

Handwriting and Presentation Policy



Written: September 2025
Date of review: September 2026
Leader: Miss Little

The Aims of English as outlined in the National Curriculum English Programmes of Study:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment.

With regards to handwriting, the national curriculum for English aims to ensure that all pupils:

- Write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- ***In EYFS children should:*** use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly. Attempt to write short sentences in a meaningful context.
- ***In KS1 children should:*** understand which letters belong to which handwriting 'families' and to practise these. (Y1) Form lower case letters of the correct size relative to one another. (Y2) They should be taught to write with a joined style as soon as they can form letters with the correct orientation. (Y2) Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left not joined.
- ***In KS2 children should:*** increase the legibility, consistency and quality of their handwriting, for example, by ensuring that the downstrokes of the letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. (Y3/4) Pupils should be using joined handwriting throughout their independent writing. (Y3/4) Choose which shape of a letter to use when given choices and deciding whether or not to join specific letters. (Y5/6) Choose the writing implement that is best suited for a task. (Y5/6) They should be clear about what standard of handwriting is appropriate for a task, for example, for labelling a diagram or data, writing an email, address, etc. (Y5/Y6)

SMSC Statement:

At St Matthews, we recognise that the personal development of pupils, spiritually, morally, socially and culturally, plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that provides pupils with opportunities to explore and develop their own values and beliefs, spiritual awareness, high standards of personal behaviour, a positive, caring attitude towards other people, an understanding of their social and cultural traditions and an appreciation of the diversity and richness of the cultures.

Introduction:

At St Matthews, we understand the importance of teaching handwriting across the school; we believe it is our responsibility to teach children the skills required to develop fast, fluent, legible and automatic handwriting. Through consistency and continuity across the school, the teaching of handwriting successfully meets the expectations of the National Curriculum.

Intent:

At St Matthews Catholic Primary School, we believe that joined, neat legible handwriting is an essential skill which must be taught to all children. A consistently high standard of writing is expected across school in order to foster a sense of pride and respect in work. Handwriting must be embedded across the curriculum. It must become an automatic process allowing children to record their thinking fluently and legibly. The ability to write fluently and legibly gives children a means to communicate their thoughts and ideas efficiently. Cursive handwriting helps children to learn and remember spelling patterns. At St Matthews, EYFS and Year 1 will start with handwriting using their phonetic sounds (in line with Read Write Inc. programme). By the end of Summer Term, we expect Year 1 to begin to write joined letters with some fluency. From year 2 onwards the children will focus on writing cursive fluently.

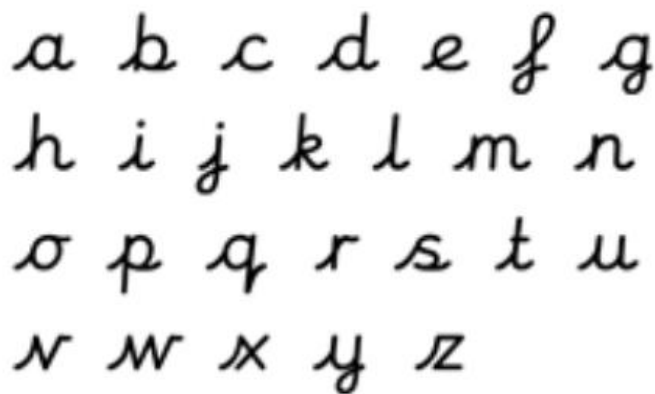
Implementation:

We strive for consistency between key stages and a continuity of approach to letter formation and therefore handwriting skills are taught systematically from Reception to Year 6 using the letter-join programme and cursive handwriting style from year 2 onwards. All year groups have regular handwriting lesson (3 times per week for 15 minutes) in which the teacher models handwriting and the children then practise in their handwriting book. Handwriting is delivered in short sessions and is reinforced across the curriculum. All handwriting lessons are undertaken as a whole class teaching activity to enable the teacher to model essential transcription skills and knowledge and to instruct pupils on how to develop effective and efficient pen control. Children are encouraged to apply their learning in all their exercise books and to show care for the presentation of their work. In all classes, handwriting is modelled by the teachers throughout all lessons and is practised by pupils during these lesson as well as during handwriting lessons. Teachers and Learning Support Assistants model the agreed cursive style when modelling writing both in class, on displays and in feedback in books.

