



Lenham Primary School

Take Pride; Be Proud

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Handwriting and Presentation Policy

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Signed: 	
Chair of Governors	

Handwriting and Presentation Policy

We are very proud of our pupils' handwriting and presentation and we take particular care in supporting our pupils to present their learning in the best way possible. In line with the Writing Framework 2025, handwriting is taught explicitly and regularly across the school. We have created a visual display for each year group that clearly shows the expectations for presentation within that class.

Objective

Handwriting is a core skill which influences the quality of the presentation of their work throughout the curriculum. By the end of Key Stage 2 pupils should have the ability to produce fluent, legible and speedy joined handwriting, and to understand that different styles of handwriting are used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims

- Develop neat, legible and speedy handwriting where letters and words are automatically produced in independent writing.
- Establish and maintain high expectations for the presentation of written work.
- Understand, by the end of Year 6, the importance of neat presentation and the need for different handwriting styles (joined, printed or capital letters) to help communicate meaning clearly.



HANDWRITING

Expectations

All teaching staff are encouraged to model the style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the teaching and learning of handwriting across all school years and be encouraged to take pride in their work. We want to help pupils enjoy learning and developing their handwriting, so they feel a sense of achievement and pride.

Before beginning any activity focused on handwriting the children will complete a gross motor activity and/or a fine motor activity (see APPENDIX 1) and join in with the following mantra:

Feet on the floor, paper moved a bit, back against the chair, pinch flip grip.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure key stage targets are met throughout learning, as emphasised in the 2025 Writing Framework.

Inclusion

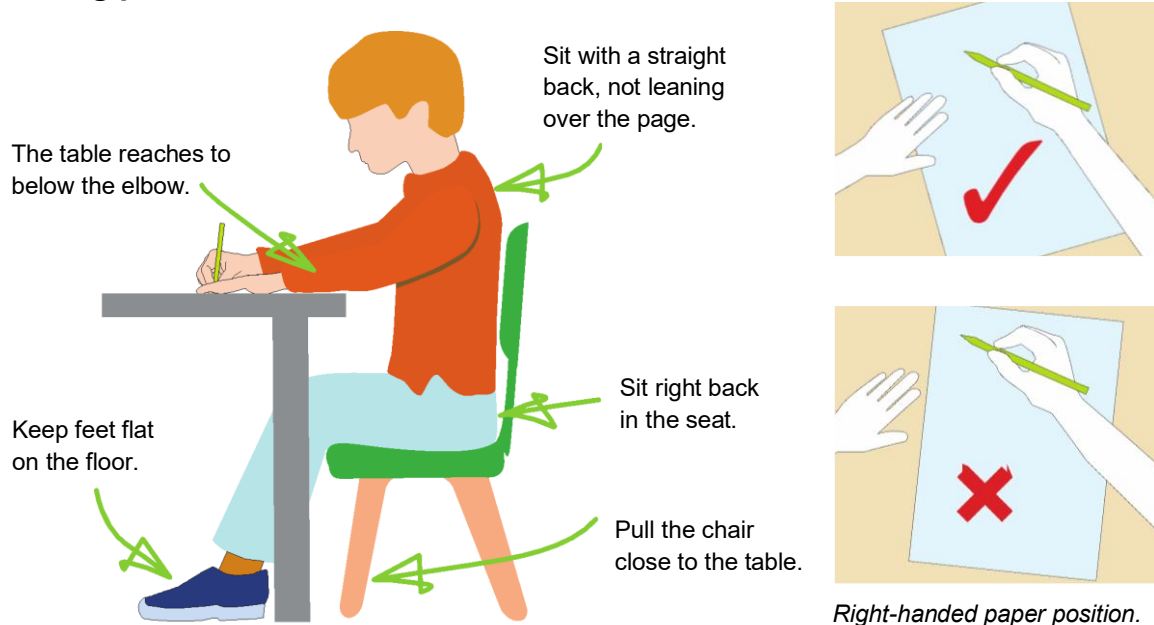
For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and/or with special educational needs, appropriate additional support will be put in place.

A Handwriting Recovery Programme is used as an intervention for our key stage 2 pupils to give structured support if they find handwriting challenging.

Correct posture, pencil grip and paper position for handwriting

Pupils are taught to sit correctly at a table and hold a pencil comfortably and correctly.

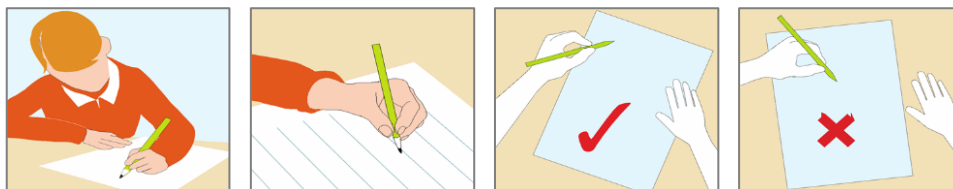
Sitting position



Left-handed writer

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers will demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.

