Northbourne Church of England Primary School

Handwriting Policy

School Mission Statement
Northbourne CEP School

VISION STATEMENT:
Together we gather and grow to bring life to our rural school community. Everyone is welcomed, known, valued and treasured as individuals. God's countryside is our classroom, where we live, breathe and connect with our evolving natural world. Through our curriculum we nurture pupils to be resilient, inquisitive and compassionate. By embracing stewardship, we recognise our shared responsibility for each other and the world. We empower each other to act and make a difference to our neighbour.

To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness
Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every year

Reviewed Sep 2026	**Next review Sep 2027**			

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Purpose of the policy

This policy reflects the aims and values of Northbourne Church of England Primary School. It ensures all stakeholders, including staff, governors, parents and pupils, are working towards the same goals.

The purpose of this policy is to:

- Set out a framework for all teaching and non-teaching staff, giving guidance on planning, teaching and assessment
- Demonstrate adherence to the National Curriculum objectives and guidelines.
- Provide clear information to parents and carers about what their children will be taught
- Allow the governing board to monitor the curriculum
- Provide Ofsted inspectors with evidence of curriculum planning and implementation

The National curriculum English purpose is:

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Intent

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. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically.

Aims and outcomes

At Northbourne School our aims in teaching handwriting are that the pupils will:
Achieve a neat, legible style with correctly formed letters in accordance with the cursive font. Develop flow and speed. Eventually produce the letters automatically and in their independent writing.

Teaching and learning

In order to achieve these aims, the following principles are followed: Children should experience coherence and continuity in learning and teaching across the school. 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.

Teaching time:

- EYFS: four 20 minutes handwriting sessions a week + interventions
- Years 1 and 2: three 20 minutes handwriting sessions a week + interventions
- Years 3 and 4: three 20 minutes handwriting sessions a week + interventions
  Year's 5 and 6: three 20 minutes handwriting sessions a week + interventions

Key Stage Guidance and Curriculum Overview

Our handwriting overview and progression aims to reduce cognitive overload, build confidence, and ensure children master key concepts at greater depth.

<u>Early Years Foundation Stage:</u>

Overview

In the Early Years, handwriting is taught as part of a developmental continuum grounded in fine and gross motor skill acquisition. Secure motor control and hand-eye coordination are essential precursors to effective letter formation. Children should be immersed in activities that support these physical skills alongside explicit handwriting instruction aligned with Little Wandle Handwriting Scheme, Little Wandle phonics and the EYFS framework.

Handwriting should be taught through movement-based learning, beginning with large-scale motor activities and gradually transitioning to smaller, more refined movements, with the ultimate goal of forming legible letters and numbers.
Daily lessons are taught through Little Wandle handwriting scheme.
Reception Little Wandle Programme Content:
Unit 1: Practising patterns The aim of Unit 1 is to prepare the children for handwriting through the development of physical skills. The development of motor control is a critical foundational skill for achieving accurate and consistent letter formation. In this unit, children

are taught to follow, and are expected to adhere to, the ‘Ready to write’ checklist. The checklist supports correct posture, pencil grip, paper position and pressure, all of which are essential for forming letters accurately and efficiently. By embedding these habits early, children are more likely to write with ease, confidence and legibility. Following the ‘Ready to write’ checklist also helps to prevent the development of poor habits that can be difficult to correct later on, promoting long-term writing fluency and comfort. The patterns in Unit 1 have been designed to develop pencil control, taking account of the developmental stages in pre-writing lines, moving on to patterns that are the prerequisites for the formation of different letters. Greater control of directions can be developed through additional practice using a multi-sensory approach, for example, making the patterns with chalk, paint, sand or playdough.