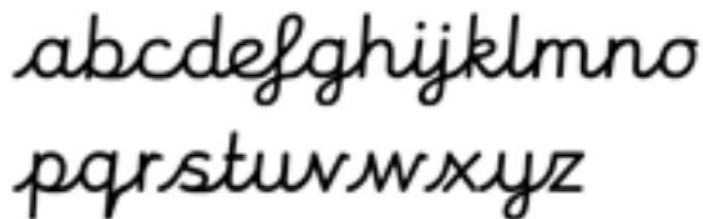
We have adopted a continuous cursive style of writing using the letter-join programme.

Our agreed cursive style is as below:

Letter formation



Letter joins font



Impact:

- To raise standards in writing and presentation across the school.
- For pupils to achieve a neat, legible style with correctly formed letters using the school's agreed letter formation.
- Pupils to develop effective fluency and speed to ensure that they can achieve high standards of presentation whilst writing at a good pace.
- To raise children's self-esteem and confidence in writing to enable them to demonstrate their understanding in a clear way.
- To have a consistent approach across Early Years Foundation Stage (EYFS), Key Stage One (KS1) and Key Stage Two (KS2) when teaching handwriting and presentation of work throughout the school, leading to fully cursive writing, for most pupils by Y4.

Assessment, Monitoring and Moderation

Children in the EYFS are assessed on an ongoing basis through observation, handwriting informs part of this. Within Key Stage One and Key Stage Two, handwriting is assessed as part of children's writing assessments using the assessment criteria for given year groups. Samples of children's independent writing across a range of subjects will be assessed and moderated at regular intervals across the year.

Teaching: Standards in handwriting and presentation are monitored regularly by Subject Leaders, the Senior Leadership Team, through lesson observations, book scrutiny, analysis of assessment outcomes in writing (where handwriting is considered) and pupil voice.

Learning: Pupil progress and attainment in handwriting are assessed against the National Curriculum learning objectives as well as the school's agreed pen licence criteria to determine whether a pupil should be awarded a pen licence or requires additional support/accommodations to support their writing/letter formation. This is often identified during writing moderations within school but also through regular book scrutinise by Subject Leaders and Senior Leadership Team members. Staff can also consult Subject Leaders and Senior Leadership Team members to identify areas of support and development.

Presentation/layout in books

- A date will appear at the top right-hand corner. The full date will be used in all subjects but the short date will be used in EYFS/KS1 and in all year groups for lessons such as Mathematics, Art and DT.
- A line will be left after the date.
- The title/learning objective will appear in the middle of the third line. The L.O will be clearly visible with a colon before the objective is written.
- All dates and titles will be underlined with a pencil and ruler.
- Errors will be crossed out with a neat ruler line using pencil.
- In Reception and Year 1 the date and LO will be written or stuck in by the teacher. As year 1 pupils enter Summer Term it is expected they are writing the short/long date and LO, where possible.
- For SEND children, dates and LOs can be stuck in or written in by the teacher, where necessary. Teacher judgement should be used to identify these children.
- No felt tip pens/markers are to be used in exercise books. Children and staff should only use drawing media that is approved and fit for purpose.

English and the wider curriculum

- Title or LO to be used for all work. All work must be dated using the long date. (unless agreed otherwise due to additional needs)
- KS2 children will write the long date and LO in their books, where possible.
- KS1 children work towards writing the long date and LO in exercise books by the end of Year 2.
- Pencils to be used by all children, until they are awarded a pen licence.
- All dates and LOs are to be underlined with a pencil and ruler. (Children in year 2 should begin to do this in Spring Term, where possible).
- Errors will be crossed out with a single line in pencil.

- Titles and LOs can be written in or stuck in at the teacher's discretion. In Reception this will either be written by the teacher or stuck in. In Year 1 this will be the same as in Reception however pupils will work towards writing their own title and date, depending on ability by the Summer Term. In Year 2 pupils will be able to write their own title/LO and date.
- The short date is to be written in the margin when continuing with a piece of work on another day.
- Purple pens are to be used for editing work (in line with Ready Steady Write English Program).
- No felt tip pens are to be used in exercise books.

