



Handwriting and Presentation Policy

Intent

The fundamental purpose of handwriting is to enable all pupils, irrespective of gender identity, sexual orientation, race, religion, disability, socioeconomic status or academic ability, the opportunity to equip themselves with a basic life-skill. In this way the acquisition of clear, legible handwriting contributes to both the personal growth of individual children and to prepare for the adult world. Our aim is to encourage the progression and development of each child's handwriting throughout the school into a fluent legible style.

Implementation

- Children will be taught the correct start and exit points for each letter.
- To progress towards fluent, legible joined-up writing when the children have developed the motor skills to enable this by:
 - introducing a cursive handwriting scheme which follows the conventions of written English and which is used throughout the school
 - providing a structured programme of practice in the scheme
 - providing models of handwriting by displays and classroom labels, posters, etc.
- To present finished work appropriately, clearly and attractively, by:
 - referring children to the models available
 - providing regular opportunities to redraft and polish
 - promoting good habits of presentation in **all** areas of the curriculum so that an awareness is developed of the importance of this in order to communicate meaning effectively
 - at Key Stage Two teaching different forms of handwriting for different purposes, e.g. print for labelling maps and diagrams; a clear, neat hand for finished, presented work or a faster script for notes. (This is a Key Skill for Key Stage Two)

Teaching handwriting

- The teaching of handwriting is carried out both as part of the literacy session and in time set aside specifically for handwriting.

- Teachers and teaching assistants model the agreed styles when modelling writing in classes, on displays and in feedback in books.
- Preparation for handwriting is introduced in Nursery and Reception in a variety of ways to improve motor control using sand, paint, clay, shaving foam, corn flour and general pattern making.
- Where a child finds difficulties acquiring correct letter formation, where it is deemed appropriate, extra practice is made available within school time and may be sent home at the discretion of the teacher.
- Our agreed cursive style can be found in appendix 1.

Joins

- The first join is used when we join any letter in set 1 to any letter in set 2

Set 1: a c d e g h i j k l m n s t u x y z

Set 2: a c d e g i j m n o p q r s u v w x y

- The second join is when we join any letter in set 1 to any letter in set 3

Set 1: a c d e g h i j k l m n s t u x y z

Set 3: b f h k l t

- The third join is used when we join any letter in set 4 to any letter in set 2

Set 4: b f o r v w

Set 2: a c d e g i j m n o p q r s u v w x y

- The fourth join is used when we join any letter in set 4 to any letter in set 3

Set 4: b f o r v w

Set 3: b f h k l t

- A capital letter is never joined to another letter
- Do not join across an apostrophe e.g. contraction
(See Nelson handwriting book for support)

When teaching handwriting:

Posture

- 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 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.
- Check where left-handed and right-handed children sit so they have space in their place to be able to write without obstacles.

Implements

- Children use a standard HB pencil, well sharpened.
- In upper Key Stage Two, when the class teacher deems a child ready, they get a pen licence. They will be provided with a special handwriting pen.
- A pencil is always used within maths regardless of whether children have a pen licence.

Special Needs

Activities centered on a multi-sensory approach may be used as appropriate, such as clay work, writing in sand/ water, use of small and large white boards or working in paint.

Finger exercises may be used to strengthen the fingers.

Individual or small group work on patterns and letter formation may be recommended in short bursts to improve the skills and motor coordination.

Impact

The systematic approach we take, ensures development in the skill of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their writing style. Evidence of the progress made can be seen in literacy books and in their wider curriculum work.

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