



WIDNES  
ACADEMY

ASPIRING AND ACHIEVING

# Handwriting Policy 2023-2024

A GREAT  
PLACE  
**TO BE A  
PART OF**

MEMBER OF THE WADE DEACON TRUST

### Aims

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

### Provision

- Handwriting and expected standards of presentation should be taught as a whole class activity. Some additional lessons at the beginning of a term may be necessary, but regular half an hour of handwriting lessons on a weekly basis should be a minimum guideline.
- The Collins Handwriting Scheme will be followed in school. This consists of worksheets and books.
- Intensive teaching is recommended at the start of each school year to clarify expectations, with further reinforcement in weekly lessons.
- Teachers and support staff should act as a role model when writing and presenting work, or marking, using a fluent joined style when appropriate.
- Displayed work should also model expectations for handwriting and presentation.
- Attention to posture and seating arrangements is important. Children who are left-handed face some challenges and should either sit next to each other or on the left side of a right-hander to avoid bumping arms.
- Children who display specific difficulty with handwriting will have this addressed through interventions e.g. slanted writing boards, rubber pencil grips, and alternative writing media. Individual cases may be referred to the SENCo where necessary, for referral for additional support and guidance.

### Expectations

It is important to ensure consistency towards presentation and handwriting across the school.

Handwriting will be taught using the whole school scheme. Handwriting books will be used to help develop letter formation and size. Further practice should be done using exercise books across a range of subjects.

Staff should focus on the following guidelines to ensure consistency, taking into account age and ability of children where necessary.

### Assessment

- Teachers assess handwriting and presentation as part of their normal writing assessments.
- Assessments will be used to inform future planning and target setting.
- At the end of the Year 2 and Year 6 handwriting is assessed as part of national SATs. Examples of handwriting can be found in SAT guidance documents.

### Monitoring

- Presentation and handwriting will be monitored regularly by the senior management team.
- The English subject leader will report on handwriting and presentation as part of the annual subject audit, and set targets as part of the whole school action plan, if necessary.
- The governors will monitor the policy and guidelines and review these regularly.
- Monitoring will be done through lesson observation, work scrutiny, sampling and moderation of pupil writing, data analysis, monitoring of planning.

As the children progress through school, they will follow the Collins handwriting Scheme, this ensures continuity in the approach to handwriting teaching. The letters will be formed as shown below.

### **Precursive Upright (Book B)**

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m  
n o p q r s t u v w x y z  
The quick brown fox jumps  
over the lazy dog.

### **Cursive Upright (Books 1A-1B)**








A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m  
n o p q r s t u v w x y z  
The quick brown fox jumps  
over the lazy dog.

### **Cursive Slanted (Books 2-6 )**

A B C D E F G H I J K L M  
N O P Q R S T U V W X Y Z  
a b c d e f g h i j k l m  
n o p q r s t u v w x y z  
The quick brown fox jumps  
over the lazy dog.

## Specific letter style options

The reasoning behind each cursive letter style option chosen for use in *Collins Primary Focus: Handwriting* was discussed with several Literacy and SpLD (Dyslexic) practitioners who agreed with the choices.

	Chosen because, looped from the back, it is easiest to link to all other letters, always joining the same way and thus more fluent.
	Chosen because it joins in the same way whether it is at the beginning, in the middle or at the end of a word, thus making it fluent and meaning there is less for children to learn.
	Chosen because it is more legible, most like the printed 'v' and less likely to be confused with the letter 'u'.
	Chosen because it is more legible, most like the printed 'w' and less likely to be confused with the letter 'u'.
	<p>This is the only small letter that requires the pencil/pen to be lifted from the paper. This style was chosen because it will join and because it is most like its precursive counterpart.</p> <p>A curved 'x' can often be confused for the letters 'sc'; this is particularly so for dyslexic and less able readers.</p>
	Chosen because it is more legible, most like the printed 'y' and doesn't involve taking the pencil/pen off the paper.
	Chosen because it will join and because it is most like its precursive counterpart.