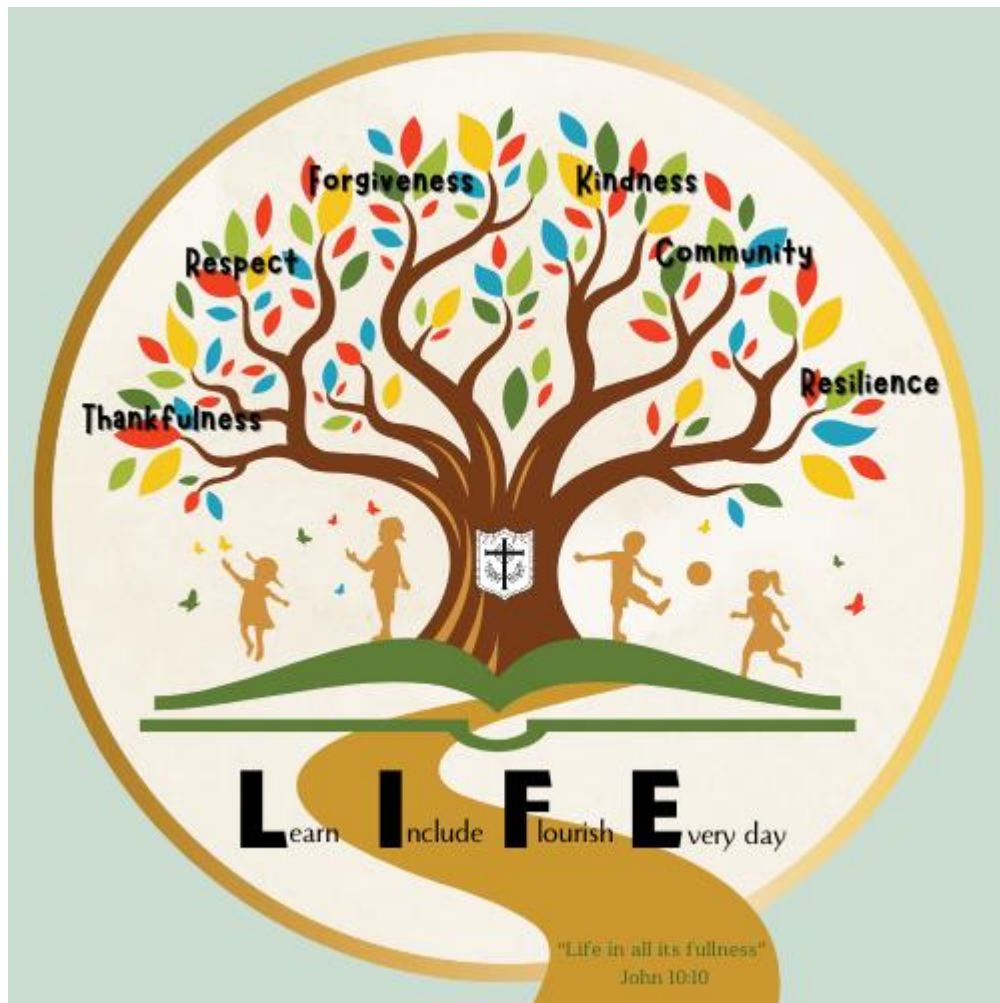


Cotgrave Church of England Primary School



HANDWRITING & PRESENTATION POLICY

Reviewed

Spring 2023			
Spring 2026			

Cotgrave Church of England Primary School

Handwriting Policy

1. Introduction

At Cotgrave Church of England Primary School, we believe that clear, fluent handwriting is a vital life skill and an essential tool for learning, communication and self-expression. Effective handwriting enables pupils to record their ideas efficiently and accurately, allowing them to focus on spelling, composition, vocabulary and meaning. Handwriting is taught **systematically, explicitly and consistently** across the school, as part of a coherent approach to **phonics, spelling and writing**. Our high expectations for presentation reflect our school vision to *Learn, Include and Flourish Every Day* and our belief that children should take pride in their work.

2. Whole-School Approach and Alignment

Handwriting at Cotgrave Church of England Primary School is explicitly aligned with:

- **Twinkl Phonics**, our chosen systematic synthetic phonics (SSP) programme
- the school's **Spelling Scheme**
- the 2014 **National Curriculum for English**

Key Principles

- Children are taught **how a letter looks, sounds and is written** as one connected process.
- Letter formation is taught **alongside phonics**, using consistent language and modelling.
- Handwriting supports accurate **spelling, reading fluency and writing stamina**.
- A **single, continuous cursive style** is used across the school to promote automaticity and consistency.

This integrated approach ensures that transcription skills (handwriting and spelling) do not become a barrier to high-quality writing.

3. Aims

Our aims in teaching handwriting are to:

- enable all pupils to develop **fluent, legible and confident handwriting**
 - support accurate spelling through secure letter formation
 - reduce common difficulties such as reversals and incorrect orientation
 - build writing stamina and speed as children progress through the school
 - develop pride in presentation and ownership of learning
 - ensure consistent practice for all pupils, including those with additional needs
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4. Handwriting Style

The school teaches a **continuous cursive handwriting style**, beginning in the early stages of writing.