An example for an English lesson is available below:

Writing is on the line. Writing starts from left to right.

A line is left after the date.

The LO appears below the SA, after leaving a line.

A ruler has been used to underline the features in the SA when using the orange pen.

Descenders like p and y - the head sits neatly on the line and the tail goes below at a good length.

Errors are crossed out with a neat line using a pencil and ruler.

Date is on the top line in the right hand corner.

The LO appears below the SA, after leaving a line.

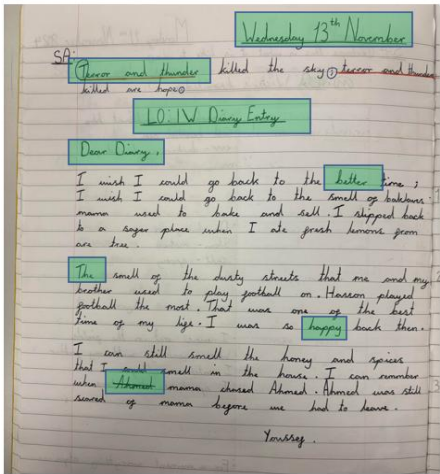
A pencil and ruler has been used to underline the date and title.

Capital letters are clearly distinguished from lower case letters. (taller and bigger)

Ascenders like h, t and b are a good height.

Spaces between words are clear and consistently sized.

Letters are all the same size - clear and consistent.



The image shows a handwritten English lesson page. At the top right, the date 'Wednesday 13th November' is written in green ink. Below it, the title 'SA: Plover and Hunder' is written in green ink. The LO 'LO: IV Dany Entry' is written in green ink. The main text is written in black ink on lined paper. It starts with 'Dear Dany,' followed by a paragraph about a plover and a hunder. The text is underlined with a green pencil. There are some corrections and a final signature 'Yours...' at the bottom.

An example for an RE lesson is available below: (this format is similar in most other foundation subjects as well as in Science):

Writing is on the line. Writing starts from left to right.

A line is left after the date.

The LO/title is written on the third line down.

The picture has been stuck in the middle of the page, one line below the title/LO. A line has been left before starting the work.

The picture is glued in neatly and does not overhang the page or obscure any writing.

A pencil and ruler has been used to draw the table.

Descenders like p and g - the head sits neatly on the line and the tail goes below at a good length.

Date is on the top line in the right hand corner.

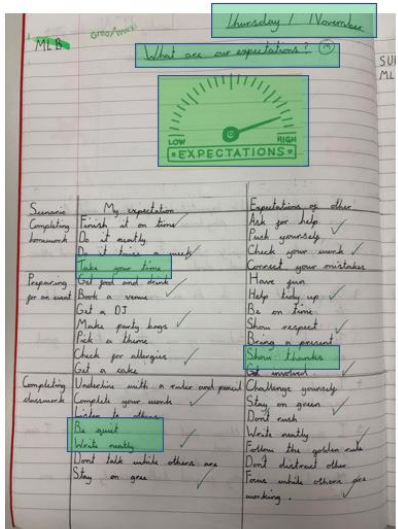
A pencil and ruler has been used to underline the date and title.

Capital letters are clearly distinguished from lower case letters. (taller and bigger)

Ascenders like h, t and b are a good height.

Spaces between words are clear and consistently sized.

Letters are all the same size - clear and consistent.



The image shows a handwritten RE lesson page. At the top right, the date 'Thursday 1 November' is written in green ink. Below it, the title 'What are our expectations?' is written in green ink. A picture of a clock is stuck in the middle of the page. Below the title, there is a table with two columns: 'My expectation' and 'Expectations of other'. The table is filled with handwritten text. The text is underlined with a green pencil. There are some corrections and a final signature 'Yours...' at the bottom.

Mathematics.

