



Presentation Policy

September 2025

Approved by the Governing Body Strategy Group 18/09/25

**This Policy is due for renewal in Term 1
2028–29**

PRESENTATION POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE – INTRODUCTION

The philosophy of Godinton Primary School encourages all children to try their best in all areas of the curriculum and to feel proud of their achievements. Our presentation policy contributes towards this ethos.

SECTION TWO – AIMS AND OBJECTIVES

This policy aims to:

- Ensure consistency, continuity and progression throughout the school by highlighting age and ability appropriate expectations.
- Ensure that children have a sense of pride in the work that they produce.
- Encourage children to present their work in a clear and methodical way.

SECTION THREE – PRESENTATION PROCEDURE

- 3.1 We expect children to present their work neatly to the best of their ability across all areas of the curriculum.
- 3.2 Children should write in HB pencil until a legible and fluent cursive script has been established. This usually occurs in Year 4 or 5. Some children may benefit from initially using triangular grip pencils and then moving onto standard grip pencils.
- 3.3 Children may then move on to writing in pen. This should be a handwriting pen. Children should not write in their exercise books in biro or gel pens. The only exception to the use of biro is when children are editing a piece of work, using ‘purple pen’ or editing for punctuation purposes (red, amber and green). Children in younger years may experience writing in pen when writing up final pieces for display. At the start of year 6 children will be encouraged to write in pen, in preparation for transition to secondary school.
- 3.4 We recognise the importance of children being able to experience using different materials as a way of developing early mark making skills. Children in lower school will therefore be given the opportunity to use pens and pencils when writing, predominantly in child initiated activities or where children are experiencing difficulty in developing a pincer grip.
- 3.5 All maths work should be produced in pencil in all year groups.
- 3.6 Colouring pencils only should be used for pictures or in exercise books. Felt-tip pens,

gel pens or wax crayons should not be used in books. When underlining key facts, coloured pencils should be used.

- 3.7 Children may use rubbers to rub out mistakes in their work if they have noticed errors prior to marking by a Class teacher or teaching assistant. Once a question or piece of work has been marked, any errors should be left and a correction made either underneath the error or next to it. In Upper School, corrections are made in purple and in Year 1 and middle school, pencil is used. Investigation and problem solving activities may appear with errors, but the purpose of this is to record pupil's process of thinking and shows the 'working out'.
- 3.8 If children make a mistake when writing in pen, they should put a neat line through their error or may use an erasable ink pen if suitable. Correction fluid (tippex) is not allowed.
- 3.9 A consistent standard of presentation is encouraged in all curriculum books, including workbooks. A similar standard of presentation should be encouraged in homework tasks too.
- 3.10 Children may sometimes use notebooks / jotters or draft books. Similar standards of presentation are not expected in these types of book where more informal recording is appropriate.
- 3.11 Diagrams must be drawn in pencil. Felt tip pens should not be used in books.
- 3.12 Lines to labels must be drawn in pencil using a ruler.

4 SECTION FOUR – BOOKS

- 4.1 SMT ensure consistency across the mini schools in the books that are used for each subject.
- 4.2 SMT and Team leaders will ensure progression in the exercise books / folders used from one year group to the next e.g. the size of square used in maths books should show progression.
- 4.3 Lined exercise books are predominantly used Learning Adventure work (history, geography, science etc).
- 4.4 Any loose worksheets should be trimmed to fit without folding and glued into books.
- 4.5 Where sheets are stuck into exercise books staff should make sure that this are trimmed beforehand to an appropriate size. This will ensure that edges do not stick out of the sides of books and books look tidy and well maintained.
- 4.6 All books should be labelled clearly and neatly with children's name and class.
- 4.7 Front covers are used to enhance presentation and the school has a standard format for covers for different subjects across the school. Book coverings are purchased at the start of each academic year for Learning Adventure and Maths. Plastic coverings

may also be applied.

