



Raleigh Infant and Admirals Academies **Handwriting and Presentation Policy - 2026-2027**

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.
- 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 learning.

Provisions for Handwriting:

Raleigh Infant Academy will follow the Little Wandle Handwriting Scheme to teach handwriting in Early years and Key Stage 1. In Key Stage 2, pupils will build on these foundations by following Debbie Hepplewhite's handwriting approach to further develop fluent, legible, and joined handwriting.

- Handwriting will be explicitly taught from EYFS to Year 6 in autumn term.
- Pupils in Years 5 and 6 will be expected to write in biro pen.
- High expectations of presentation and handwriting will be upheld across all curriculum subjects.
- Teachers and support staff will model fluent, joined handwriting.



Key Stage and Subject Expectations

Early Years:

- Teachers will initially provide the date and title using a sticker.

English and Other Written Work - KS1:

- Children are expected to record the long date.
- Teachers will provide a lesson title or intention.
- Children will use pencils in Year 1.

English and Other Written Work - KS2:

- Children will record the long date and underline it.
- Years 3 and 4 use pencils or biro pen when appropriate.
- Years 5 and 6 use a biro pen.

Mathematics:

- Pupils will use pencils in their books.
- Errors will be crossed out with a ruler and pencil and corrected in purple pen.

Whole School Expectations:

- Displays should represent the whole class while reflecting high standards.
- Children are expected to look after their books.
- Work completed on separate sheets should be trimmed and glued in.
- Every exercise book will have a printed label.



Appendix 1 - Progression in Handwriting:

Nursery: Mark making.

Reception: Develop fine motor control and correct pencil movement. Pencil grip and initial letter formation.

Year 1: Form all lower case and capital letters accurately using correct starting point and direction for each letter.

Year 2: Initial joins.

Years 3 and 4: Continue joining.

Years 5 and 6: Develop legibility, speed and stamina.



 Around the astronaut's helmet then down into space.	 Down bear's back, up and around his big tummy.	 Curl around the cat.	 Round the duck's body, up to its head and down to its feet.	 Around the elephants' eye and down its trunk.	 Down the flamingo's neck, all the way to its foot, then across its wings.
 Round the goats' face, up to its ear, down and curl under its chin.	 Down, up and over the helicopter.	 Down iguana body then draw a dot at the top.	 All the way down the jellyfish. Dot on its head.	 Down the kite, up and across, back and down to the corner.	 All the way down the lollipop.
 Down and up over the mouse's ears. Then do a flick to the mouse's nose.	 Down the stick then up and over the net.	 All around the octopus.	 Down the penguin's back, up and around its head.	 Round the queen's face, up to her crown, down her robe with a flick at the end.	 From the cloud to the ground, up the arch and over the rainbow.
 Under the snake's chin, slide down & around the snake's tail.	 From the tiger's nose to its tail. Then follow the stripe across.	 Down and around the umbrella, stop at the top and down to the bottom and flick.	 Down to the bottom of the volcano and back up to the top.	 From the top of the wave to the bottom, up the wave, down the wave, then up again.	 Start at the top, then across to the bottom of the box. Start at the top and then across to the bottom of the box.
 Down and round the yo-yo, then follow the string around.	 Zip across, zag down and across the zebra.				

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

Further information: <http://www.debbiehepplewhitehandwriting.com/>