Units 2 to 5: Lower-case letters Children are typically ready to begin handwriting when a combination of physical, cognitive and perceptual-motor skills have developed to a sufficient level. After practising patterns in Unit 1, they will progress to the formation of letters of the alphabet in Unit 2. Learning the correct letter formation for lower-case letters is the key priority for handwriting in Reception. Begin each handwriting lesson by reviewing the ‘Ready to write’ checklist to reinforce consistent routines and support the development of effective writing habits. The teaching sequence of letter families aligns with how children best acquire fine motor control, visual-motor coordination and memory of movement patterns. Letters are grouped in families and taught based on similar movement patterns, making it easier for children to learn and remember how to form them. Grouping letters by strokes in this way reduces cognitive load and establishes muscle memory through repetition of similar motions. This helps children experience early success and build confidence and motivation for writing. Consistent repetition will help letter formation become automatic, freeing up cognitive resources for higher-level writing tasks. Practising letter formation in the air and on their hand with a finger is beneficial because it engages multiple senses and helps children build a strong foundation for handwriting skills. Air writing allows children to use large arm movements, helping to develop gross motor skills and muscle memory for the shapes of letters before refining them with a pencil. Writing letters on their hand with a finger provides tactile feedback and helps children to connect the shape of the letter with a physical sensation. Moving the hand or finger in space to form letters helps children understand the direction and flow of each letter, such as starting points and stroke order. Practising letters in the air or on the hand is a low-pressure and enjoyable activity that encourages children to explore and experiment without the concern of making errors on paper. This multi-sensory method enhances retention and recall by connecting movement, tactile sensation and visual memory, while also fostering confidence and motivation prior to progressing to more precise writing activities.
Unit 6: Capital letters Unit 6 introduces capital letters and provides further practice of lower-case letters. By teaching capital letters from an early stage, it will help children to form them correctly and prevent bad habits, in particular with incorrect starting positions. It will help their recognition of capital letters when reading, aid name writing and provide the foundations for writing sentences with a capital letter. Capital letters are often easier to form than lower-case letters because they are typically simpler in shape and many are composed of straight lines.
Unit 7: Digraphs and trigraphs The final unit for Reception embeds learning by practising lower case letters in digraphs and trigraphs, and words containing these. Practising letter formation in this way provides a useful link to phonics lessons and can help with digraph/trigraph recognition. However, it is a handwriting lesson and it is important that the focus of the lesson remains clearly on handwriting. Additional practice Children will require additional practice to form letters with confidence and accuracy. This can be achieved through:
• additional letter formation practice on the workbook practice pages, in a lined book or using the Letter formation practice sheets

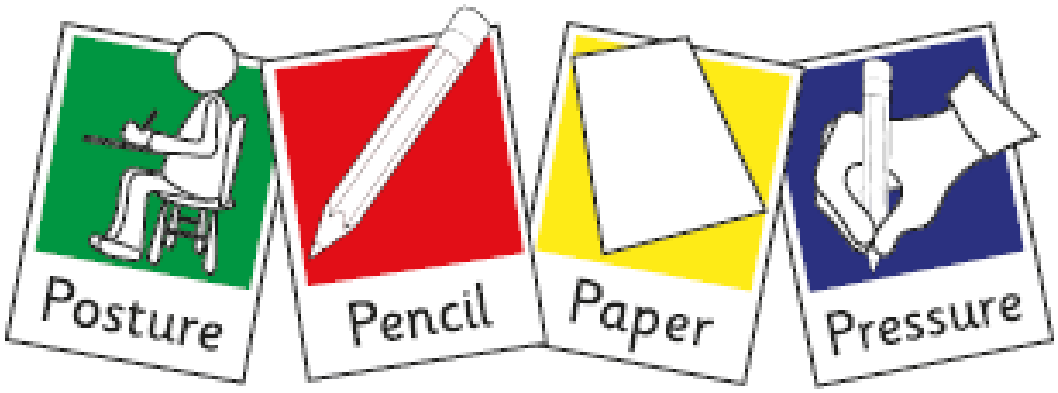
• writing words that contain the taught letters. During lessons you will need to identify what additional practice is needed for all children and individuals who require additional targeted support. Additional practice of handwriting should not take place in continuous provision unless a teacher or trained teaching assistant is present to monitor and pick up on incorrect starting points and letter formation.

Expectations by the end of Year R:

Children will:
• Engage in activities that develop hand-eye coordination.
• Use one-handed tools and equipment with increasing control.
• Develop gross motor skills through large-scale movements
• Improve fine motor skills via threading, cutting, using tweezers, and small manipulative play.
•Begin using anticlockwise movements and retracing vertical lines.
• Hold and use a pencil correctly to form recognisable letters and numbers, most of which are correctly formed.
• Use Little Wandle's letter formation phrases
•Write their name
•ELG: They write simple sentences which can be read by themselves and others.