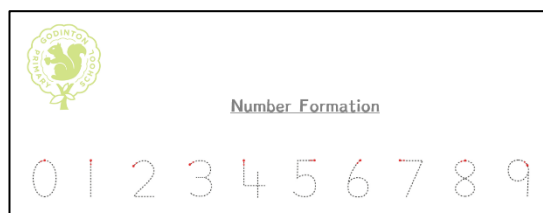
- 4.8 Books with margins may enhance presentation and where available are often used.
- 4.9 Children are not allowed to scribble or doodle on the front cover of their books or on any of the pages.

5 SECTION FIVE – DATES AND TITLES

- 5.1 All work must be dated from Year 1 upwards. Some examples of work produced by children in the Foundation Stage will also be dated, where appropriate, by an adult.
- 5.2 In written work a long date should be written at the start of a piece of work by the majority of children from Year 2 upwards. We recognise that this will not be appropriate for all children, for example those with additional educational needs.
- 5.3 In maths a short date should be put at the start of a piece of work.
- 5.4 For younger children or those who require additional support, the teacher or teaching assistant might date the piece of work.
- 5.5 The majority of work from Year 1 upwards should have a title relating to the learning objective.
- 5.6 All dates and titles from Year 2 upwards should be underlined with a ruler in pencil, leaving a line in between.

6 SECTION SIX – HANDWRITING

- 6.1 Children are expected to have developed a neat and tidy, appropriate cursive script by the time they leave our school. Letter formation is developed progressively from the time that the children start in Year R. In EYFS, children are supported from the earliest stages of learning to write. Children are taught letter formation in conjunction with their daily Little Wandle Letters and Sounds Revised Phonics programme (LW). Children are taught phrases (as set out by LW) to aid retention and skill when forming each letter. Handwriting is taught daily within Little Wandle Phonics sessions. A clear focus on posture, pencil grip, fine motor skills and hand-eye coordination is planned for and provided within these lessons and the wider EYFS curriculum. The formation of numbers 0 – 9 are also taught using an agreed approach. Full details can be found in the handwriting overview which is attached as appendix 1. Further information on Handwriting can also be found in the school's Writing Policy.



- 6.2 In Year 1, conditions are created for good writing: atmosphere, seating and posture,

and pencil grip, as well as continuing to develop fine motor skills and hand-eye coordination. In the Autumn Term of Year 1, children are taught a pre-cursive style and learn how to start each letter with a 'lead in' line. Teachers and children continue to use the letter formation phrases from Little Wandle Letters and Sounds. In the Summer Term of Year 1, most children start to learn a cursive handwriting style.

6.3 As the children move into Year 2 and Key Stage 2, children are taught how to use a cursive style. The school uses Letter formation (based on Little Wandle) MSL handwriting scheme to teach a cursive style. Full details of letter formation and MSL handwriting scheme can be found in Appendix 1.

6.4 All staff are expected to set a positive example to children by modelling good handwriting when writing on the IWB, marking children's books and when writing on displays. Teachers strive to model the cursive style and use appropriate joints, demonstrating the fluency and legibility and appropriate are group expectations for handwriting.

SECTION SEVEN – PRESENTATION IN MATHEMATICS WORK

7.1 Children work in books containing squared pages or their White Rose Maths book (Yrs 1–3) or Power Maths book (Yrs 4–6).

7.2 In Upper School, sometimes it will be appropriate for a page to be divided in half to limit paper wasting. Squares in books should be used to assist setting out work in the most appropriate way.

7.3 Whole pages may be used for diagrams, graph work or tables, and need not be divided. This may also be the case when more informal recordings, notes or ideas are being expressed.

7.4 In Upper School a margin should be drawn on each page, one square away from the edge of the page for question numbers to be inserted. In other year groups children are encouraged to leave a square from the edge of the page.

7.5 Children are shown how to set work out clearly, in order for answers to be clearly seen e.g leaving a line in between column addition calculations.