- Title or L.O to be used for all work. All work must be dated.
- Only pencils to be used by the children in all maths exercise books.
- One digit per square when working on squared paper.
- Errors will be rubbed out or crossed out with a single ruler line in pencil.
- Dates and LOs are to be underlined with a pencil and ruler.
- Titles and LOs can be written in or stuck in at teacher discretion.
- In Reception dates and LOs will either be written by the teacher or stuck in.
- In Year 1 this will be the same as in Reception however pupils will work towards writing their own LO and short date, depending on ability by the summer term.
- In Year 2 pupils will be able to write their own LO and short date, where possible.
- KS1 children work towards writing the short date in exercise books by the end of Year 1.
- KS2 children will write the short date and LO in their books, where possible.
- The short date will appear in the top right hand corner, on the first line. The LO will appear on the third line, starting from the left hand side.
- No felt tip pens are to be used in exercise books.
- Worksheets only to be used when necessary. When sheets are used on half a page, the sheet should be stuck on the left hand side close to the edge of the page and workings out should be written on the right hand side.

An example for a Maths lesson is available below:

The LO/title is written below the date.

The worksheet has been stuck on the left side of the page, one line below the title/LO. A line has been left after the title before sticking it in.

The worksheet is glued in neatly and does not overhang the page or obscure any writing.

One square is used per number (for the most part).

Self/peer marking is done in purple pen using a neat, small tick.

Descenders like p, y and g - the head sits neatly on the line and the tail goes below at a good length.



Writing is on the line. Writing starts from left to right.

Short date is on the top line in the right hand corner.

A pencil and ruler has been used to underline the date and title.

Capital letters are clearly distinguished from lower case letters. (taller and bigger)

Ascenders like h, t and b are a good height.

Spaces between words are clear and consistently sized.

Letters are all the same size - clear and consistent.

Books

- Children are expected to look after their books and keep them well presented.
- Work completed on separate sheets will be trimmed and glued in. This will ensure that the edges of the books are neat. Sheets should not overhang the page and should be stuck in neatly.
- Children are not to doodle or scribble on the front of their exercise books or anywhere in their books.
- Every exercise book will clearly state the child's name, year group and subject. Where a book continues into the label is altered and changed.
- Teachers will ensure that they follow the book guidelines in the TSG to ensure that children receive the correct book/sizing.

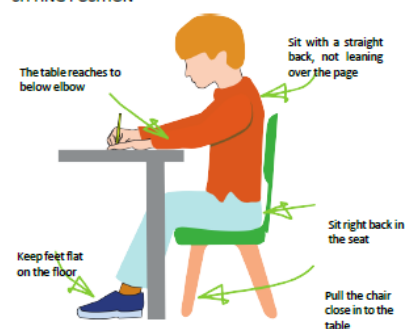
Pencils and pens

- Black ball-point pens to be used by children who have earned a pen licence.
- Pencils will be used by all children until they have earned pen licence. A criteria has been implemented for this to be awarded. See the section on pen licence.
- Pencils and pens must only be provided by the school – no personal pencils should be used in exercise books.
- Children must use a sharp pencil of an appropriate size to support pencil grip.
- Pencils and rulers will be used to underline dates and titles, draw tables and diagrams and cross out errors, (especially in Science).
- Pencils will be used by all children, even those with a pen licence, in subjects such as Maths, Art etc.
- Purple pens are to be used for editing work (in line with Ready Steady Write English Program). Purple pens can also be used for self-marking.
- Felt tip pens should not be used in exercise books for underlining or illustrations although they can be used on paper at the teacher's discretion.
- Highlighters are only to be used on sheets to annotate and not for decorations.

Posture

- Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.
- Chairs and desks within classrooms are matched to children's age and height.
- Children's backs should be straight and feet resting on the floor. A right-handed child should have their book

SITTING POSITION



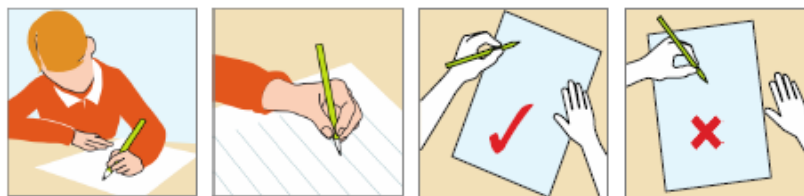
Paper position for right-handed children.

slanted to the left. For a left-handed child the book should be slanted to the right.

- Always make sure that the hand which is not holding the pencil or pen holds the paper.

Provision for left-handed children:

- Lefthanded children should sit on the left side of right-handed children, so they have a comfortable amount of space.
- Pupils are encouraged to position the paper/book to their left side and slanted, (usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.)
- Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to lefthanders on an individual or group basis.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.