Teaching and Planning Guidance EYFS:

• Modelling is crucial: Teachers should consistently model correct letter formation using Little Wandle phrases during shared and guided writing.
•Four P's used to help assess and model handwriting (correct posture, pencil grip, paper position and pressure)
•Dominant should be chosen by child
• Multisensory learning should be embedded: Encourage use of different media (chalk, sand, felt pens, brushes) to strengthen muscle memory.
• Physical development is foundational: Ensure daily access to both indoor and outdoor activities that strengthen gross and fine motor skills.
• Differentiation: Provide extra support or extension activities as needed, ensuring every child can access and progress through the handwriting journey.



Overview

Children in Key Stage 1 continue to develop fine and gross motor skills through a range of multi-sensory activities. Teachers and support staff guide pupils towards correct letter formation using the Little Wandle Handwriting Scheme and efficient pencil grip using the 4 Ps. By the end of Key Stage 1, pupils should be able to write legibly, using both upper and

lower-case letters appropriately, with correct spacing between words and an emerging cursive style. Assessment is frequent, live and refers to the 4Ps.

- Correct sitting position: feet flat, knees at 90 degrees, back supported by the chair.
- Correct paper tilt and placement for right-handers and left-handers.
- Encouragement of non-writing hand to hold and steady the paper.
- Correct grip (the tripod grip is recommended).

Expectations by the end of Year 1:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' *(i.e. letters that are formed in similar ways)* and to practice these.

Expectations by the end of Year 2:

- Form lower-case letters of the correct size relative to one another.
- Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.
- Use spacing between words that reflects the size of the letters.

Year 1 Little Wandle Programme Content:

Unit 1: Lower-case letters

Unit 1 builds on the letter formation of lower-case letters taught in Reception. The focus is on developing controlled and fluent letter formation and refining the shaping and sizing of the letters. The Letter-specific assessment criteria grids show the correct way of forming each letter. The letters are taught in letter families because the common features of the starting points and direction help to reduce the cognitive load, making correct letter formation automatic. Children can use Penguin Land to remember how to size their letters correctly. Lessons 1 to 3 teach two letters from the same letter family and from lesson 2 include a short review of the lower-case letters from the previous lesson. The letters are then practised in words, where attention is drawn to the spacing between words. In lesson 4 the lower-case letters from the week are practised in a short sentence. The unit has five lessons of learning followed by one week to Assess and review. To teach the unit, use the lesson templates and plans provided.

Unit 2: Applying capital letters

Unit 2 builds on letter formation of capital letters taught in Reception. Similarly to Unit 1 for lower-case letters, the focus is on developing controlled and fluent letter formation. This includes the correct starting and ending points and direction along with refining the shaping and sizing of the letters. Lessons 1 to 4 teach two letters a day and practise the application of capital letters in the names of people and streets. Lesson 2 onwards includes a short review of the capital letters from the day before. When modelling places with two parts to the name, draw attention to the spacing of the words. In addition to learning how to form capital letters correctly, it will help the children's recognition of capital letters when reading, aid name-writing and provide the foundations for writing sentences with a capital letter.

Unit 3: Forming digits

Unit 3 introduces the digits 0 to 9 in a two-week unit. Mnemonics for number formation are introduced to help the children remember the correct starting and ending points, formation and orientation of the numbers – see the Digit formation phrases (in Year 1 Handwriting Resources on the Support for teachers tab). Lessons 1 to 3 introduce the new numbers and

