Brookhurst Primary Handwriting Policy

Brookhurst Primary Handwriting Policy

Handwriting

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.

At Brookhurst Primary School, we recognise that handwriting is a fundamental life skill that supports communication, learning, and presentation across the curriculum. We are committed to helping all pupils develop a fluent, legible, and efficient handwriting style that enables them to communicate their ideas effectively and confidently.

This policy outlines our approach to the teaching and development of handwriting throughout the school and aligns with current research and DfE guidance Writing Framework.

Pupils should be taught handwriting precisely, in a clearly sequenced progression, starting from reception, to support their gradual acquisition of skills. – **DfE Writing Framework 2025**

Aims

The aims of this policy are to:

- Develop clear, legible, and fluent handwriting for all pupils.
- Foster pride in presentation and written work.
- Ensure a consistent approach to handwriting across the school.
- Support pupils in developing the fine motor skills necessary for effective handwriting.
- Enable pupils to write comfortably, efficiently, and at an appropriate speed.
- Provide appropriate support and intervention for pupils experiencing difficulties with handwriting.

Handwriting Scheme

The school follow the Ready Steady Write handwriting programme – this is referred to as Ready Steady Handwrite.

Details of the progression, letter formation, joins and expectations for each year group can be found in the Ready Steady Handwrite handbook and on the Ready Steady Write website under the Ready Steady Handwrite icon.

Teaching and Learning

Handwriting is taught through:

- Direct, daily and explicit instruction.
- Use of visual patterns and oral patter which supports in embedding the correct letter formation.
- Taught in small, incremental, progressive steps.
- Cumulative, consolidating the teaching.
- This will include regular opportunities to practice and embed the accurate letter formation and joins.
- Opportunities for pupils to practice and apply their handwriting skills across the curriculum.

Teachers will ensure that pupils receive regular feedback on letter formation, size, spacing and orientation and presentation.

Teachers will also ensure that their own handwriting provided a *'model of high standards, across the curriculum and not just in handwriting lessons, but particularly when pupils are learning to write.'* – **DfE Writing Framework 2025**

Correct Posture and Positioning

Pupils will be taught to:

- Site comfortably with both feet on the floor where possible.
- Maintain good posture while writing.
- Position paper appropriately.
- Hold writing implements using an effective grip.
- Use their non-writing hand to stabilise the paper.

Staff will model and reinforce correct posture and pencil grip throughout the school.

Support for Left-Handed Pupils

The school recognises that left-handed pupils may require specific guidance to develop comfortable and effective handwriting habits.

Staff will support left-handed pupils by:

- Encouraging an appropriate seating position to avoid elbow clashes with neighbouring pupils.
- Ensuring paper is positioned at an angle that supports natural writing movement.
- Encouraging a comfortable grip and writing position.
- Providing appropriate demonstrations where necessary.
- Monitoring posture and pencil grip to prevent discomfort or inefficient writing habits.

Left-handed pupils will not be expected to adapt their writing style in ways that disadvantage their comfort or progress.

Resources

Pupils will have access to suitable writing materials and resources, including:

- Pencils and pens appropriate to their stage of development.
- Handwriting support materials where required.
- Additional resources for intervention and support.

Presentation Expectations

All pupils are expected to:

- Take pride in the presentation of their work.
- Follow agreed school expectations for handwriting and presentation.
- Use the appropriate writing tool as directed by staff.
- Apply taught handwriting skills across all subjects whenever possible.

Assessment and Monitoring

Teachers will assess handwriting regularly through observations of pupils' work and handwriting practice.

Progress will be monitored through:

- Ongoing teacher assessment.
- Summative assessment.
- Opportunities for children to edit and improve their own handwriting.
- Pupil outcomes across the curriculum.
- Identification of pupils requiring additional support or intervention.

Inclusion and Special Educational Needs

The school is committed to ensuring that all pupils can access handwriting instruction.

Reasonable adjustments will be made for pupils with identified needs, including those with:

- Special Educational Needs and Disabilities (SEND)
- Fine motor difficulties.
- Physical disabilities.
- Medical conditions affecting handwriting.

Where appropriate, alternative methods of recording may be considered in consultation with relevant staff, parents/carers, and external professionals.

Senior Leaders

Senior leaders will:

- Support effective implementation of the policy.
- Monitor standards of handwriting across the school.
- Ensure appropriate professional development opportunities are available.