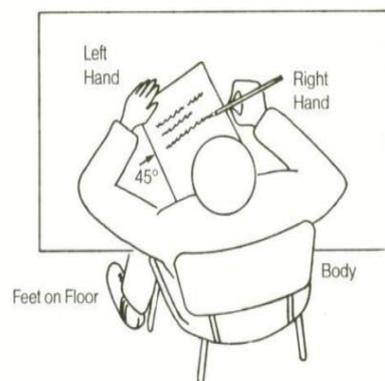


STRATEGIES FOR SUPPORTING STUDENTS WITH HANDWRITING DIFFICULTIES

1. Plan alternatives to extensive handwritten recording → use ICT word processing, bullet points, mind mapping, flow charts, gapped handouts, an LSA acting as scribe, photocopied transcripts of notes, pre-prepared post-its with information the student pick and place on the page, printout of IWB page for student to annotate.
2. Design activity sheets so that the layout is uncluttered with larger spaces to write in. Use large print (12-14 point) and clear font such as Century Gothic or Comic Sans. Set information out and answer boxes in panels.
3. Check seating – the basic rule is that the desktop should be at elbow height. The students should be able to sit right back in their chair with knees bending back at right angles and feet flat on the floor. Their positioning should follow this:



**Left-handers should position themselves the opposite way.*

4. Seat the student with plenty of space each side of them – the student should have writing arm on the outside edge of shared table. Student should be able to see the teacher without turning their body.
5. Use / purchase any learning aids outlined on IEPs - portable writing slopes, clipboards to attach paper to, non-slip mats, triangular and thick-barrelled pencils / pens, smooth-flowing rollerball pens, two handled/loop handled/spring-loaded scissors, templates and stencils (e.g. map outlines) for drawing.
6. Allow rest periods during extended writing tasks as thought and motor effort is demanding for the student with handwriting difficulties.
7. Help student follow text on board or IWB by writing/highlighting alternate lines in different colours.
8. Reduce the amount of text copied from the board or IWB by writing key information in green and then discreetly remind students, *"just get down the green."*

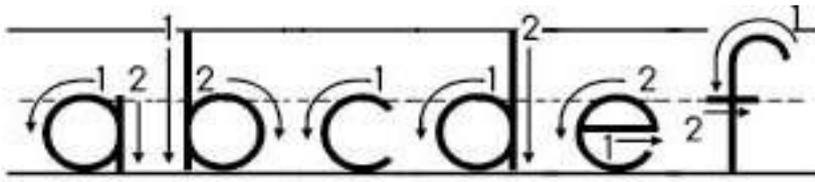
9. Use larger-lined books or paper, larger columns or boxes to place numbers in, larger squared paper etc. If this resource is unavailable, adapt standard exercise books by pencilling over every second line.

Nathan's dog ate his homework!

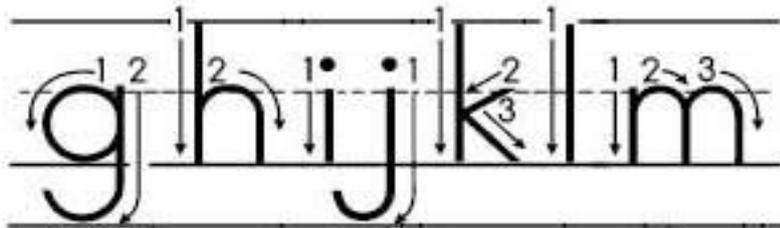
10. Enlarge activity pages from textbooks, cut out the particular exercise needed and then mount it on a separate page with wider space for answers.
11. Provide pre-prepared formats (diagrams, charts and graphs) on which student can then record information.
12. Place a laminated reminder including letters of the alphabet, punctuation marks and numeral formation guide at top of desk in Comic Sans 16. *See Page 3.
13. Avoid criticism if the student's work looks untidy. Try to provide advice on how to improve step-by-step i.e. *"Try to write on the lines."* rather than *"Write neater."*
14. If a student presents with indecipherable work during an assessment – take them to one side with yourself or an available colleague then ask them to talk through it – making notes of their verbal answers.
15. Write down homework for the student or give it on a sheet or post-it that they can put in their book. Accept homework written down by parents.

**Further strategies can be found on Pg18-19 of Supportive Classrooms Booklet 1.*

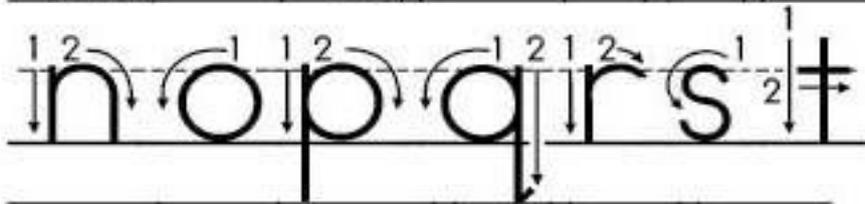
Matt Grant, 2011
www.HumansNotRobots.co.uk



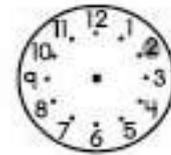
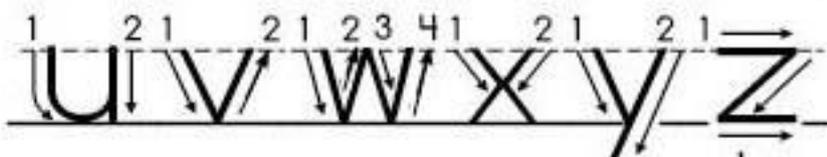
lowercase "g"
goes down into
the basement



lowercase "a"
stays on the
main floor



lowercase "b"
goes upstairs



Start your "g"
at 2 o'clock