from day 2 begin with a short review of the numbers from the day before. In lesson 4 the numbers 0 to 5 are practised and the numbers 0 to 9 are reviewed at the end of the unit.
Unit 4: Digraphs and trigraphs
Unit 4 focuses on digraphs and trigraphs. Lessons 1 to 4 practise correct formation of letters and words containing digraphs and trigraphs. During this unit there is a focus on accurate sizing of the ascenders and descenders in these letters. Practising controlled, fluent letter formation in this way provides a useful link to phonics lessons and can reinforce digraph and trigraph recognition. However, it is important that the purpose of the lesson remains clearly on handwriting.
Unit 5: Useful words
Unit 5 is a five-week unit with a focus on writing words, including some tricky words, in simple sentences. The words have been carefully selected to provide meaningful practice of letter formation through commonly used words. The tricky words included will have been taught in previous phonics lessons. Two useful words will be introduced during each session and the formation carefully modelled. The words will be applied to a simple sentence each day to help develop and build more sustained handwriting skills. Children will have the opportunity to review and improve their letter formation.
Unit 6: Words with Phase 5 GPCs
Unit 6 is designed to consolidate children's understanding of Phase 5 GPCs and is recommended for delivery at the start of Summer 1 to reinforce prior phonics learning and support with preparation for the phonics screening check. While the content of this unit aligns with phonics teaching and further strengthens Phase 5 GPC knowledge, the primary focus of each session should remain on accurate letter formation. Throughout the sessions, children will apply their GPC knowledge to words and use these words within simple sentences. At this stage of the year, the aim is for children to consistently apply their handwriting skills when writing sentences. To support the children to achieve this, they will have the opportunity to practise a sentence each day. During this unit there is particular emphasis on accurate sizing of all letters and spacing between words.
Unit 7: Days of the week
Unit 7 provides the opportunity to practise correct letter formation through writing the days of the week. Each session focuses on forming the letters for a specific day and extending this practice by writing a simple sentence that includes that day. Emphasis throughout the unit will remain on accurate letter sizing and orientation, as well as appropriate spacing between words.
Unit 8: Sentences with punctuation
Unit 8 introduces the accurate formation of punctuation marks (specifically, full stop, question mark and exclamation mark) with the opportunity to apply the punctuation in sentences. The focus should also remain on the sizing and spacing of letters. Children will be continuing to develop confidence in their handwriting with an emphasis placed on maintaining consistently high standards of presentation and letter formation.
Unit 9: Sentences with useful words
Unit 9 offers further opportunities for children to practise writing sentences using a range of useful words. The teaching of punctuation is included, with children applying it accurately in their written work. In each session, two useful words will be introduced, with their formation carefully modelled. These words will then be used in a simple sentence, offering a daily opportunity to develop fluency and consistency in handwriting skills. By this point in the year, children should be developing greater confidence in their handwriting, and the focus should be on maintaining consistently high standards of presentation and letter formation.
Year 2 Little Wandle Programme Content:
Unit 1: Diagonal joins from the baseline to short letters Duration: 6 weeks
In unit 1, children first learn the new formation of the letter 'k'. After that, they learn to join letters from the baseline to short letters using a smooth upward stroke, following the Up the Iceberg animation. They are taught that some letters do not join to other letters through the introduction of break letters. Join formation is reinforced with pattern practice to help develop muscle memory in joining letters and to practise continuous flow without lifting the pencil

from the paper. Joins to and from the letter ‘e’ are explicitly taught with attention given to the different formation of the letter ‘e’ when it joins to other letters. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences. To teach this unit, use the accompanying lesson plans and lesson templates. The assessment criteria focus on the correct formation of joins within each join family.

Unit 2: Diagonal joins from the baseline to tall letters Duration: 4 weeks

In unit 2, children continue to use the Up the Iceberg approach, using a smooth upward stroke to sweep from the baseline to ascender letters. Join formation is reinforced through pattern practice, helping children develop the muscle memory needed for fluent, continuous handwriting while keeping the pencil on the paper from start to finish. Unit 2 also teaches joins to ‘e’, demonstrating how the shape of ‘e’ changes depending on the preceding letter. In addition, children learn how to form double ‘l’ and double ‘t’ joins, as well as joins to ‘f’ and ‘t’, with crossbars added after the letter or word has been completed. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences. To teach this unit, use the accompanying lesson plans and lesson templates. The assessment criteria focus on the correct formation of joins within each join family.

Unit 3: Diagonal joins from the baseline to curly letters Duration: 3 weeks

In unit 3, children learn to form joins from the baseline to curly letters using a smooth upward stroke, continuing into a clockwise curve before tracing back in an anticlockwise direction to complete the curly letter. Join formation and the clockwise/anticlockwise movement are reinforced through pattern practice, helping children develop muscle memory and achieve a fluent, continuous handwriting style without lifting the pencil from the paper. Joins to ‘q’ and ‘g’ provide additional practice in forming descenders that reach the bottom line, helping children consolidate the skills introduced in Year 1. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences. To teach this unit, use the accompanying lesson plans and lesson templates. The assessment criteria focus on the correct formation of joins within the join family.

