

Handwriting Policy



Adopted by school:	Headteacher and LGB
Date:	January 2026
Review Date:	January 2029

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1. Rationale

At The Hendreds, we recognise that handwriting is an essential skill that supports children's ability to communicate effectively throughout their lives. Fluent, legible handwriting enables pupils to write with confidence, creativity and independence. We believe handwriting develops through clear, systematic teaching that builds from early gross and fine-motor development to fluent joined writing.

Our approach emphasises consistency, high expectations and the belief that every child can achieve a handwriting style that is legible, fluent and fit for purpose.

2. Aims

By the end of their time at The Hendreds, all pupils will:

- Develop a legible, consistently formed handwriting style in both joined and printed forms.
- Write with increasing fluency, speed and confidence.
- Use handwriting skills across the curriculum, applying taught standards in all written work.
- Understand the importance of clear presentation to communicate meaning effectively.
- Develop fine-motor control, correct posture and an effective, comfortable pencil grip.
- Receive equal opportunity and support, including for left-handed pupils and those with additional needs.
- Be taught using a consistent whole-school approach, based on a structured handwriting programme.

3. Handwriting Scheme

The Hendreds follows LetterJoin, a comprehensive, systematic handwriting programme that provides clear progression in letter formation, joining and fluency from Reception to Year 6. LetterJoin supports children through a developmental sequence that includes early mark-making, correct letter formation, the introduction of joins, fluency practice and the development of a confident personal style. The programme gradually builds skills through the following stages:

- Early handwriting skills – gross and fine-motor development, mark-making and correct letter formation (EYFS)
- Introduction to joining – basic joins and reinforcement of consistent letter size and position (Y1–Y2)
- Securing joins – joining through words, developing consistency and control (Y2–Y3)
- Developing fluency and speed – increasing writing stamina and accuracy (Y3–Y4)
- Refining a personal, fluent style – confident, legible writing for a range of purposes (Y5–Y6)

A clear model font is displayed consistently in all classrooms.

4. Teaching Expectations

4.1 Early Years Foundation Stage (Reception)

Pupils will:

- Develop gross and fine-motor skills through a range of sensory and physical activities.
- Explore patterns, shapes and pre-writing movements.
- Develop a secure tripod grip.
- Learn correct formation of lower-case letters, taught alongside phonics.
- Engage in mark-making opportunities indoors and outdoors.
- Use larger writing tools (chalk, paintbrushes, foam-writing, sand play) to strengthen control.

4.2 Key Stage 1

Year 1

Children will:

- Consolidate correct print letter formation, including entry/exit strokes.
- Sit correctly and hold a pencil using an effective tripod grip.
- Learn capital letters, lower-case letters and digits 0–9.
- Develop consistency in letter size and orientation.
- Practise handwriting alongside phonics and spelling, including practising high-frequency words using LetterJoin patterns.
- Begin early awareness of joins, but joining is not yet expected in Year 1

Year 2

Children will:

- Begin to learn basic diagonal and horizontal joins, following the LetterJoin sequence.
- Understand which letters should and should not be joined (e.g., letters after break letters such as b, g, j, p, q, y).
- Develop consistent size, proportion and spacing using lined paper.
- Use correct entry and exit strokes in all writing.
- Apply emerging joined handwriting across subjects where appropriate.

4.3 Key Stage 2

Years 3 & 4

Pupils will:

- Secure all statutory joins.
- Increase fluency, accuracy and consistency of joins across longer writing tasks.
- Demonstrate regularity in letter size, spacing, ascenders and descenders.
- Use joined handwriting across all curriculum areas, unless a specific task requires print.
- Begin to increase writing speed while maintaining legibility.

Years 5 & 6

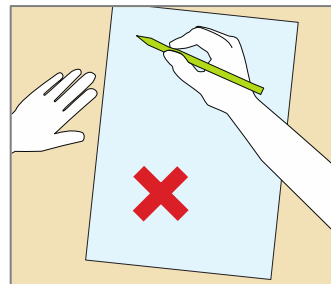
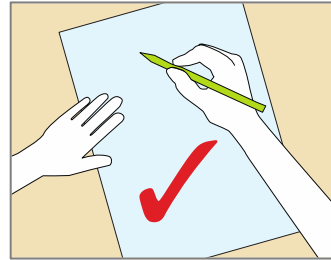
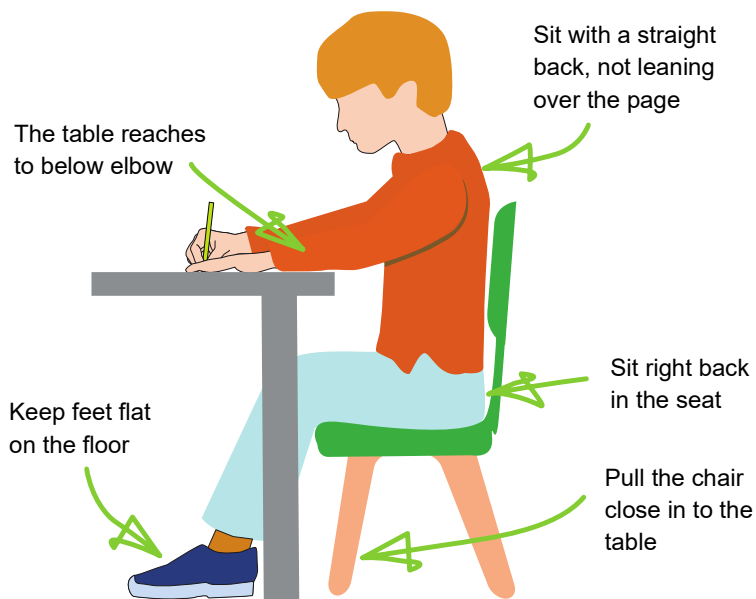
Pupils will:

- Refine a personal, legible and fluent handwriting style.
- Write with increasing speed and stamina while maintaining high legibility.
- Adapt handwriting for purpose (e.g., neat presentation vs. rapid note-taking).
- Apply high presentation standards across all written work.
- Year 6 pupils may switch to pen at teacher discretion, once fluency and control are secure.

5. Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

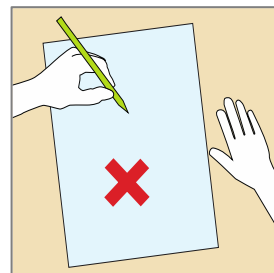
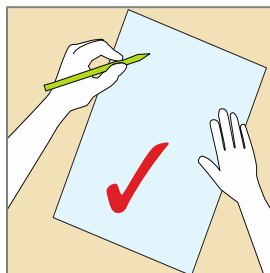
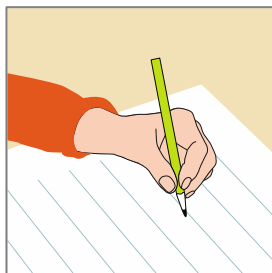
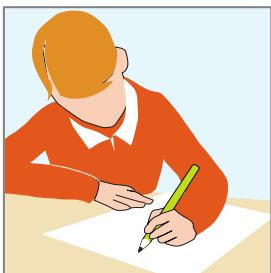
SITTING POSITION



Paper position for right-handed children.

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

6. Teaching Time Allocation

The Hundreds provides a minimum of:

- **Reception** – daily fine-motor and mark-making opportunities; systematic letter formation through phonics and handwriting programme

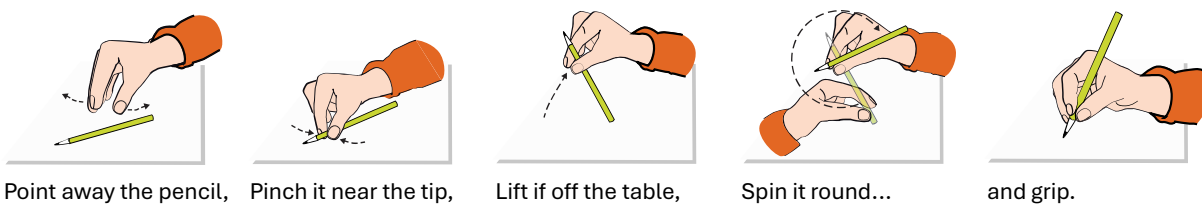
- **Year 1** – 3 × 15-minute sessions weekly
- **Year 2** – 3 × 15-minute sessions weekly
- **Years 3–6** – 2 × 20-minute session weekly

Short “top-up” practice occurs across lessons to reinforce fluency and consistency.

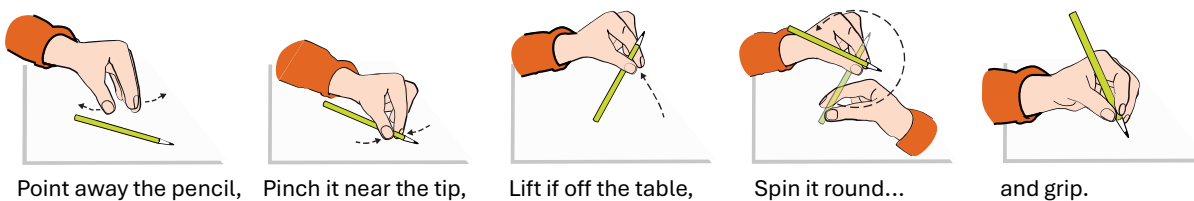
7. Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Left-handed pencil grip



8. Feedback and Assessment

Feedback

- Staff give immediate verbal feedback during handwriting lessons.
- Teachers model correct letter formation or joins directly in pupils' books when needed.
- Consistency is reinforced across the curriculum.

Assessment

Teachers assess pupils using:

- Ongoing observations in lessons.
- End-of-year outcomes such as:
 - correct formation
 - consistent sizing

- correct and consistent joins
- appropriate spacing
- parallel ascenders/descenders
- transfer of neat handwriting across subjects

Next steps inform individual targets.

9. Inclusion

Most children will learn to write legibly and fluently with quality first teaching. However:

- Pupils needing extra support receive targeted interventions, such as structured handwriting programmes.
- The SENDCO may provide additional tools: sloping boards, pencil grips, alternative pens, seat supports etc.
- Occupational Therapist advice may be followed for specific motor-skills needs.

10. Provision for Left-Handed Pupils

Left-handed pupils receive specific guidance, including:

- Sitting so light comes from the right.
- Sitting to the left of right-handed peers to avoid elbow clashes.
- Angling paper to the right to improve visibility and reduce smudging.
- Using pen/pencil grips and appropriate writing tools.
- Avoiding cramped or “hooked” wrist positions, with staff modelling alternatives.

11. Role of Parents and Carers

Parents are encouraged to:

- Support letter formation and correct pencil grip at home.
- Refer to the school-provided handwriting guides (Appendix 1) for each key stage.
- Encourage children to take pride in presentation.

12. Monitoring and Review

The English Lead will:

- Monitor lesson delivery, books and classroom environments.
- Ensure consistency in the teaching of handwriting across the school.
- Support staff training and development.
- Review the policy every two years.

Appendix 1 – Letterjoin handwriting font

Capital Letters

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

Printed lowercase letters

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

Cursive lowercase letters

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