
- Talk the children through the process, using appropriate language.
- Encourage the children to verbalise what they are doing from time to time, as they write.
- Model visually and reinforce motor skills:
- Hand and finger strength
- Physical preparation
- Writing in the air
- Finger tracing over tactile letters, or on desks.
- Write in sand with a finger or stick
- Write with chalk on a chalkboard
- Write letters boldly with a wax candle, then apply a colour wash
- Tracing- over 'Dotted' or 'Shadow' letters
- Patterns
- Over teachers writing or laminated cards
- Under teacher's writing
- Draw attention to the connection between letters
- Independent opportunities

Model used

Windsor Community Primary school uses the Nelson Handwriting scheme. This is modelled using the 'Print', 'Pre-cursive', 'Cursive', 'Slanting text', 'Dotted text' and 'Tramlines' software, which is installed onto each teacher's classroom computer.

Assessment

Classroom:

- Is the writing legible?
- Are letters correctly shaped and proportioned?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?
- Children should be observed as they write during handwriting sessions – the teacher should circulate, monitor and intervene.

Individual Assessment:

- Does the child adopt the correct posture?
- Does the child hold the pencil/pen correctly?

- Does the child use the correct movement when forming and / or joining letters?
- Does the child reverse or invert any letters?
- Does the child write fluently?
- Is the writing easily legible?
- Is the writing age appropriate and in-line with curriculum expectations?
- If necessary, children, who require further support will be targeted for planned intervention sessions.

Specific Handwriting Difficulties

Faulty pencil grip:

- Over-tight pencil grip is the most common fault.
- Encourage the child to relax and hold the pencil lightly between their thumb and middle finger, while their forefinger rests lightly on the pencil.

Incorrect Letter Formation:

Common problems include:

- Reversals: '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 writing with one hand

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 anti-clockwise movement

Pen Licences: Children who are ready to write with Handwriting Pens:

In Key Stage Two, when children are presenting their writing consistently, in correspondence, with age-related expectations for their year group, will be given a 'Pen Licence'.

This will be decided by the class teacher. Children will use a black biro pen to write with in class, in all subject areas, except Mathematics.

National Curriculum Expectations for Handwriting

Early Years and Foundation Stage

Early Learning Goal – Writing

Typical behaviours that relate to handwriting for this learning goal:

- Gives meaning to marks they make as they draw, write and paint.
- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence.
- Write own name and other things such as labels and captions.
- Attempt to write short sentences in meaningful context.

Core Learning Skills for Handwriting:

- Use a pencil and hold it effectively to form recognisable letters; most of which are formed correctly.

Key Stage One

Year One:

- 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 the correct place.
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting 'families'

Year Two- (End of Key Stage One Expectations):

- Form lower-case letters of the correct size relative to one another.- (Working towards the Expected Standard)
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.- (Working at the Expected Standard)
- Use spacing between words that reflect the size of the letters.- (Working at the Expected Standard)
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to each other, are best left unjoined- (Working at the Greater Depth Standard)

Key Stage Two

Lower Key Stage Two- Year Three and Year Four:

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to each other, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel; that lines of writing are spaced sufficiently so that ascender and descenders do not touch).

Upper Key Stage Two- Year Five and Year Six- (End of Key Stage Two Expectations):

- Write legibly- (Working towards the Expected Standard)
- Write fluently, in joined writing with increasing speed – (Working at the Expected Standard)
- 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.

Display and Resources

Where possible, flipcharts, presentations, displays and worksheets should be written using the compatible Nelson handwriting font that is appropriate for each year group.

All staff are to demonstrate and model the correct letter formation and joins for expectations in their current year group: **displays, shared writing sessions, written feedback and marking, etc.**

There are many possibilities for using the Font Software:

- Generating tailor-made worksheets for handwriting practise, along with use in other subject areas.
- Creating key words for display use, relating to all subject areas.
- Preparing sheets of letters for handwriting practise, using the 'Dotted text' and 'Tramlines'
- Creating Alphabet or Join strips for children's reference.
- Converting text from other websites to the 'Nelson Handwriting Font'
- Creating display resources
- Creating writing frames.

Guidelines for using the 'Nelson Handwriting Software' for each year group: (when modelling or creating resources)

When creating tailor-made classroom and display resources and worksheets in all subject areas, teachers will use the following 'Nelson Handwriting' software font:

EYFS and Year One:

'Print' style leading onto 'Pre-cursive' style- to be modelled and used with 'Dotted text' and 'Tramlines'

Year Two:

'Pre-cursive' style- to be modelled and used with 'Dotted text' and 'Tramlines'

Year Three and Year Four:

'Pre-cursive' style leading on to 'Cursive' style- to be modelled and used with 'Dotted text' and 'Tramlines'

Year Five and Year Six:

'Cursive' style- to be modelled and used with 'Dotted text' and 'Tramlines'

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

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

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.

The First Join:

The join from any member of joining group 1 to any member of joining group 2 is a diagonal join between two small letters:

Begin with the letter families:

Set 1 letters: ??, ??

Set 2 letters: ??, ??

Set 3 letters: ??, ??

Set 4 letters: ??, ??