Key Features of Our Style

- most lower-case letters start on the line with an **approach stroke**
- letters finish with a **lead-out stroke**, supporting joining
- the pencil is not lifted within a word unless necessary
- capital letters are **not joined**
- ascenders and descenders are clearly distinguished
- dots on *i* and crosses on *t* are added once the whole word is complete

This style supports children to develop strong motor memory and helps minimise letter reversals, particularly for children with dyslexia.

5. Relationship Between Handwriting, Phonics and Spelling

Handwriting is an integral part of both **phonics and spelling teaching** across the school.

In Phonics

- Letter formation is taught **alongside grapheme–phoneme correspondences (GPCs)** in Twinkl Phonics.
- Children learn formation using:
 - teacher modelling
 - consistent formation rhymes
 - mnemonics, actions and multisensory rehearsal

- Capital letters are introduced alongside lower-case letters, reinforcing recognition and correct use.

In Spelling

- From Key Stage 1 onwards, children follow the school's **Spelling Scheme**, which includes:
 - discrete spelling sequences each week
 - a **focused handwriting session** using the current spelling pattern
 - teacher modelling of cursive formation
 - dictation activities to integrate spelling, grammar and handwriting
- Tricky and common exception words are explicitly rehearsed, ensuring children can spell and write them fluently.

This approach ensures handwriting supports, rather than interrupts, spelling and writing development.

6. Teaching and Learning

Handwriting is taught:

- **frequently and explicitly**
- both **within phonics and spelling lessons**, and through short discrete sessions
- through modelling, guided practice and independent application across the curriculum

Teachers and teaching assistants model handwriting consistently, ensuring that all adults use the agreed cursive style and shared language.

7. Progression Through School

Early Years Foundation Stage (EYFS)

Children:

- develop gross and fine motor control through play-based and structured activities
- take part in pre-writing and pattern-making activities (e.g. mark making, Squiggle Whilst You Wiggle)
- follow **Twinkl Phonics**, beginning with phonological awareness before moving to letter-sound correspondence
- learn correct pencil grip and posture
- begin forming recognisable letters using **pre-cursive patterns**, progressing to cursive shapes when ready

The focus in EYFS is on **correct formation, control and confidence**, rather than speed.

Key Stage 1

Children:

- continue to follow Twinkl Phonics, progressing through Levels 2–5 as appropriate
- practise handwriting as part of daily phonics and weekly spelling sequences
- learn to join letters within words using a continuous cursive style
- are taught to leave appropriate spaces between words
- develop consistency in size, orientation and spacing

By the end of Key Stage 1, most children will write legibly in a cursive style and apply handwriting independently across subjects.

Key Stage 2

Children:

- receive ongoing handwriting practice to improve fluency, speed and presentation
- apply handwriting skills consistently in all subjects
- learn to adapt handwriting for different purposes, e.g.:
 - neat presentation for final work
 - faster script for note-taking
 - printed writing for diagrams and labels where appropriate

Handwriting is monitored through everyday work, not taught in isolation.

8. Pen Licences

A pen licence is awarded when a pupil demonstrates:

- fluent, consistent cursive handwriting
- accurate letter formation and joining
- appropriate size and spacing
- sustained stamina across the curriculum

- secure spelling of age-appropriate words

Pen licences are awarded **when pupils are ready**, recognising individual progression. Achievement is celebrated within the school community.

Pupils awarded a pen licence may use a school-approved pen (or fountain pen in upper Key Stage 2).

9. Provision for Left-Handed Pupils

Teachers ensure appropriate provision for left-handed pupils, including:

- correct paper positioning and slant
- suitable seating arrangements
- modelling handwriting specifically for left-handed learners where needed
- ensuring pupils can clearly see demonstrations

Left-handed pupils are supported to develop an efficient grip and writing position that avoids discomfort or obstruction of vision.

10. Capital Letters

- Capital letters are **taught explicitly** alongside lower-case letters
- Capitals are not joined to other letters
- Teachers model correct use of capital letters at:
 - the beginning of sentences
 - names of people and places
 - the pronoun I

Children are supported to apply capital letters accurately and consistently.

11. Inclusion and SEND

Handwriting is taught inclusively. Reasonable adjustments are made for pupils who require additional support, including:

- additional modelling and practice
- adapted resources
- reduced written demand where appropriate
- alternative recording methods
- targeted interventions linked to phonics and spelling

High expectations remain for all pupils, with provision adapted rather than outcomes lowered.

12. Presentation Expectations

All pupils are expected to:

- take pride in their work
- form letters clearly and accurately
- present work neatly and legibly
- apply handwriting skills consistently across the curriculum

Presentation expectations are applied sensitively, recognising developmental stage and individual need.

13. Monitoring and Review

The teaching of handwriting is monitored through:

- work scrutiny
- learning walks
- phonics and spelling monitoring
- pupil outcomes

This policy will be reviewed in line with whole-school priorities and any changes to phonics or spelling provision.



i l t j



The Straight Line
Family Letters

c o a d g q e



The Coathanger
Family Letters

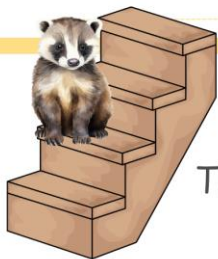
n m r h b p k



The Bridge Family
Letters

v w

u y



The Zig-Zag Family
Letters

The Smile
Family Letters



s f x z



The Mysterious Family
Letters