Unit 4: Horizontal joins from the baseline to short letters Duration: 6 weeks

In unit 4, children learn from the Across the Ice animation, to create a smooth horizontal stroke from the mid-line to the top of the following short letter. For these joins, children need to keep their pencil on the paper from start to finish, promoting continuous movement and fluent handwriting. Joins to ‘e’ demonstrate how the shape of the letter changes depending on the preceding letter; joins from ‘r’ teach children to form the characteristic dip before joining to the next letter. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences. To teach this unit, use the accompanying lesson templates and lesson plans provided. The assessment criteria focus on the correct formation of joins within each join family.

Unit 5: Horizontal joins from the mid-line to short letters Duration: 2 weeks

In unit 5, children practise forming a smooth horizontal stroke that joins to the middle of a tall letter using the Across the Ice approach. The unit also focuses on joins from ‘f’, including double ‘f’, teaching that ‘f’ joins from its crossbar to the following letter. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences. Use the accompanying lesson plans and templates to teach the unit. The assessment criteria illustrate the correct formation of letter joins within each join family.

Unit 6: Horizontal joins from the mid-line to curly letters Duration: 3 weeks

In unit 6, children practise forming horizontal joins using a smooth, continuous stroke from the mid-line, then tracing back in an anticlockwise direction to complete the curly letter. Using the Across the Ice approach, children learn to create a fluid horizontal stroke from the mid-line while keeping their pencil on the paper from start to finish. This helps them to develop consistency, control and smooth letter formation. Unit 6 focuses on joining double ‘o’ and forming joins from ‘f’ to curly letters, including joins that begin from the crossbar.

Lessons 1 and 3 introduce and practise two-letter joins within this join family; lessons 2 and 4 provide opportunities to apply these joins in words and sentences. Use the accompanying lesson plans and templates to teach the unit. The assessment criteria illustrate the correct formation of letter joins within each join family.

Unit 7: Punctuation Duration: 1 week

In unit 7, children review how to form punctuation marks accurately at the correct size, position them correctly on the line and practise writing sentences using them appropriately. They will continue to develop confidence and fluency in their handwriting, with a focus on maintaining consistently high standards of presentation, letter formation and joined writing. Use the accompanying lesson plans and templates to teach the unit. The assessment criteria illustrate the correct formation of punctuation marks.

Unit 8: Days of the week Duration: 1 week

In unit 8, children will practise their join formation using the days of the week. Lessons 1 to 3 focus on developing confidence with common letter joins found within these words, particularly ‘day’, ‘rs’ and ‘ur’ and provide repeated practice in forming joined letters correctly. The children will apply these skills when writing the days of the week, with a continued focus on consistency, control and fluency. Lesson 4 builds on this learning by extending children’s handwriting practice to simple sentences that include the days of the week. This allows children to apply their join formation skills in a wider context while maintaining accurate letter formation and smooth, continuous writing. Throughout the unit, the emphasis remains on developing confident, accurate and fluent handwriting. Use the accompanying lesson plans and templates to teach the unit. The assessment criteria illustrate the correct formation of letter joins.

Unit 9: Months of the year Duration: 1 week

In unit 9, the focus is on developing confidence with common letter joins found within the months of the year, specifically ‘ar’, ‘ne’, ‘st’ and ‘er’, while giving children repeated opportunities to practise forming joined letters correctly. The children’s application of these joins strengthens the consistency, control and fluency in their handwriting. Use the accompanying lesson plans and templates to teach the unit. The assessment criteria illustrate the correct formation of letter joins. Unit 9: Months of the year.

Unit 10: Word families Duration: 8 weeks

Unit 10 focuses on developing fluent joined writing through the practice of word families grouped by common spelling patterns. Lessons 1 and 3 provide opportunities for children to practise the accurate formation of key joins within frequently used letters and words, building consistency, control and confidence in their handwriting. Lessons 2 and 4 extend this practice by applying joined writing skills within sentences that include these word families. Children also practise the correct use of non-joining capital letters and punctuation, supporting accurate and fluent handwriting within a wider writing context. Practising controlled and fluent join formation in this way provides a valuable link to spelling lessons by reinforcing recognition of common spelling patterns. However, the primary focus of the unit remains handwriting, with spelling patterns used to support meaningful handwriting practice rather than becoming the main teaching focus. Use the accompanying lesson plans and templates to teach the unit. The assessment criteria illustrate the correct formation of letter joins.