Paper position for left-handed children.

Pencil Grip

- If children are to develop a fluid and rapid writing style then they must learn how to hold a pencil with a grip which is relaxed but allows for efficient pencil control.

Right-handed pencil grip

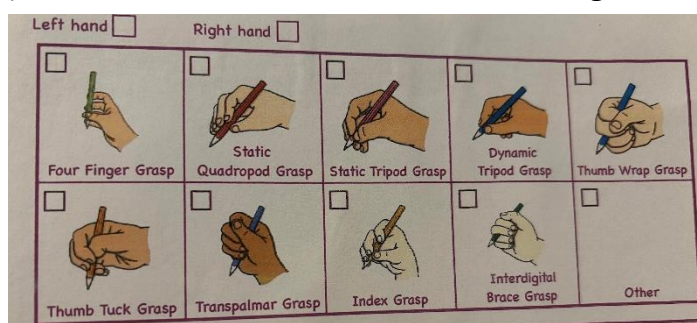


Left-handed pencil grip



- **Right-hander** - a tripod grip is generally accepted as the most efficient way of holding a pencil. It should be lightly held between the thumb and forefinger about 3cm from the point. The middle finger provides additional support.

- **Left-handers** - The tripod grip should be the most favoured method of pencil holding but children should be aware that when making joining strokes the letters are pushed, not pulled. Encourage left-handed children to hold their pencil far enough away from the point to allow them to read what they are writing.
- Care should be taken that children do not grip the pencil too tightly as this produces tenseness in the arm and shoulder and also increases pressure on the paper.
- During EYFS, children's pencil grip will be closely monitored over time to help monitor the student's progress with their pencil grip and identify children who may require further intervention. The following document will be used:



Progression

Each step is linked to the appropriate year group; however, some pupils may take longer to develop their skills. They may need to remain at a certain step for longer or receive additional support/intervention to address this. The year group when this learning stage is likely to take place is identified in brackets.

Each stage suggests the use of a module from the Letter Join programme. This programme is to be used alongside the RWI Phonics programme, where necessary but can also be adapted where appropriate to meet the needs of the cohort. Staff are able to use the various tools available on this platform to address the needs of the children in their class.

Stage 1: (EYFS)

At this stage, the children will follow the guidance linked with the Read Write Inc Phonics programme. The children will be introduced to new sounds each day and will be taught how to form this letter/s. The children will use a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage.

These activities include:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities.

- exercises to develop fine motor skills such as mark-making in sand trays, on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary.

At this stage, for those children who are ready for handwriting practice, they will also follow module 1 of the letter-join programme which teaches non-cursive print of lower-case letters.

Staff will use the RWI letter formation rhymes alongside the letterjoin programme to support the correct formation of letters. The letterjoin module for this stage starts with Getting Ready for Handwriting which includes fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

Stages of Emergent Writing		
Stage	Description	Example
Drawing	Drawings that represent writing	
Scribbling	Marks or scribbles the child intends to be writing	
Wavy scribbles or mock handwriting	Wavy scribbles that imitate cursive writing and have a left-to-right progression; child pretends to write words	
Letter-like forms or mock letters	Letters and marks that resemble letter-like shapes	
Letter strings	Strings of letters that do not create words, written left to right, including uppercase and lowercase letters	
Transitional writing	Letters with spaces in between to resemble words; letters/words copied from environmental print; letters often reversed	
Invented or phonetic spelling	Different ways to represent the sounds in words; the first letter of the word or beginning and ending sounds represent the entire word	
Beginning word and phrase writing	Words with beginning, middle, and ending letter sounds; short phrases	
Conventional spelling and sentence writing	Correct spelling of words, generally the child's name and words such as mom and dad; sentences with punctuation and correct use of uppercase and lowercase letters	

At this stage, staff will also refer to the Stages of Emergent writing document (pictured) to help monitor progress. Over the course of this stage, we hope to see the following progression in writing and mark making.

By the end of this stage children will have been taught to:

- Have the correct pencil grip.
- Have the correct posture and position.
- Write most letters of the alphabet in line with the phonics programme - printed lower case letters.
- Use pattern-making and letter/number formation in various media.
- Write from left to right.