7.6 Children should rule off before starting a new piece of work where appropriate.

7.7 Further guidance on presentation of workbooks is shared with class teachers and includes the following aspects:

Jottings during the input should be recorded as neatly as possible in the yellow book. Half page folds and margins should be used in Y2 Term 3 and Y3.

The same standard of handwriting and number formation is expected in WRM books as they are capable of in other exercise books, this includes PPA days. If the standard of work drops, please follow up with the children.

‘Extra challenge’ stamp to be used when children progress to additional challenges in Yellow maths books. These must then be collected in and marked.

Extra challenges in yellow books should be trimmed to size with working out below the question.

Child self-assessment grids before each unit will be stuck into yellow books and revisited at the end of each unit. Yr2 and 3. In Year 2 we are trialling using the contents page to complete this assessment.

Daily traffic lights to be complete by the children (left side of title)/ teacher (right side of title)

SECTION EIGHT – MARKING AND CORRECTION

- 8.1 The school has a separate marking and feedback policy.
- 8.2 Staff should mark children’s work in pen, using a different colour to that which the children have written in,
- 8.3 Children should correct their work as close as possible to their original answer. The incorrect answer should not be rubbed out by staff or children. Where children make their own amendments this should be done in purple pen, this is usually referred to as ‘purple pen work’.

SECTION NINE – DISPLAYS

As well as displaying work in progress in classrooms, some examples of good presentation will also be displayed. This will reflect differing abilities within classes.

SECTION TEN – EQUALITY STATEMENT (Refer also to specific policies for Equality, Diversity and Inclusion)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms

of their contribution and effectiveness in achieving this aim.

SECTION ELEVEN – CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care to achieve the highest standards they can. Staff are aware that Children in Care can be at risk of underachieving at school because they have experienced disruption to their family life and education. Some may have low expectations, poor emotional and psychological health and a lack of family support. Godinton Primary School will support Children in Care with their participation in physical activity.

SECTION TWELVE – MONITORING AND REVIEW

The implementation of this policy is monitored by the Headteacher. This policy is reviewed every two years or sooner if required.



Progression of the Teaching of Handwriting

EYFS	
Skills Taught	Pre-writing skills to develop muscle strength, control and hand-eye coordination. Letter formation taught in 'print' format. Dominant hand is identified.
Methods Used	Dough Gym (for all children in Terms 1 and 2) Pen Disco (pattern work in Terms 1 and 2, letters Term 3 onwards) – follow up activities in CIA from Term 2 Funky Fingers (in CIA all year round, as part of guided reading carousel groups from Term 3 onwards) Print taught during phonics sessions as each sound is introduced. Letter formation follows the Little Wandle letters and sounds scheme. Children are not taught in letter families but according to sound introduction. Children are taught the difference between capital letters and lower case letters. (see formation chart at end of document) Number formation modelled (see chart at end of document to show formation). Tripod grip modelled and children supported in achieving this. Pen grip is assessed on entry. Drawing Club (writing activities for all children). Busy time used for name-writing and supporting children with pencil grip and handwriting (from Term 2 onwards).
Interventions and SEND support	Dough Gym for focus children from Term 3 onwards. Fine motor interventions begin in Term 2 and continue through to July. Name writing intervention from Term 2 onwards. Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.
Resources	Children use chunky, tripod grip pencils for writing. Wide lined paper is used. Other media used for fine motor activities – chinks, crayons and paints. Range of materials used for development of fine and gross motor skills – ribbons, sand trays, large paintbrushes.

Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document).
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YEAR 1	
Skills Taught	Pre-cursive handwriting taught (lead in lines) and cursive handwriting for some children towards the end of year 1.
Methods Used	Correct letter formation and lead ins taught during daily whole class handwriting lesson. This is taught in groups of letters with similar formation. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document). Little Wandle letter formation used to assist with the formation of letters (see chart at end of document). Terms ascenders and descenders used. Number formation modelled. (see chart at end of document to show formation). Tripod grip modelled and children supported in achieving this. Fine motor activities continue to be built into the timetable, especially during CIA in Terms 1 and 2.
Interventions and SEND support	Handwriting interventions begin in Term 2. Matched to children's ability – looking back at plugging any gaps from EYFS. Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.
Resources	Children use chunky, tripod grip pencils for writing. Wide lined paper is used. Other media used for fine motor activities – chalks, crayons and paints. Range of materials used for development of fine and gross motor skills – ribbons, sand trays, large paintbrushes.
Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document).

YEAR 2	
Skills Taught	Cursive handwriting taught.
Methods Used	Correct letter formation, lead ins and joins taught during daily whole class handwriting lesson. This is taught in groups of letters with similar formation, following the MSL scheme. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document). Repeated letter strings practised. Terms ascenders and descenders used. Number formation continues to be modelled. (see chart at end of document to show formation). Tripod grip modelled and children supported in achieving this. Children are taught to use the three Ps (posture, paper, pencil)
Interventions and SEND support	Handwriting interventions begin in Term 2. Matched to children's ability – looking back at plugging any gaps from previous years. Support materials used to assist interventions – Write from the Start and Clever Hands. Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.
Resources	Children use chunky, tripod grip pencils for writing. Some use ordinary pencils with a pencil grip. Lined paper is used. Loopy Writer / Writing Repeater used to model letter formation as part of Early Morning work.
Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document). Handwriting practice packs sent home for children to work on.

YEARS 3–6

Skills Taught	Cursive handwriting continues to be taught. Increasing emphasis on speed, fluency and legibility as children progress up the school. Children are taught how to apply the correct pressure for writing and are expected to write in a consistent, appropriate size. As children enter Year 5 and 6, a consistent personal style of cursive handwriting is accepted as long as it is broadly in line with the style modelled.
Methods Used	Daily handwriting is no longer in place. Handwriting is modelled specifically during spelling sessions where letter strings are taught e.g. ough, tion etc. Handwriting expectations are also reinforced during all learning opportunities. This includes, correct letter formation, lead ins and joins taught in groups of letters with similar formation, following the MSL scheme. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document). Terms ascenders and descenders used. Number formation modelled and reinforced. Tripod grip modelled and children supported in achieving this. Children continue to be taught the importance of suitable posture for writing.
Interventions and SEND support	Handwriting interventions begin in Term 1. Matched to children's ability – looking back at plugging any gaps from previous years. Support materials used to assist interventions – Write from the Start and Clever Hands. Adaptations made as required to seating and positioning including move and sit cushions, access to sloping boards or table leg adjusters to higher the desk. Alternative forms of recording are used by some children who have difficulty with fine motor skills or muscle control.

Resources	Children use ordinary pencils for writing in Years 3–5. Some benefit from the use of a pencil grip. Chunky, tripod grip pencils are used by those who require this assistance. In Year 5, those children who are demonstrating consistent and accurate cursive writing gain their ‘pen license’ and can move on to using a pen for writing. In Year 6 all children are able to use a pen for writing. Children are able to select the type of pen which suits them best from a range available. Loopy Writer / Writing Repeater used to model letter formation as part of Early Morning work.
Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document). Speed Up intervention used in Year 6 and provides support materials to be used at home. Handwriting sheets and packs sent home to those children in Years 3–6 who require additional practice.



How to Form Letters

Step One – Print Formation / No Joining



GPC	Formation Phrase	GPC	Formation Phrase
i iguana 	Down the iguana and dot the leaf.	p penguin 	Down the penguin's back, up and around its head.
u umbrella 	Down and around the umbrella and back to the ground.	e elephant 	Around the elephant's eye and curl down the trunk.
t tiger 	Down the tiger and across its neck.	c cat 	Curl around the cat.
n net 	Down, up and over the net.	o octopus 	All around the octopus.
m mouse 	Down, up and over the mouse's ears.	a astronaut 	Around the astronaut's helmet and down into space.

