# Handwriting and Presentation Policy

## Purpose and Aims

Purpose: When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible. The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they are able to take pride in their handwriting.

Aims:

- To develop a joined, confident handwriting style that is clear, legible, fluent and consistent throughout KS1 & KS2.
- To instil a positive attitude towards handwriting.
- To present work in a neat and orderly fashion appropriate to the task.

## Provision

Children, from Reception through to Year 6, use the 'Nelson' handwriting scheme. Pupils are taught distinct handwriting lessons each week, with the lesson lasting no less than 15 minutes. Reception pupils are taught 'lead-out' letter joins from the outset. Standard posters throughout the school display expectations in terms of letter joins. Children who display specific difficulties with handwriting will have these addressed through interventions such as rubber pencil/pen grips, using alternative writing media etc. We also run weekly handwriting intervention groups. Further details of the joins can be found in the attached sheets. Children who show particularly pleasing progress with their joined handwriting are rewarded with 'Pen Licences' from the end of Year 3. We award handwriting certificates in our weekly good work assembly and we have introduced a termly whole school handwriting competition, which has proved to be highly motivating.

## Progression and Assessment

Progression: Letter joins become more complex, and as children progress through the school, they are encouraged to take creative risks with their own handwriting style, including elements of calligraphy, sign writing, note-taking etc.

Assessment: Children's handwriting is formatively assessed regularly. A joined hand is essential for children to be judged as 'at expected standard' from Year 3 upwards.

## Monitoring, Evaluation and Improvement

Children's handwriting is monitored on a daily basis by the class teacher, who uses stamps to highlight good or poor handwriting and is expected to provide intervention groups for children who need it. These children may be struggling with letter formation, joins or legibility. The teacher will make provision for the skills learned in these intervention groups to be applied and developed in day-to-day classwork. Regular taught handwriting lessons will also have a positive impact on children's letter formation, joins and writing speed. The Leading Practitioner is currently trialling "bubble writing" via the Y5 handwriting intervention group. If successful, this method will be rolled out across the school. Termly book inspections are undertaken a yellow feedback slips are stuck into children's books to provide thm with next steps.