Stage 2: (year 1)

At this stage, children will continue to use the RWI programme alongside Module 2 of the Letter-join programme. This module contains lessons for teaching how to write capital letters, printed letters, numbers and symbols and introduces children to pre-cursive patterns and cursive letters. The children will also continue to practice and consolidate print style of lower-case letters.

By the end of this stage children will have been taught to:

- Sit correctly at a table (correct posture and position), holding a pencil comfortably and correctly (correct pencil grip).
- Use a pencil of an appropriate size.
- Write most letters of the alphabet in line with the phonics programme- beginning to form the letters in the correct direction, starting and finishing in the right place.
- Have some awareness of ascender and descender letters.
- Form capital letters - making consideration for their size in relation to other letters.
- Letters sit on the line.
- Write from left to right.
- Be consistent with the size and shape of letters and the spacing of letters and words.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Expectation from stage 2 (year 1) onwards:

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
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
acdgoq
bhkl
lmnry
jp
efsnwke

Stage 3: (year 2)

At this stage, children will continue to use the RWI programme alongside Module 3 of the Letter-join programme. This module includes lessons to practise cursive letter formation and orientation of letters through regular practice and also helps to support spelling, grammar and punctuation. This module covers; dictation exercises, joining techniques, letter families, cursive letters and words, times table facts, sequencing sentences etc.

During this stage children will continue to practise cursive formation of letters and will be introduced to joined writing techniques. This is started once children seem secure in the coordinated movements associated with each letter and have a good control over letter orientation, formation and proportion.

By the end of this stage children will have been taught to:

- All previously listed objectives from stages 1 and 2, ensuring to revise, practice and consolidate these earlier skills and allow for growing independence and confidence with these skills.
- Develop fluency and speed with their writing.
- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.
- To begin to write with a joined style as soon as they can form letters securely with the correct orientation.

Expectation from stage 3 (year 2) onwards:

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
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
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
a c d g o q
b h k l t
i m n u r y
j p

Stage 4 and 5 (year 3 and 4):

During these stages, children will follow module 4 and 5 (respectively) of the letter-join programme. Here, students should be using a cursive style throughout their independent writing in all subjects. These module cover topics such as dictation, double letters, number vocabulary and statutory spellings, amongst others and allow children to make links to other areas of the curriculum. These stages allow for improvement in the legibility, consistency, fluency and quality of the children's handwriting through a variety of resources.

By the end of stage 4 and 5 children will have been taught to:

- All previously listed objectives from stages 1 to 3, ensuring to revise, practice and consolidate these earlier skills and allow for growing independence and confidence with these skills.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Use joined handwriting throughout their independent writing.
- Increase their handwriting fluency to be able to write down what they want to say, which in turn, will support their composition and spelling.
- Apply size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

At stage 5 (and those following) children will have the opportunity to earn a pen licence. (Refer to the section on pen licences for more information)

Stage 6 and 7 (year 5 and 6):

At these stages, children will continue to develop their fluency, stamina and skills to write at length, with accurate spelling and punctuation. The children will produce cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing. They will produce consistently neat and well-presented handwriting in all curriculum subjects.

During stage 7, children will engage with tasks that will support them in deciding an appropriate style of handwriting. At this stage, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. At this stage, challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based activities will give pupils the opportunity to practise writing at length and activities focused on KS2 SATs revision will support them in meeting expected standards for spelling, punctuation and grammar.

By the end of stage 6 and 7 children will have been taught to:

- All previously listed objectives from stages 1 to 5, ensuring to revise, practice and consolidate these earlier skills and allow for growing independence and confidence with these skills.
- Increase the speed of their handwriting, so that problems with forming letters do not get in the way of their writing down what they want to say.
- Know when to choose the writing implement that is best suited for a task and be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, letters).

- Know when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding (as part of their personal style) whether or not to join specific letters.

Where necessary, for those children who require further support and intervention, there is a recovery programme available on Letter Join with further activities to address target areas.

