



Handwriting Policy

Last review: December, 2025

Ratified:

Review:

Rationale

At The Flourishing Schools Federation, we believe that fluent, legible handwriting is an essential life skill and is a significant factor in children achieving well in the vital skill of writing.

'The importance of handwriting in developing pupils' writing cannot be overstated. Fluent handwriting is a significant predictor of positive writing outcomes, while a lack of such fluency can constrain pupils...' (Writing Framework, 2025)

Key Principles

By following the handwriting policy, the pupils will:

- write legibly in both joined and printed styles
- achieve automaticity in their transcription skills so that, in time, they will be able to focus primarily on the content of their writing
- develop their ability to write with ease, speed and legibility, enabling them to maximise the fluency, quality and quantity of their work
- be motivated to write and be proud of their written outcomes

Teaching Handwriting

- Handwriting is taught precisely, regularly and progressively in a whole-class setting, starting from Reception.
- Consistently high standards are expected throughout EYFS, KS1 and KS2 and incorrect letter formation is always addressed.
- Teachers' own handwriting is a model of high standards across the curriculum, not just in handwriting lessons.
- In EYFS and Year 1, a pre-cursive print style is taught (Letter-join 'Print Plus' – see Appendix 1).
- A cursive handwriting model (Letter-join 'No-lead') will be used from Year 2 onwards (See Appendix 1).

Progression

- In Nursery, the focus is on fine and gross motor skill development, pre-writing skills, forming basic shapes and patterns and mark-making.
- In Reception, handwriting lessons are discrete and follow a separate scheme to their phonics learning. Children have four 15 minutes lessons per week, following the Little Wandle handwriting scheme.

- Letter formation will be taught initially through fun formation phrases (Little Wandle).
- Key Stage 1 will have daily 10 minute discrete handwriting lessons.
- Key Stage 2 will have 10-15 minute discrete handwriting lessons, up to three times a week.
- All lessons are taught in small steps, following the Letter-Join scheme in Key Stages 1 and 2, with opportunity for practice and consolidation.
- Children in KS2 who cannot write legibly will use the morning image time daily to complete targeted handwriting practise, as well as additional handwriting homework.
- KS1 and KS2 will use a lined handwriting book in handwriting lessons.
- Opportunities should be planned for pupils to write up some drafted work so that it is 'published' for a purpose, eg. a class book of poems.

Posture and grip

- Correct pencil grip will be taught from EYFS onwards and modelled by teachers.
- Teachers will promote good writing posture, with the child sitting comfortably with feet flat on the floor, bottom to the back of the chair, pencil in one hand and the other hand on the paper. They will also correct poor posture.
- The paper should be positioned to a comfortable angle and moved up as the page is filled.
- Adequate space is needed so that the pupils are able to write without their elbows touching.
- Handwriting lessons will use paper and pencil, as pupils benefit from experiencing the friction these create.
- The pencil grip should be firm but relaxed. The pupils should be taught to apply appropriate pressure as they write.
- The same 'ready to write' routine is promoted throughout the schools and displayed in all classrooms – **P**osture, **P**encil, **P**aper, **P**ressure. (Appendix 2)

Adaptations

Left-handers should be taught to:

- slant their paper to the right
- have space to write
- sit to the left of any right-handed pupil to prevent their arms colliding
- use softer pencils that require less pressure
- grip the pencil at a slightly higher point so they can see around their fingers
- not hold the pencil too tightly or press down too hard

Handwriting lessons should always be adapted to meet the needs of individual students.

Equipment

- The size of the writing implement should not be too large or too small for the pupil's hands.
- If using a whiteboard marker pen in EYFS, ensure it is a similar size to a standard pen or pencil.
- Pupils in Key Stage 1 will write using a sharpened pencil and paper.
- From Year 3 onwards, pupils will be able to gain their pen licence once a fluent and accurate joined style has been established.
- Pupils with their pen licence will write in blue ink.
- In Year 6, pupils will have the opportunity to gain a fountain pen licence
- Appropriate pencil grips/ thicker pencils should be used as required.