GPC	Formation Phrase	GPC	Formation Phrase
d duck 	Round the duck's body, up to its head and down to its feet.	x box 	From the top, across the box to bottom. From the top again, across the box to the bottom.
qu queen 	Round the queen's face, down her robe and a flick at the end.	l lollipop 	Down the lollipop stick.
v volcano 	Down to the bottom of the volcano and back up to the top.	h helicopter 	Down and up over the helicopter.
w wave 	Down and up and down and up with the waves.	b bear 	Down the bear's back, up and round its tummy.
r rainbow 	From the cloud to the ground and over the rainbow.	k kite 	Down the kite, up to the top corner and down to the bottom corner.

s snake 	Down the snake from head to tail.	f flamingo 	Down the flamingo to its foot and across its wings.
j jellyfish 	Down the jellyfish and dot on its head.	y yoyo 	Down, around the yo-yo and curl round the string.
g goat 	Round the goat's face and curl under its chin.	z zebra 	Across the top of the zebra's head, zig-zag down its neck and along.

Children need to be able to distinguish between lower case and upper case letters and correctly form both. On the following page, you will see information about how capital letters should be formed.

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Step Two – Pre-Cursive

Letters Formed with ‘Lead in Lines’ Ready to Join

Once print formation has been mastered, children then work on learning the correct lead in lines so they will be ready to join their letters – this is known as ‘pre-cursive letter formation’. Each letter has a lead in line to the letter which starts on the line of the paper.

The following phrases are used for the leading lines to reach the start point for each letter:

1. Up the leading line to the top of the ...
2. Along the leading line to the ...

It is important that the ‘lead in and lead out’ lines are used as these are key to joining letters correctly.

The order in which these pre cursive letters are taught is outlined below, with each group having similar lead in lines.