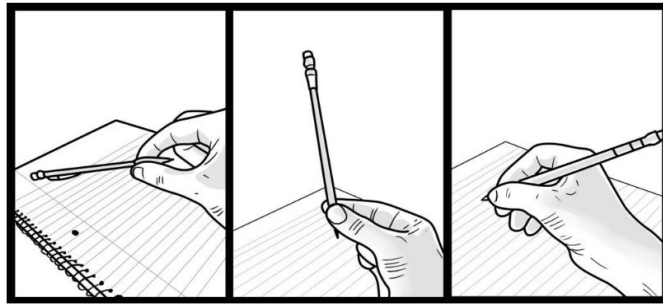


Left-handed paper position.

- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.

The Tripod Pencil Grip

- Both right and left-handed children should use the tripod grip which enables the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



pinch it

flip it

grip it

PRESENTATION

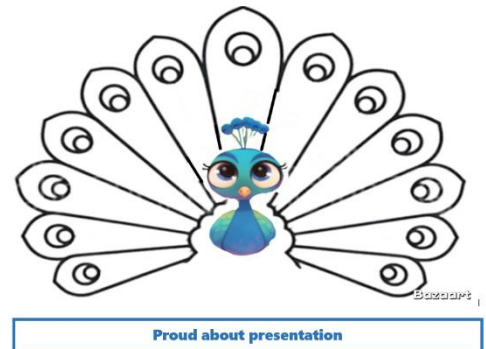
Expectations

All teaching staff are encouraged to share the presentation expectations via the use of a visual display in their classroom. The expectations should be seen across all work, however that is recorded.

Consistency throughout the school

Pupils should experience coherence and continuity in the presentation expectations across all school years and be encouraged to take pride in their work. We want to help pupils enjoy learning and developing their presentation skills, so they feel a sense of achievement and pride.

We have adopted the use of a character 'Proud the Peacock' which aligns the presentation expectations with the school values. The feathers of the peacock will display the specific presentation expectations for a specific year group.



Presentation checks

All teaching staff will complete sporadic presentation checks and implement the school's reward system for any outstanding effort/commitment to presentation.

Inclusion

For children who have experienced difficulties with fine motor development and/or special educational needs, appropriate adapted support and expectations will be put in place.

APPENDIX 1

Getting Ready to Write – Developing Fine Motor Skills

Development of the fine motor muscles is dependent on wrist strength, wrist strength is dependent on elbow strength, elbow strength is dependent on shoulder strength and shoulder strength is dependent on core stability. (Proprioception, developing the vestibular system, cross lateral activity, crossing the mid-line and core stability.)

Proprioception - body awareness (movement, force and body position)

Proprioception allows for automatic movement like walking or typing. (Children may be clumsy, apply too much or too little force during activities or need to look at feet when walking)

Possible activities to experience resistance and tension:

Pushing things (pushchairs/vacuum/broom)

Moving chairs

Wiping tables

Carrying heavy things

Digging

Push ups /wall push-ups

Chair dips

Pulling a rope

Pulling a wheelbarrow

Resistance bands

Bear walks (on hands and feet),

Crab walks (on hands and feet, belly up)

Wheelbarrow walks (holding legs while they walk on hands)

Frog jumps

Monkey bars /climbing on climbing frames

Trampoline jumping
Jumping jacks
Jumping over low hurdles
Planks
Downward dog (yoga)
Obstacle courses
Scooter boards

Vestibular System – sensory system in the inner ear and brain

The vestibular system helps maintain balance/control in relation to gravity and movement.

Possible activities:

Wheelbarrow Walking (Holding child's feet)
Sliding on a slide
Swinging on a swing
Jumping
Ladders
Monkey bars
Bouncing on a large yoga ball
Carrying a backpack with heavy things inside
Carrying buckets of water
Kicking footballs
Catching balls
Using scooters/balance bikes

Cross Lateral Activity

Alternating actions to help both sides of the body and brain work together in a co-ordinated way.

Possible activities:

Back and tummy play

Climbing

Balance bikes

Pedalling

Cross crawls

Side to side jumping

Moving things from one side of the body to the other

Running

Using steps

Stepping stones

Drumming

Crawling

Figure of 8 drawing (large)

Crossing the mid-line

One hand spontaneously moves to the other side of the body during tasks.

Possible activities:

Gross Motor Activities (Full Body)

Windmills – stand like a star, touch left hand to right foot then swap

Playing 'Twister'

Cross Crawls (Left elbow to right knee then swap)

Side-Stepping (Walk like a model)

Animal crawls (All fours like a tiger/cat/dog)

Kick balls across the body

Throw balls across the body

Core Stability

Possible activities:

Stretching

Backwards crab walks

Plank

Side Plank

Lift knees to chest whilst sitting in a chair

Leg scissors whilst sitting in a chair

Crab kicks/donkey kicks whilst on all fours (as a crab or a donkey!) (touch foot to opposite knee for mid-line support)

Bear walk – bottom in the air!