Expectations and Outcomes for Pupils

Nursery

Develop skills including:

- strong gross motor control with particular emphasis on posture and balance through activities such as dance, football, use of small apparatus, cycling, gripping climbing frames and building with large-scale construction kits
- fine motor control through activities such as art, mark making, pegboards, weaving, small construction, sand and water play etc.
- a recognition of pattern
- a language to talk about shapes and movements

Reception

Alongside developing body strength, co-ordination and fine motor skills, pupils should be taught to:

- learn the movements needed to form letters in a range of sizes
- hold and control a pencil effectively using the tripod grip
- sit correctly for writing, at a table when possible to ensure correct posture
- master the horizontal, diagonal, vertical and circular strokes needed for writing
- form letters, focusing on where to start each letter, the direction of formation, its shape, position and eventually its spacing relative to other letters

Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction and formation, using wide-lined paper
- 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 practise these

Year 2

Pupils should be taught:

- to form lower-case letters of the correct size relative to one another
- to write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- start using some of the diagonal and horizontal strokes needed to join letters
- to write with a joined style when they can form letters securely with the correct orientation
- to use spacing between words that reflects the size of the letters

Years 3 and 4

Pupils should be taught to:

- increase the legibility, consistency and quality of their handwriting e.g. ensuring that the downstrokes of letters are parallel and equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- increase the speed and fluency of their handwriting
- use joined handwriting which is consistent in size and shape in all English lessons and for other writing tasks as appropriate

Years 5 and 6

Pupils should be taught to:

- use fluent joined up handwriting for all cross-curricular writing, except where other special forms are required
- use a print style, for example, for labelling a diagram or data, writing an email address or for algebra
- choose the writing implement that is best suited for a task
- use a pen to write by the end of Year 6

Appendix 1: Letter Formation

Nursery, Reception and Year 1

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

Year 2 Onwards

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

Capital Letters

A B C D E

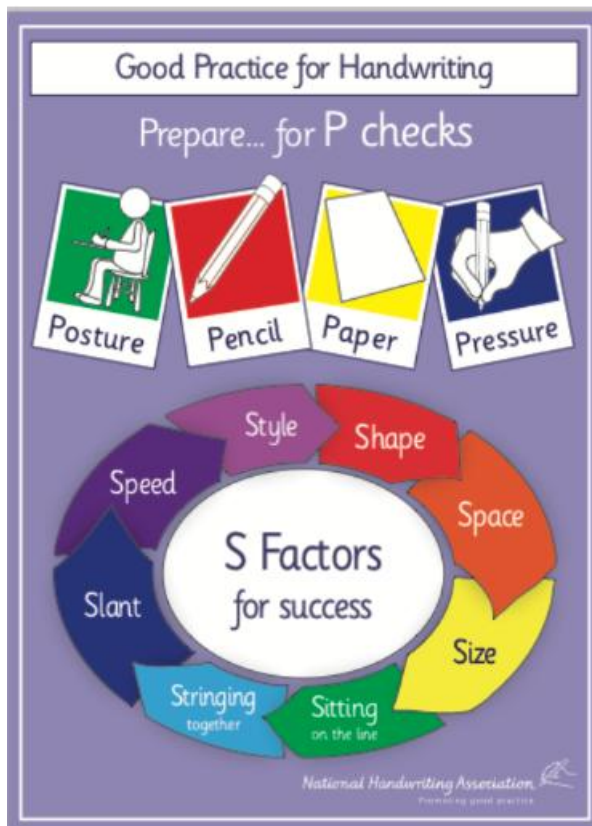
F G H I J K

L M N O P

Q R S T U

V W X Y Z

Appendix 2:



'Ready to write' rhyme

Let's sit up straight, feet nice and flat,
Tilt your paper - just like that!
Pinch your pencil, give it a flip,
Check your hold and then your grip.
Now we can begin to write,
But not too hard and not too light.