Year 2 Little Wandle Programme Content:

Unit 1: Diagonal joins from the baseline to short letters Duration: 6 weeks In unit 1, children first learn the new formation of the letter ‘k’. After that, they learn to join letters from the baseline to short letters using a smooth upward stroke, following the Up the Iceberg animation. They are taught that some letters do not join to other letters through the introduction of break letters. Join formation is reinforced with pattern practice to help develop muscle memory in joining letters and to practise continuous flow without lifting the pencil from the paper. Joins to and from the letter ‘e’ are explicitly taught with attention given to the different formation of the letter ‘e’ when it joins to other letters. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences.

Unit 2: Diagonal joins from the baseline to tall letters Duration: 4 weeks In unit 2, children continue to use the Up the Iceberg approach, using a smooth upward stroke to sweep from the baseline to ascender letters. Join formation is reinforced through pattern practice, helping children develop the muscle memory needed for fluent, continuous handwriting while keeping the pencil on the paper from start to finish. Unit 2 also teaches joins to ‘e’, demonstrating how the shape of ‘e’ changes depending on the preceding letter. In addition, children learn how to form double ‘l’ and double ‘t’ joins, as well as joins to ‘f’ and ‘t’, with crossbars added after the letter or word has been completed. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences.

Unit 3: Diagonal joins from the baseline to curly letters Duration: 3 weeks In unit 3, children learn to form joins from the baseline to curly letters using a smooth upward stroke, continuing into a clockwise curve before tracing back in an anticlockwise direction to complete the curly letter. Join formation and the clockwise/anticlockwise movement are reinforced through pattern practice, helping children develop muscle memory and achieve a fluent, continuous handwriting style without lifting the pencil from the paper. Joins to ‘q’ and ‘g’ provide additional practice in forming descenders that reach the bottom line, helping children consolidate the skills introduced in Year 1. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences.

Unit 4: Horizontal joins from the mid-line to short letters Duration: 6 weeks In unit 4, children learn from the Across the Ice animation, to create a smooth horizontal stroke from the mid-line to the top of the following short letter. For these joins, children need to keep their pencil on the paper from start to finish, promoting continuous movement and fluent handwriting. Joins to ‘e’ demonstrate how the shape of the letter changes depending on the preceding letter; joins from ‘r’ teach children to form the characteristic dip before joining to the next letter. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences.

Unit 5: Horizontal joins from the mid-line to tall letters Duration: 2 weeks In unit 5, children practise forming a smooth horizontal stroke that joins to the middle of a tall letter using the Across the Ice approach. The unit also focuses on joins from ‘f’, including double ‘f’, teaching that ‘f’ joins from its crossbar to the following letter. Lessons 1 and 3 introduce two-letter joins within this join family; lessons 2 and 4 provide opportunities to practise these joins in words and sentences.

Unit 6: Horizontal joins from the mid-line to curly letters Duration: 3 weeks In unit 6, children practise forming horizontal joins using a smooth, continuous stroke from the mid-line, then tracing back in an anticlockwise direction to complete the curly letter. Using the Across the Ice approach, children learn to create a fluid horizontal stroke from the mid-line while keeping their pencil on the paper from start to finish. This helps them to develop consistency, control and smooth letter formation. Unit 6 focuses on joining double ‘o’ and forming joins from ‘f’ to curly letters, including joins that begin from the crossbar. Lessons 1 and 3 introduce and practise two-letter joins within this join family; lessons 2 and 4 provide opportunities to apply these joins in words and sentences.

Unit 7: Punctuation Duration: 1 week In unit 7, children review how to form punctuation marks accurately at the correct size, position them correctly on the line and practise writing sentences using them appropriately. They will continue to develop confidence and fluency in their handwriting, with a focus on maintaining consistently high standards of presentation, letter formation and joined writing.

Unit 8: Days of the week Duration: 1 week In unit 8, children will practise their join formation using the days of the week. Lessons 1 to 3 focus on developing confidence with common letter joins found within these words, particularly ‘day’, ‘rs’ and ‘ur’ and provide repeated practice in forming joined letters correctly. The children will apply these skills when writing the days of the week, with a continued focus on consistency, control and fluency. Lesson 4 builds on this learning by extending children’s handwriting practice to simple sentences that include the days of the week. This allows children to apply their join formation skills in a wider context while maintaining accurate letter formation and smooth, continuous writing. Throughout the unit, the emphasis remains on developing confident, accurate and fluent handwriting.