Military crawl

Bicycle movement whilst on back with/without arm movements

Lie on stomach with head up and hands down

Stickers on shoes – take off with opposite hand

Shoulder Pivot

Shoulder pivot level – The child pivots from the shoulder using a straight arm, stiff wrist and palmer grasp (whole hand grip with thumb on top)

Possible activities to strengthen the muscles for progression:

Child mark making above his/her head (Chalkboards/Perspex/mirrors)

Mark making upside down under a table

Washing walls with brooms

Painting with mops

- Playing swing-ball with balls in tights
- Playing swing paint with teabags and tights
- Painting trees with paint/shaving foam
- Making foam tracks with bikes and washing up liquid
- Using big spades to dig
- Cleaning windows
- Non-resistant materials in a tray (oil/cous-cous/paint)
- Climbing
- Moving a large ball from left to right then back again

Elbow Pivot

Elbow pivot level – The child uses shoulder and elbow when mark making, still using palmer grip. Children at the emerging stage will use a back-and-forth motion, children at the proficient stage will use a more circular range, moving their forearm in a left/right/circular direction. The child’s level of development should be assessed before deciding upon activities.

Possible activities to strengthen the muscles for progression:

Emergent	Proficient
Using large paint rollers	Drawing circles on large sheets of paper
Using large paint brushes	Using glitter and lolly sticks in a tray (make figures of 8)
Sweeping races using brooms	Making a paste (flour and water)
Making foam with brooms and washing up liquid	Scarf swirling
Using large paper (whole table) and stubby crayons	Throwing and catching
Sawing wood	Using and removing plungers on vertical/horizontal surfaces
Cleaning tables/chalkboards	Using pumps (T shaped)
	Yeasty dough
	Backwards push-ups on a bench

<p>Exercises: Turn hands from palm up to palm down with the elbow bent</p> <p>Exercises: Hold arms out at shoulder height, bending elbows and pushing elbows backwards to open the chest</p>	
<p>Malleable:</p> <p>Tapioca, warm water and food colouring in a tray</p> <p>Clean mud: Soap flakes/toilet roll/hot water</p> <p>Oily dough (As big as the child's head!)</p> <p>Cloud dough: 5:1 Flour and baby oil</p> <p>Porridge oats</p> <p>Jelly</p> <p>Finger paints (2:1 cornflour and cold water, add 4 cups of boiling water and food colouring then wait to set)</p> <p>Marshmallow slime (Melted marshmallows and washing up liquid)</p>	<p>Malleable:</p> <p>Puffed up soap: 1:4 Soap flakes and warm water, zip lock freezer back, snip the ends</p> <p>Basic playdough (Add different ingredients for interest)</p> <p>Salt dough (flour, salt, water)</p> <p>Marshmallow dough (add marshmallows, 2tbs water, 2 tbs oil, 4 cups of cornflour)</p> <p>Sand mousse (sand, washing up liquid, water)</p> <p>Bread dough: (bread flour, yeast, salt)</p> <p>Cornflour dough (2:1 Baking powder and cornflour, add water incrementally)</p>

Wrist Pivot

Wrist pivot level – The child uses a small movement in the elbow; the majority of the movement comes from the wrist.

Possible activities to strengthen the muscles for progression:

Painting onto thin strips of paper

Painting on small bits of paper – e.g./A6

Chalking on a small blackboard

Threading

Weaving

Paint dabbing

Splatter painting

Mini football (finger football)

Fishing games

Popping plastic

Oily dough/yeasty dough (bigger than hand)

Felting stones – stones, wool roving, water with washing up liquid

Wrapping ribbons around trees and branches

Finger Pivots

Fine motor - the child triangulates the pencil grip and uses the fingers as pivots will less reliance on the wrist, elbow and shoulder.

Possible activities to strengthen the muscles for progression:

(All activities are better when they are timed! E.g. How fast can you do it?)

Play dough in a SMALL space so large movement limited. This will develop bilateral movement, pincer grip and finger pivots.

Stiff play dough

Putty

Tracing over pictures/letters using tracing paper

Pom poms from left to right containers using tweezers

Pegs from left to right (off a box then onto a box)

Putting beads on skewers (skewers can be held in playdough or plasticine)

Dough filled (half) balloons in an oily tray

White boards and pens

Picture frames with Perspex (alternative to white board)

Paper plate hoopla (stick card tubes into playdough, cut hole in the paper plate)

Speed buttoning: buttons sewn on the end of ribbons, lots of felt squares with hole for buttons

Nuts and bolts in a tray - on and off

Golf tees and hammers in melon halves/pumpkins

Dried peas, pasta and lentils in a tray – sort using tweezers

Marshmallow and straw construction

Putting beads on and off shower splats

Using scissors

Posting pom poms using tweezers (A coffee tin or twiglet box works well with a hole cut in the lid)

Wrapping tin foil around small toys e.g. cars

Cardboard tube + paperclips (put on one end then throw in the air)

Small hammer art - hitting flowers sandwiched between thin kitchen roll

Posting spaghetti into a sugar shaker

Locks and keys in a tray

Lollipop sticks with Velcro on each end – construction challenge