Equal opportunities/Inclusion

- It is appreciated that some children, for a variety of reasons, have problems with legible, correctly formed and orientated handwriting.
- Some pupils with dyslexia and related conditions such as dyspraxia find that the difficulties associated with handwriting can inhibit their ability to structure and write a piece of work. The handwriting itself can take up too much concentration and effort. This may impact on self-esteem and so these pupils should be given more opportunities to word-process their work especially for extended pieces of writing (i.e in English). Teaching word-processing skills and allowing pupils to use a computer for written work can allow more concentration to be focused on the content of the piece.
- In line with our SEND Policy, the needs of individuals will be taken into account. We aim to identify pupils who experience difficulties with handwriting at an early stage and put into place appropriate support. The SENDCO will provide pencil grips, triangular barrelled pens, wider ruled line paper and writing slopes where needed. Where needed, the SENDCO will liaise with external agencies in order to find the most appropriate means of recording learning.
- Handwriting lead will liaise with SENDCO regarding ICT assessments to identify children who need additional support.

Teachers are expected to:

- Teach and model the cursive style and use appropriate joins, demonstrating the fluency and legibility of the style.
- Use the letter join scheme during lessons to support with modelling letter formation. Where necessary, staff will adapt the scheme to meet the needs of their class.
- Model based on the needs of the children in their classroom and adapt lessons to meet their needs.

- Ensure that classrooms are well equipped with the essential tools that will assist pupils to create work with a high presentational standard.
- Organise the classroom in such a way that materials and resources are easily accessible.
- Set a positive example to children by modelling good handwriting when writing on the board, using technology or when marking children's books.

Pen Licence:

- A Pen Licence will be given to pupils when they have displayed neat and consistent cursive handwriting across the curriculum.
- The children will be assessed alongside a set criteria which they must be consistent with to remain on pen. (criteria available below.)
- The Writing Coordinator will decide when children qualify for their pen licence based on this criteria.



- The certificate will be awarded in award assembly. The child's parents/carers will also receive a special letter/contract to make them aware that their child has been awarded a pen licence and to help them understand the expectations of how to maintain this.
- Parents/carers of children who are close to receiving their pen licence will also receive a letter, identifying the areas the child needs to work on to achieve their pen licence. The children and their families are expected to work on these areas to support this progress.
- Where necessary, children will be given adequate warning if they no longer meet this criteria and may need to return to pencil. Children and their parents/carers will receive a letter addressing the areas the child needs to work on to remain on pen. The child will be given some opportunities to improve these areas before their licence is suspended. The child will receive their pen licence again when these areas have been addressed.
- Time will be allocated on a half termly basis for the Writing Co-ordinator to assess books and identify students with the potential to achieve their pen licence. Between these sessions, class teachers can also identify students who they feel may qualify for a pen licence for the Writing Co-ordinator to assess against the pen licence criteria form. Where necessary, this form will

be sent to parents/carers and will be shared with class teachers to help address any gaps and areas for improvement.

Pen licence criteria:

- The following document will be used to assess the children's progress and determine whether they will receive a pen licence. This criteria will also be used to highlight areas for development and to offer support to individuals.

Name: _____	Date: _____
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Pen licence criteria:

In order to be awarded a pen licence you must meet all of the following criteria, consistently.

- ☐ Sit appropriately at your desk and hold your pencil comfortably.
- ☐ Use a sharp school pencil of an appropriate size.
- ☐ Form letters correctly; starting with each letter in the correct place.
- ☐ Letter size is consistent across all subject areas.
- ☐ Writing is on the line.
- ☐ Leave appropriate gaps between words that are consistently sized.
- ☐ Capital letters are clearly distinguished from lower case letters. ~~I.e.~~ capital letters are bigger than lower case letters.
- ☐ No capital letters or numbers are joined.
- ☐ Ascenders (such as h, l, b, d, k etc) = the upper part of the letter is at the correct height.
- ☐ Descenders (such as g, y, p, q) = the 'head' of the letter sits on the line and their 'tails' go below the line at a correct length.
- ☐ Demonstrate good stamina for writing - the handwriting does not slow down the amount of work that is completed. Handwriting is done at a good pace.
- ☐ Cursive handwriting and neat presentation are consistent across all areas of the curriculum, in all subject books.
- ☐ Dates and LOs are underlined neatly with a ruler and pencil. Errors are crossed out with a pencil and a ruler.
- ☐ Cursive handwriting which is legible/readable, consistent and in lines with the agreed cursive style.

Pen licence awarded: ☐ yes ☐ no