



# HANDWRITING & PRESENTATION POLICY

Handwriting is a tool of communication in the written form. All teachers should aim for the best that individual pupils can achieve. Handwriting is often linked to decoration and illustration, leading to a finished product which is pleasing to look at and which can be attractively displayed. Children can achieve a great deal of satisfaction from the craftsmanship associated with handwriting.

## Principles for Teaching and Learning

- Handwriting is a skill that needs to be taught and learnt
- Children need to understand the purpose and audience for their handwriting
- Joined up handwriting also aids spelling

## Progression in Handwriting

The handwriting programme at Johanna Primary School is based on materials from Nelsons Handwriting Scheme. There are four main phases to the development of handwriting. They are:

1. Role play phase
2. Letter formation
3. Linked script
4. Fluency, style, confidence and neatness

Early Writing Skills will be introduced in the Nursery and later extended in Reception and Year 1 to develop fine motor skills.



Spacing and the correct letter formation, will be taught in Reception and Year 1. This will be linked to the progression of phonics. Revision and practice will take place with an emphasis on the size of the letters and writing on lines.

Children will then advance on to linked script.

As the children progress they will concentrate on fluency and a legible style of handwriting. Pupils will also give attention to presentation and layout. Once the children have learned to form letters and to link them, there is no need to teach handwriting as such, but instead, reiterate skills previously taught. The focus of the work switches to flow, speed and presentation.

### Key Skills:

- Letters are clearly shaped, correctly formed and orientated
- Capital letters are recognised, correctly formed and orientated
- Numerals are correctly formed and orientated
- Upper and lower case letters are accurately produced in one style and used consistently
- Handwriting is joined, fluent, legible and evident in independent writing
- Children start to use a pen
- Handwriting is adapted to a range of tasks e.g. notetaking on scrap paper would not necessarily be joined

### Teaching Points

- Teach the correct grip. The child should grip the so that he/she is able to see what they are writing. The grip should not be too tight. A 'pencil grip aid' or special shaped pencils may be used to help position the fingers correctly.



- Ensure correct formation at all times, close monitoring of individuals is important whilst engaged in this formal writing process
- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor
- Ensure there is good lighting
- Ensure each child has a suitable implement before they begin, pencils are adequately sharpened and pens are suitable for fluent writing
- Capital letters do not join to lower case letters
- The letters: g, j, b, s, p, q, x and y are joined to the preceding letter, when they appear within a word, but they end as a single letter
- Link handwriting practice to spelling patterns
- The teacher will act as a model using the chalk and talk approach
- Daily handwriting activities

It is easiest to use a pencil at first as the push and pull movements are equal. Children will be given a pen licence to use a free flow pen once their handwriting is correctly formed. This will happen as soon as they are ready in KS1.

All children will use pen from Year 3 unless there is a special educational reason not to.

## Suggestions for teaching left-handed children:

**Seating** - consideration should always be given to the amount of space a left-handed child needs to write, without interfering with others. This may mean sitting the child on the left side of a table.

The pencil should be held with the handle pointing back up the arm towards the shoulder.

**Position the paper** - position the paper to the left of the body, at an angle, with the right hand top corner of the paper nearer the body than the left.



This develops a freer movement and makes possible the development of vertical writing or even a forward slant.

### Support for Learning:

Children who are experiencing difficulty with their handwriting will be brought to the attention of the Inclusion Manager. A programme will be agreed to support the child's progress. Continued concern following the implementation of this programme may result in referral to the Occupational Therapist for assessment and advice. Where appropriate, handwriting homework will be supplied.

### Resources:

Teachers will use the Nelson resources. Children will also practise in their books from the chalk and talk approach alongside use of direct teaching through the Interactive Whiteboard.

Handwriting practice will be highly differentiated.

### Presentation:

Teachers will ensure that front covers and work is set out as in the attached appendix.

Pupils will be taught to use a ruler correctly to underline and cross out neatly.

Pupils will be encouraged to take pride in their work through praise and an uncompromising insistence on high standards.

Staff will use a neat, school handwriting style script.



**Aizah**



**Literacy Book 2  
Turquoise Class**

Write the long date

L.I. To be able to...

### Room 13

This is what Fliss dreamed the night before the second year went to Whitby.

She was walking on a high road above the sea. It was dark. She was alone. Waves were breaking at the foot of cliffs cliffs to her left, and further out, the moonlight made a silver path on the water.

In front of her was a house. It was a tall house, looming blackly against the sky. There were many windows, all of them dark.

### Questions

1. When did Fliss have this dream?
2. What time of day was it in the dream? How do you know?



L.I. To be able to...

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