



Handwriting and Presentation Policy - 2025- 2026

When communicating ideas in written form, it is important that pupils of Admirals and Raleigh Infant Academies use a handwriting style that is fluent and legible so that they can write quickly and comfortably. We recognise that taking pride in presentation will support children in building a positive self-esteem as well as encourage an aspirational attitude towards learning.

The Aims of our Handwriting and Presentation Policy:

- To develop a joined, confident handwriting style that is clear, legible and fluent which will free the writer to write and not worry about letter formation.
- To foster a positive attitude towards writing.
- To motivate children to have high expectations for themselves and their schoolwork.
- To establish and maintain a consistent approach alongside high expectations for presentation of learning.
- To ensure that children's record of work is of real value to their learning.
- To provide pupils with presentation expectations that support them in organizing their thinking and their learning as well as helping children to remember and recall what they have learned.

Provisions for handwriting:

- Both Raleigh Infant Academy and Admirals Academy will follow 'Debbie Hepplewhite's Method for teaching Handwriting (see appendix 1). This will be displayed prominently in all classrooms.
- Handwriting will be explicitly taught from EYFS to year 6 in autumn term. In key stage 2, from spring term, teachers will use their professional judgement to decide whether to continue to teach handwriting explicitly or implicitly.
- Pupils in year 5 and 6 will be expected to write in biro pen, pupils from year 2 to 4 will be awarded a pen license when handwriting is shown to be of a consistent high standard.
- High expectations of presentation and handwriting will be upheld across all curriculum subjects.
- Teachers and support staff will act as a model when writing on the board or marking work, using a fluent, joined up style with accurate letter and number formation, as appropriate to the pupils' level of development.
- All text displayed throughout the academy environment, whether written or typed, will also model high expectations for handwriting and presentation. Typed text should predominantly use the Debbie Hepplewhite font (taking into consideration the needs of the learners e.g. considering dyslexic friendly classrooms).
- Attention to posture and seating arrangements is important. Teachers and support staff will ensure that left-handed writers, write with their left hand will be positioned to the left side of a right-handed pupil. All children will be provided with desks that are appropriate in height so that their feet are flat on the ground.
- Pupils who display specific difficulties with handwriting will have these addressed through resources such as: slanted writing boards, pencil grips, alternative writing media and gripped rulers.
- Teachers and support staff may address letter and number formation through their feedback as appropriate to the development level of the child.



Key Stage and Subject Expectations:

Early Years:

- At the beginning of the year, teachers will provide the date and title using a sticker for all recorded work, as the year progresses children will be encouraged to record the short date.

English and other written work:

KS1:

- Children are expected to record the long date, on the left-hand side of their exercise books
- Teachers will provide a printed sticker (if lesson intention is not shown on activity sheet) of the lesson intention or title for each lesson.
- Children will use pencils to write in year 1, in year 2, if showing they have secured all joins and write to a consistently good standard a biro pen may be used.
- Errors will be crossed out using a ruler and a pencil and improvements shown by purple pen.

KS2:

- Children will be encouraged to rule off from their last piece of work.
- Children are expected to record the long date, on the left-hand side of their exercise books, this will be underlined using a pencil and a ruler.
- A line will be missed, and the title or intention recorded (if this is not shown on the lesson activity sheet) this will be underlined in pencil with a ruler.
- A line will be left before written work is started (children will be encouraged to use DUMTUMS to recall this – see appendix 2).
- Children in years 3 and 4 will use pencils, if showing they have secured all joins and write to a consistently good standard a biro pen may be used, pupils in year 5 and 6 will use a biro pen for all written work.
- Errors will be crossed out using a ruler and a pencil and improvements shown by purple pen.
- Where diagrams or drawings are required such as mind maps a pencil will be used.

Mathematics:

KS1:

- Teachers will provide a printed sticker (if lesson intention is not shown on activity sheet) of the lesson intention or title for each lesson as well as the date.
- Children will use pencils within their books.
- When using squared paper, one digit per square will be used.
- Errors will be crossed out using a ruler and a pencil and improvements shown by purple pen.

KS2:

- Children will be encouraged to rule off from their last piece of work.
- The title or lesson intention will be recorded (if lesson intention is not shown on activity sheet), this will be underlined in pencil with a ruler.
- A line will be left before written work is started (children will be encouraged to use DUMTUMS to recall this – see appendix 2).
- Children will use pencils within their books.
- Errors will be crossed out using a ruler and a pencil and improvements shown by purple pen.



Whole School Expectations:

- When displaying learning, the highest standard must be selected but displays must be representative of the whole class.
- Children are expected to look after their books and keep them well presented.
- Work that is completed on separate sheets will be trimmed and glued in.
- Every exercise book will have a printed label, that identifies, the child's name, class teacher, class, subject, year group and academic year.
- Felt tip pens should not be used for underlining or for illustrations.
- DUMTUMS support sheet, should be laminated and displayed on each table for the children to refer to (KS2).

Appendix 1:

The order of teaching the lower case letter shapes

The style is taught as separate letters at first – not letter strings – and all the letters with their joins are taught to proficiency and automaticity before starting to join the letters into words. It is important to teach the letters which start like the letter c to fluency before the other letters. For the subsequent letters, we describe and model how to form each letter paying careful attention to the description of how to form the letter (where to start, the route to take and the finish point of the formation) as well as the orientation on the line (size and position on the line in relation to other letters).

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

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



Upper case letters are print letter shapes which do not join other letters. We teach that capital letters start from just below the upper writing line. When writing a whole word which requires a capital letter at the beginning, a small space is left after the capital letter and the second [lower case] letter starts 'on the line' with all subsequent letters in the word joined.

Pencil or pen hold – and posture

We teach the traditional tripod pencil grip and ensure that younger learners establish good habits in their pencil grip and position for writing. The writing hand should rest lightly on the paper below the words being written so that the words are not obscured. The paper may be tilted slightly to the right (for right-handers) or to the left (for left-handers) to increase comfort. The spare hand keeps the paper secure.

Progression in handwriting:

Nursery focus on mark making

Reception focus on pencil grip and initial letter formation

Year 1 perfect letter formation, including lead-ins

Year 2 once letter size and formation is consistent, many Year 2 pupils will learn their initial joins

Year 3 and 4 continue to be taught to join

Year 5 and 6 refine their handwriting, by developing legibility, speed and stamina. Pupils whose handwriting is under-developed will be sent additional homework to help them catch-up.

Further information and resources are available on: <http://www.debbiehepplewhitehandwriting.com/>

Appendix 2:



Presentation expectations for all written work

Remember to use **DUM-TUMS**:

- D** = Date (full long date on the left-hand side)
- U** = Underline the date with a ruler
- M** = Miss a line
- T** = Title (usually the L.O. on the left-hand side)
- U** = Underline the title with a ruler
- M** = Miss a line before you start your work
- S** = Start!

Include the day, number, month and year without abbreviations.

Use a ruler to rule off the last piece of work. Do not just start a new page

Monday 5th September 2022

L.O. to be able to set your work out