i, u, t

n, m, p

e, c, o

a, d, q

v, w, r

s, x

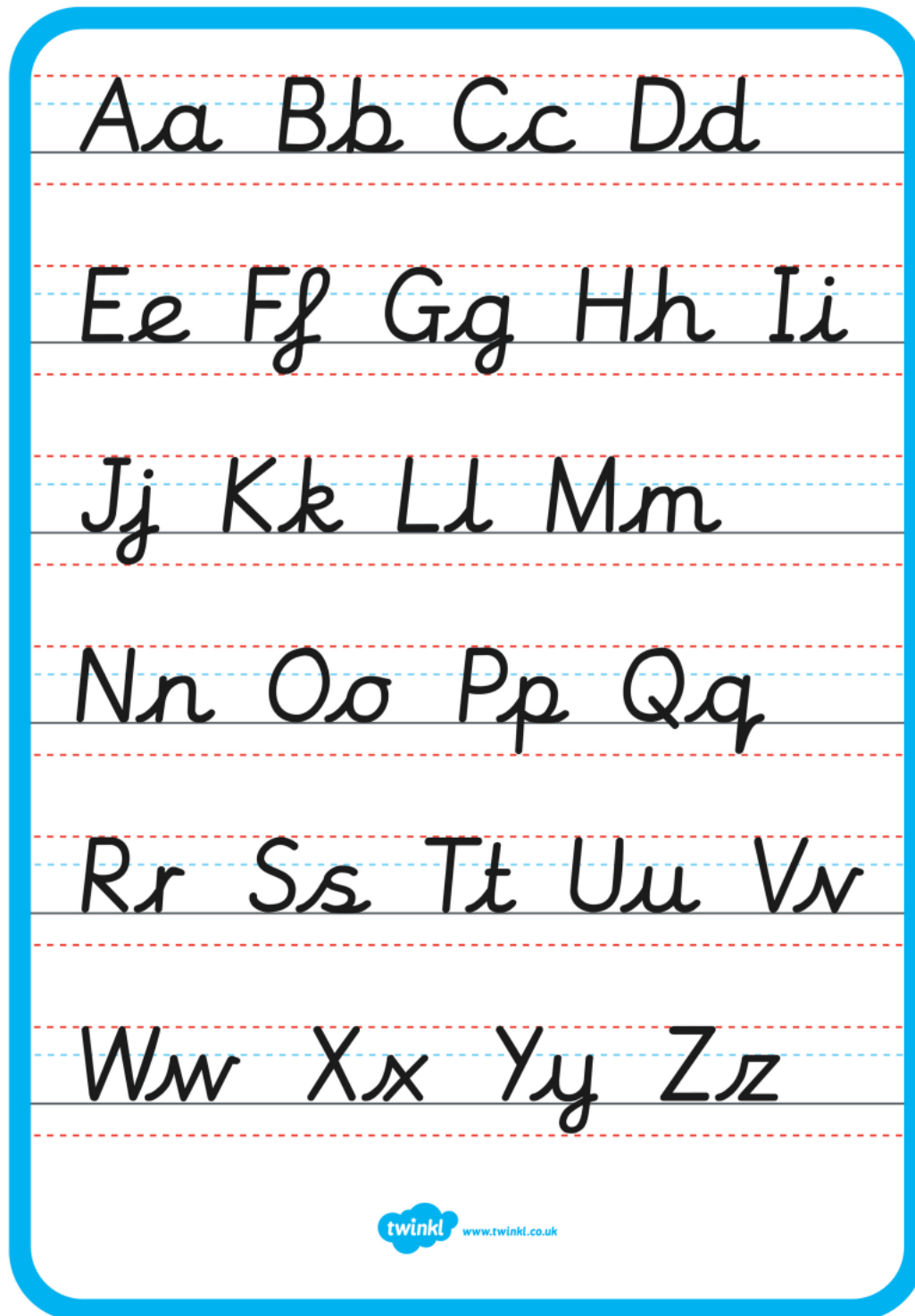
l, h, b

k, f, j

g, y, z

The following sheet outlines how these pre-cursive letters are formed.

Formation of 'pre-cursive' Letter Shapes



Step Three – Cursive (Joined Handwriting)

Cursive Handwriting: As children move into cursive handwriting, the school uses the MSL handwriting scheme to teach how strings of letters are joined.

The contents table below shows the groups of handwriting families that we use to teach the different joins. The handwriting families are grouped together by the way in which they are formed; often following the same initial handwriting movement. For example, children are taught to form the letter 'c' and then the 'o' as the 'c' is formed first as part of the letter 'o'.

4. <i>Introduction</i>	18. A, a, <i>a</i>	33. K, k, <i>k</i>
5. <i>Getting Started</i>	19. D, d, <i>d</i>	34. F, f, <i>f</i>
6. I, i, <i>i</i>	20. Q, q, <i>q</i>	35. J, j, <i>j</i>
7. U, u, <i>u</i>	21. <i>Link the Letters</i>	36. <i>Link the Letters</i>
8. T, t, <i>t</i>	22. V, v, <i>v</i>	37. G, g, <i>g</i>
9. <i>Link the Letters</i>	23. W, w, <i>w</i>	38. Y, y, <i>y</i>
10. N, n, <i>n</i>	24. R, r, <i>r</i>	39. Z, z, <i>z</i>
11. M, m, <i>m</i>	25. <i>Link the Letters</i>	40. <i>Link the Letters</i>
12. P, p, <i>p</i>	26. S, s, <i>s</i>	41.
13. <i>Link the Letters</i>	27. X, x, <i>x</i>	↓ <i>Useful Links to Practise</i>
14. E, e, <i>e</i>	28. <i>Link the Letters</i>	60.
15. C, c, <i>c</i>	29. L, l, <i>l</i>	Appendix
16. O, o, <i>o</i>	30. H, h, <i>h</i>	61. <i>Alternative Letter forms</i>
17. <i>Link the Letters</i>	31. B, b, <i>b</i>	↓ <i>f and z</i>
	32. <i>Link the Letters</i>	↓ <i>Link the Letters</i>
		71. <i>Useful Links to Practise</i>

Some examples of words written in cursive handwriting are shown on the following sheet.

