



Handwriting Policy

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Contents

1. Aims.....	3
2. Teaching and Learning	3
3. Provision for left-handed children	4
4. Capital letters.....	4
5. Additional Needs.....	4
6. Assessment	5
7. Resources	5
8. Access Arrangements.....	5
9. Review	5

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility and handwriting skills should be taught regularly and systematically.

1. Aims

At Willow Bank School our aims in teaching handwriting are that the pupils will:

- Develop and practise a correct and comfortable pencil grip.
- Achieve a neat, legible style with correctly formed letters.
- Develop flow and speed.
- Eventually produce the letters automatically in their independent writing.

In order to achieve this, the following principles are followed:

2. Teaching and Learning

- Develop a recognition and appreciation of pattern and line and be given support in finding a comfortable grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Encouraged use their skills with confidence and pride in real life situations.
- Taught to touch type if they are physically unable to handwrite legibly.

Children will be supported to develop fine and gross motor-skills with a range of multi-sensory activities such as (but not limited to):

- Using 'bumpy' paper
- Using flour, sand or rice to trace letters with fingers
- Trace and do mazes

Handwriting should be discussed within and linked to phonics sessions, for example tracing letters in the air or in sand/rice boxes when learning the corresponding sound.

Teachers and support staff continue to guide children on how to write letters correctly, using a comfortable and efficient pencil grip.

Children will continue to have direct teaching and regular practice of handwriting throughout Key Stage 2 and beyond, if necessary, which includes explicit teaching of the correct start and exit points for each letter, which should not include 'lead-in' strokes from the line until pupils are confident with printing letters.

We aim for pupils to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for the for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.

3. Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case.
- pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- pupils should be positioned so that they can place their paper to their left.
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space if they are not working at their own desk.
- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.
- Ergonomic pens for left-handed writers will be available, if pupils want to use them.

Teachers know it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

4. Capital letters

Capital letters stand alone and are not joined to the next letter.

Children must practice starting sentences and writing names using a capital letter and not joining the subsequent letter. This should be modelled by the teacher during Literacy and Phonics sessions at Key Stage 2.

5. Additional Needs

Teachers will make reasonable adjustments and/or offer additional support to children with identified SEND, as per the provision outlined in Section F of their EHCP, or those facing additional challenge for any reason. Such provision may include; differentiated work, use of writing frames, wide lined paper, ergonomic grip pens/pencils, coloured paper, writing slopes etc.

When considering whether, or what, additional support may be required in relation to handwriting teaching staff will consider the following;

- *Whether the pupil maintains an upright posture when writing or drawing*
- *Whether the pupil uses a tripod grasp to hold a pencil*
- *Whether the pupil exerts heavy pencil pressure*
- *Whether the pupil exerts light pencil pressure*
- *Whether the pupil complains of pain in their hand or forearm after handwriting/drawing*
- *Whether the pupil is able to form letters correctly*
- *Whether the pupil uses spacing between words*
- *Whether the pupil writes with fluency*
- *Whether the pupil is able to complete work within the allocated time.*
- *The Learning Environment*

In all classes, writing boxes with suitable materials are available for pupils to work at their own tables. Writing boxes are equipped with a range of writing implements, line guides, word lists and dictionaries. Children are also provided with writing slopes if required.

6. Assessment

A uniform handwriting style should be consistent throughout the school; this will be evident on display boards and in book scrutinies. Handwriting is currently assessed and recorded on *'Morells Success Criteria – printed or cursive' assessment sheets*.

7. Resources

Resources are available on Teams/Staff in the folder 'Handwriting Resources.' Our handwriting style should be displayed in every classroom and available on tables for children to refer to.

8. Access Arrangements

It is important to note that illegible handwriting alone does not necessarily guarantee a pupil access to a scribe during external examinations. Pupils with illegible handwriting (and no other requirement for a scribe other than this) will be provided with regular opportunities to use a word processor during sessions in the first instance.

In order to secure the use of a word processor as an Access Arrangement where this proves suitable evidence of normal way of working should be collected and provided to the school SENCO or Exams Officer over time.

Should there be an additional barrier to the use of ICT this should be communicated to the Lead for English and SENDCo for further advice/support sought as necessary.

9. Review

This document will be reviewed before the start of each new academic year.