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 it meets the ascender halfway up the letters, then continues to the top of the ascender: a diagonal join from the bottom of a small letter to the top of an ascender:

e.g. *if, ef, wf, ck, ch*

The Third Join:

The join from any member of joining group 4 to any member of joining group 2 is a horizontal join:

e.g. *wa, wo, fo, on, om, 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 a small letter to the top of the ascender of the next:

e.g. *of, wl, rl, 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.

e.g. *b g j p q x y z*

Order of teaching

Single letters (EYFS and Year One)

To be taught alongside phonics.

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Supporting activities:

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins Year Two (going into Year Three)

Introduction of the four handwriting joins:

- First join: To letters without ascenders:
un um ig id ed eg an or ing ung
- Second join: To letters with ascenders:
ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join: Horizontal joins:
od pg re ve oon oom
- Fourth join: Horizontal joins to letters with ascenders:
wl vl of ff fl flo
- Practise the break letters: b p g q y j z
- Practise capital letters

Supporting activities:

- Match and copy captions

- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

Joins Year Three (going into Year Four)

Revision:

- Practise the break letters: b p g q y j z
- Practise capital letters

Further practise of the four handwriting joins:

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities:

- copy words
- copy sentences
- copy poem • match questions to answers

Year Four

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation !? – “ ” , ‘

Supporting activities:

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

Years Five and Six

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the work
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t
- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising speed writing
- Revision
- Looking at different handwriting styles

Handwriting Examples - End of Key Stage Exemplification Examples

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End of Key Stage One: Year Two
Working towards the Expected Standard.

1. Look in the dragon's eyes and say sit
2. Lie down you get a treat and put it in your hand and clasp your hand plays it down and say lie down and then give the treat to mum then.
3. If you want to make your dragon to stay you put your hand in front of you and say stay.
4. I put my one finger up and turn it round and round and the dragon turned around and he did it.

Yesterday we went to bishops Wood to look for mini-beasts. First we had a ~~snack~~ ^{snack}. Next we went into the woods. Vicki gave us a mirror. It was very scary because it was like you were walking in the sky! Then we had to guide our friends to a tree. After that we had a sticky prohibition party. Mine was disgusting. Finally it was lunch time! After lunch we were pond dipping our group found a nest. Last of all we sorted out animals. Finally it was home time.

The trip was great! my favorite part of the day was identifying the trees.

Poppy and the beanstalk

Once upon a time there was a girl called Poppy who lived with her poor mum. They lived in a trickety, old and wooden house. They got there precious money by milking their old, spotted cow (Daisy).

Early the very next morning it was as sunny as a sunshine. That very particular day Poppy's mum asked Poppy, "Can you sell Daisy because she is too old and in return ^{get} some money?"

"Sure," replied Poppy and set off in the dusty alleyway.

On the dusty alleyway she trotted, until she met a stranger.

"Who are you?" whispered the stranger.

"I am Poppy," suggested Poppy.

"It does not matter, anyway I will give you five magic seeds for your cow," announced the stranger. Poppy thought it was an extraordinary idea, so she agreed and took the five magic tiny seeds.

Later on she strode down the alleyway and finally arrived home. When she arrived, her mum was furious and she was so stubborn with Poppy. She threw the beans out of the glass delicate window as fast as a cheetah.

In this big house there lived a rich and lovely family (Mum dead and a little boy, called James Trotter). James lived near the Seaside where he could play in the golden sand and swim in the blue sea. If he wasn't at the beach he was playing with his friends having fun, however his life was about to change. He had the happiest life that a child can have. Until one day, when his parents went to London to do some shopping. Sadly a rino ate them up under 40 seconds. Unfortunately James was still alive but he had to go and stay with his Aunties (Annie sponge and Annie spiker in a colossal, dull house on top of a high hill.

When James met the old man, suspiciously he was frightened to death. The old man with bristly, black whiskers and a bald head was pointing to James to tell him to come closer to him, so he could tell him a secret that nobody knows. Leaning on his stick and staring at James, he spoke in a very deep voice and put his hand into his small pocket then pulled out something in a brown, paper bag. James thought what might it be inside the paper bag but James thought what's the use of guessing because it might be the wrong answer. The old man shows what is inside the bag; the emerald green things moving slowly and the faint rustling sound coming from inside the bag. The old man tells James what to do with the green thing. you add: add the fingers of a young monkey, the gizzard of a pig, the beak of a green parrot, the juice of a porcupine, three spans...

How to mummify a Pharaoh

Do you have a Pharaoh ready to be mummified? Are you looking for a simple method for mummifying your pharaoh? Then follow these simple steps to help the emperor!

Equipment:

- Canopic jars
- 150m of linen
- Sawdust (or different types of spices)
- Natron salt
- Cossin
- Onion
- Amulets
- Scrolls
- Hook

Method:

- ① Before starting, collect all of the utensils, making sure that the Canopic jars don't drop (because they are valuable jars that can give severe injuries).

How Pointe Shoes Came To Be

Have you ever wondered why ballerinas look so beautiful and graceful on stage? Keep on reading to find out about what makes the Nutcracker you saw at Christmas the magical story that it is.

Pointe shoes are what make dancers different and beautiful. With their pink satin and silky ribbons, these shoes have been around since 1795. They were invented to make ballerinas look weightless when dancing, so they started spinning, balancing and jumping en pointe (on the tips of their toes). They are traditionally worn by women for a beautiful *pas de deux* (a solo dance with one man and one woman) but in some ballets men go en pointe too. There is an all male ballet company called Les Ballet Trockadero that had a very famous production of Swan Lake featuring men dancing en pointe as the female swans.