Unit 9: Months of the year Duration: 1 week In unit 9, the focus is on developing confidence with common letter joins found within the months of the year, specifically ‘ar’, ‘ne’, ‘st’ and ‘er’, while giving children repeated opportunities to practise forming joined letters correctly. The children’s application of these joins strengthens the consistency, control and fluency in their handwriting.

Unit 9: Months of the year Duration: 1 week In unit 9, the focus is on developing confidence with common letter joins found within the months of the year, specifically ‘ar’, ‘ne’, ‘st’ and ‘er’, while giving children repeated opportunities to practise forming joined letters correctly. The children’s application of these joins strengthens the consistency, control and fluency in their handwriting.

Teaching and Planning Guidance KS1:

- Handwriting requires frequent and discrete, direct daily teaching including consistent letter formation and Little Wandle phrases.
- Writing sessions should begin with warm up and hand relaxation exercises.
- Four Ps modelled, closely observed and used to help support assessment (paper, pencil, posture, pressure)
- Pupils should be able to form printed letters correctly and confidently.
- The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.
- Left-handed pupils should receive specific teaching to meet their needs.
- Observations of difficulties need to include what is happening with the whole body.
- A range of pencil, pens and adaptive equipment is available (ie, pencil grips and larger lines)
- Sufficient line spacing to allow for alignment
- Handwriting books with feint lines with sufficient space for ascenders and capital letter
- S Factors: show the teaching steps in order.



<u>Lower Key Stage 2</u>

Overview

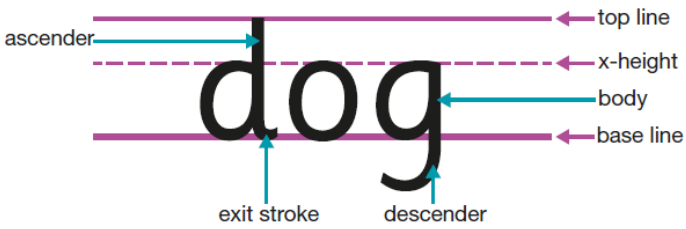
In Key Stage 2, pupils build on handwriting foundations established in KS1. They receive direct teaching and regular practice to develop a fluent, joined, and increasingly personal style of writing. By Year 6, pupils adapt their handwriting to suit the task — neat for presentation, quick for notes, or clear for labelling.

<u>Expectations by the end of Year 4:</u>

- Use the diagonal and horizontal strokes needed to join letters
- Understand which letters are best left unjoined when adjacent
- Improve legibility, consistency, and quality of handwriting (parallel downstrokes, equidistant spacing, clear ascenders/descenders)

Teaching and Planning Guidance Lower KS2:

- Reinforce spelling of high-frequency words and statutory spellings
- Use weekly Spelling Shed spellings in handwriting practice
- Focus on punctuation in sentence-level writing
- AfL: tricky and class specific joins
- Handwriting requires frequent and discrete, direct weekly teaching including consistent letter formation and all staff use agreed school formation phrases and language



- Writing sessions can include warm up and hand relaxation exercises.
- Four Ps modelled, closely observed and used to help support assessment (paper, pencil, posture, pressure)
- Left-handed pupils should receive specific teaching to meet their needs.
- Observations of difficulties need to include what is happening with the whole body.
- A range of pencil, pens and adaptive equipment is available (ie, pencil grips and larger lines) to all children
- Sufficient line spacing to allow for alignment
- Handwriting books with feint lines with sufficient space for ascenders and capital letter
- Handwriting interventions can be used if needed to support those children how still cannot produce cursive script.
- All children are given opportunities to use pencil grips within the classroom for additional support.
- A slightly forward slant is a natural movement for right-handers and helps to improve fluency and speed. (S factors)

Upper Key Stage 2

Expectations by the end of Year 6:

- Write legibly, fluently, and with increasing speed by:
    - Choosing letter shapes and deciding whether to join letters as part of their personal style
    - Selecting the best writing implement for the task

Teaching and Planning Guidance Upper KS2:

- Develop handwriting adapted for different writing purposes
- Use dictation to reinforce spelling patterns and a wide range of punctuation (commas, brackets, dashes, colons, semicolons, ellipses)
- Promote self-assessment of handwriting quality and style
- Reinforce spelling of high-frequency words and statutory spellings
- Use weekly Spelling Shed spellings in handwriting practice
- AfL: tricky and class specific joins
- Writing sessions can include warm up and hand relaxation exercises.
- Four Ps modelled, closely observed and used to help support assessment (paper, pencil, posture, pressure)
- Left-handed pupils should receive specific teaching to meet their needs.
- A range of pencil, pens and adaptive equipment is available (ie, pencil grips, left handed pens and larger lines) to all children
- Handwriting interventions can be used if needed to support those children how still cannot produce cursive script.

- Speed and Style are the aspects of handwriting to be secured in Years 5 and 6.
- As handwriting develops, children should be encouraged to develop a style of writing that works for them individually and is accessible to a reader. Slight changes to style could also increase fluency and speed. The teaching needs to include how to adapt style to different writing demands.



Roles and responsibilities

Headteacher

The Headteacher at our school will:

- Support the subject leader but also hold them to account for the effectiveness of the subject
- Support staff through the provision of training and resources
- Monitor the planning and delivery of the subject
- Ensure the requirements of the National Curriculum are met
- Ensure this policy is reviewed according to the timescales set out

Subject leader

The subject leaders at our school will:

- Prepare and review subject policy and curriculum plans
- Promote the study of the subject throughout the school
- Monitor the teaching and assessment of the subject
- Attend appropriate CPD
- Stay informed regarding developments in the study and teaching of the subject
- Evaluate resources
- Provide training and CPD to staff on the subject curriculum and its delivery, and keep them informed about subject developments nationally
- Assess the impact of the subject curriculum on pupils' learning and development
- Make presentations to governors on the subject and how it is being taught

Classroom teacher

Classroom teachers at our school will:

- Teachers will assess pupils at the start of the year and decide where teaching should begin in the Progression Ladder. The year group starting points are a guide and teachers

will need to use their professional judgement. However, be aware of the expectations at the end of the year.

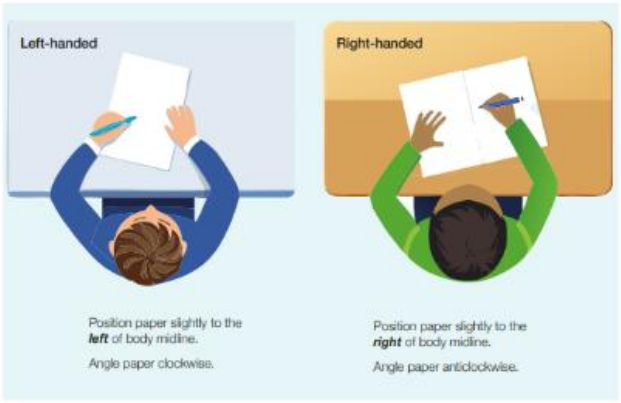
- Teach and assess the subject according to the principles laid out in this policy including the following questions:
    - Is the writing generally legible?
    - Are the letters correctly shaped and proportioned?
    - Are the joins made correctly?
    - Are the spaces between the letters, words and lines appropriate?
    - Is the size of the writing appropriate?
    - Is the writing properly aligned?
    - Are the writing standards achieved by the majority of pupils in line with the National Curriculum?
- Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:
    - Is the posture correct?
    - Does the child hold the pencil correctly?
    - Does the child use the correct movement when forming and or joining letters?
    - Are any letters reversed or inverted?
    - Does the child write fluently and rhythmically?
    - Is the writing easily legible?
    - Is the pupil's handwriting development in line with the National Curriculum?
- Report to the subject leader
- Maintain subject knowledge and appropriate CPD
- The SLT in team meetings should monitor children's writing and presentation in books regularly (as part of the monitoring cycle).
- Teacher modelling: It is essential that teachers model neat and cursive writing in shared writing on the whiteboard, interactive whiteboard and in pupils' books. Teachers' writing must be consistent with the Nelson model.

Inclusion

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 side;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.



Teachers are aware of the fact that 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.
Support will also be provided for pupils that are struggling with pencil grip and letter formation. Interventions will be put in place by the class teacher and monitored by the teachers and SENCO. Additional resources to support grip and formation can be found and used after discussions with the SENCO.