Examples of words written in cursive handwriting (joined)

eye	centre	ice	gentle
blue	scissors	rice	change
shoe	science	face	strange
canoe	height	place	danger
climb	ache	silence	large
sandwich	chocolate	pencil	charge
pizza	aeroplane	city	arrange
buffet	England	exercise	intelligent
cello	English	cinema	magic
orchestra	queue	cycle	ginger
kangaroo	borough	centre	gymnastics
minute	thorough	scissors	gypsy

Number Formation

Godinton Primary School has an agreed approach to number formation. Number formation is taught from Year R and correct formation is practised and reinforced throughout KS1 and KS2 as required.



Number Formation



Additional Information for Teaching Staff

Cursive Handwriting: As children move into cursive handwriting, the school adopts the MSL handwriting scheme: <https://msl-online.net/product/msl-handwriting-rescue-scheme/>

The contents table below shows the groups of handwriting families that staff can use when teaching handwriting.

The MSL handwriting rescue scheme should be used for teaching cursive handwriting

MSL book 1 should be used for children who need to practise cursive handwriting in years 3 and 4.

MSL book 2 should be used for children who need to practise cursive handwriting in year 5 & 6.

Contents

4. Introduction	18. A, a, <i>a</i>	33. K, k, <i>k</i>
5. Getting Started	19. D, d, <i>d</i>	34. F, f, <i>f</i>
6. I, i, <i>i</i>	20. Q, q, <i>q</i>	35. J, j, <i>j</i>
7. U, u, <i>u</i>	21. Link the Letters	36. Link the Letters
8. T, t, <i>t</i>	22. V, v, <i>v</i>	37. G, g, <i>g</i>
9. Link the Letters	23. W, w, <i>w</i>	38. Y, y, <i>y</i>
10. N, n, <i>n</i>	24. R, r, <i>r</i>	39. Z, z, <i>z</i>
11. M, m, <i>m</i>	25. Link the Letters	40. Link the Letters
12. P, p, <i>p</i>	26. S, s, <i>s</i>	41.
13. Link the Letters	27. X, x, <i>x</i>	↓ Useful Links to Practise
14. E, e, <i>e</i>	28. Link the Letters	60.
15. C, c, <i>c</i>	29. L, l, <i>l</i>	Appendix
16. O, o, <i>o</i>	30. H, h, <i>h</i>	61. Alternative Letter forms
17. Link the Letters	31. B, b, <i>b</i>	↓ <i>f</i> and <i>z</i>
	32. Link the Letters	Link the Letters
		71. Useful Links to Practise

Handwriting follow-on Workbook 1 has been designed to reinforce the foundations of good cursive handwriting and accurate letter formation. It can be used as a continuation of good practice previously established, most likely through the use of the **MSL Handwriting Rescue Scheme**.

Part 1: The first part of this publication can be used for cursive letter formation revision, so that all those using the activities in this workbook are starting from the same knowledge base.

Parts 2 -15: The remaining parts of this publication stand alone and can be dipped into as and when required.

NB Part 4 provides seven pages of handwriting practise using **structured spelling** where vocabulary increases as new letters and spelling choices become available. In **Part 4** each worksheet has eight sentences of handwriting to practise, where the words only use spelling choices listed at the top of the page, plus those which have gone before. Not surprisingly, with so few letters available to start with, some of the sentences may seem a little bazaar and provoke some amusement. It should also be noted that high frequency words such as 'and' and 'the' do occur out of structure, but are required to create the sentences.