St Paul's
C of E Primary School

A place to belong

Handwriting Policy

Headteacher:	**Christie Clarke**
Member of Staff Responsible:	**Charlotte Hughes**
Reviewing Committee:	**Curriculum**
Effective Date of Use:	**6th October 2025**
Term of next Review:	**Autumn 2026**
Non Statutory Policy	

St Paul's C of E Primary School

A Place to Belong

Our Christian Vision

Our school is a family where everyone feels safe, happy and valued, and is supported to achieve their full potential.

We will develop compassionate and caring individuals who depend on one another, are highly motivated, and have a life-long love of learning in preparation for the future.

Our Core Values

All that we do is underpinned by the core Christian values of *Family (Koinonia), Compassion, Perseverance and Forgiveness*

"Though we are many, we form one body, all joined together as members of the whole. We each have different gifts, according to the grace given to each of us. We must use them wisely."

Romans 12:5-8

Handwriting Policy

Intent

Children will have legible, fluent and fast handwriting style which enables them to express themselves clearly through the written word. Children will have the opportunity to develop their gross and fine motor skills early to ensure that they have good foundations for handwriting. At St Paul's we have a consistent and systematic approach to teaching handwriting, beginning with basic orientation movements and formation of letters that lead to a fluid cursive style.

Implementation

There are three key stages of handwriting instruction: letter formation, pencil grip and joined handwriting. Each stage requires explicit instruction including modelling, scaffolding, practice and feedback. Handwriting development benefits from a focus on the product (the final shape) and the process (the way it is formed). All aspects of handwriting benefit from automaticity, so teachers need to plan for effective instruction to promote this. We are aware that some children develop their handwriting skills at different rates, therefore support will be put in place to enable them to progress and reach end of Key Stage expectations.

EYFS

A variety of early writing programmes are used within EYFS to develop gross and fine motor skills. When children are ready, they will begin explicit handwriting lessons that focus on letter formation and orientation. Teachers will use formation phrases as outlined in the Little Wandle Letters and Sounds phonics programme. Children will show their preference for their dominant hand, and will learn how to hold writing apparatus correctly in a tripod grip.

KS1 and KS2

End of year expectations are taken from the National Curriculum English Programme of Study, and form part of the class teachers' and children's continuous work throughout KS1 and KS2. Handwriting is taught in explicit, regular sessions that focus on letter formation, consistent size and shape of letters, as well as accurate joining when the former are secure (the earliest joining will be taught is in Year 2 and as mentioned previously, only

when letter formation is secure). The intention is that by KS2, all children will be joining their handwriting. Children who need further support with this will receive focused interventions.
All teachers give specific attention to pencil and pen control, grip and posture in helping pupils to develop a legible handwriting style.

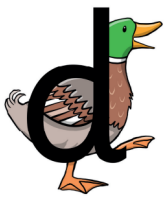
Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility.
By Year 6 children will use cursive handwriting to write legibly, fluently and with increasing speed across the curriculum. Children will know which shape of a letter to use when given choices and deciding whether or not to join specific letters. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

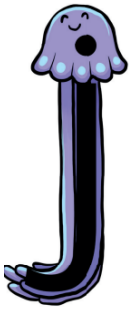
Table of Changes

Review Date	Reason for Change
September 2025	Update in **KS1 and KS2** clarifying that joining will not begin until Year 2 and only when letter formation is secure.
December 2025	Changed the letter families within the Appendix to reflect the Writing Framework 2025.

Appendix 1 : Forming lowercase and capital letters

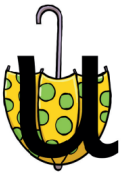
Curly Caterpillar Letters		
	What we say	**What we do**
C	Curl around the cat.	From the tail, curl around to the left to sit on the line.
a	Around the astronauts helmet and down into space.	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
o	All around the octopus.	From the top – all around the o.
q	Round the queen's face, up to her crown, down her robe and flick at the end.	From the top – all around the o. Lift off. Short line diagonally down.
g	Around the goat's face and curl under its chin.	From the top, curl around to the line, carry on up, the straight sown, lift up and across.
 d	Around the duck's body, up to its head and down to its feet.	From the top, down, back to the trop. Across, back. Lift up and across the middle. Lift up and across the bottom line.

Ladder Letters		
	What we say	**What we do**

l	Down the lollipop stick.	From the top, down and across the line.
i	Down the iguana and dot the leaf.	From the top to the bottom and stop.
 j	Down the jellyfish and dot its head.	From the op, all the way down, then short curl to the left.
t	Down the tiger and across its neck.	From the top, down and stop. Lift up and from the left, make a line across the top.
k	Down the kite, up to the top corner and down to the bottom corner.	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.

One armed robot family		
	What we say	**What we do**
m	Down, up and over the mouse's ear.	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
n	Down, up and over the net.	From the top, down, back to the top. Diagonally down, the straight up to the top.

b	Down the bears back, up and around its tummy.	From the top, down, back to the top. Round to the middle, round to the bottom.
p	Down the penguins back, up and around its head	From the top, down, back to the top and around to the middle.
h	Down, up and over the helicopter.	From the top and down. From the op and down. Lift up and join the lines across the middle.
r	From the cloud to the ground and over the rainbow	From the top, down, then back up. Curve right to halfway down/ diagonally down to the line.

Down and Ups		
	What we say	**What we do**
V	Down to the bottom of the volcano and back up to the top.	From the top diagonally right to the bottom, then diagonally u p to the top.
w	Down and up and down and up the waves.	From the top diagonally right to the bottom, diagonally jump to the top, diagonally down to the line, then diagonally up again.
 u	Down and around the umbrella, and back to the ground.	From the top, down and curve right, the straight up to the top.

y	Down, around the yoyo and curl around the string.	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.

The misfits		
e	Around the elephant's eye and curl down its trunk.	From the top, down, back to the top. Across, back. Lift up and across the middle.
s	Down the snake from head to tail.	From the top, under the snake chin, slide down and round its tail.
x	From the top, across the box to the bottom. From the top again across the box to the bottom.	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
z	Across the top of the zebra's head, zig zag down its neck and along.	From the top go across, diagonally down to the left and across the bottom.
f	Down the flamingo to its foot and across its wings.	From the top, down, back to the top. Across, back. Lift up and across the middle.

Appendix 2: Learning Progression

St Paul's CE Primary School Learning Progression for Handwriting	
Year Group	**End of Year Expectations**
Reception	• To develop proficiency, control and confidence with a range of writing instruments. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases • Form lower case letters in the correct direction, starting and finishing in the right place. • form digits 0-9 • Develop proficiency, control and confidence.
Year 1	• Sit correctly at the table, holding a pencil comfortably and correctly. • Form capital letters • Understand which letters belong to which handwriting 'families' (ie. Letters that are formed in similar ways) and to practise these. • Once letter formation is secure, use some of the horizontal and diagonal strokes needed to join letters.
Year 2	• Form lower case letters of the correct size relative to one another. • Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • 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 letters. *They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.
Year 3 & Year 4	• Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
Year 5 & Year 6	• Write legibly, fluently and with increasing speed by: • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • Choosing the writing implement that is best suited for a task.

Appendix 3

Following the Writing Framework (2025)

Pupils should be taught two basic joins: diagonal joins and horizontal joins.

The diagonal join connects:

• letters from the line to small letters

• letters from the line to tall letters

• letters from the line to a, d, g, c, o, q (These letters need an extra stroke backwards across the top of a, d, g, c, o.)

The horizontal join connects:

• v, w, x, f, r to small letters

• v, w, x, f, r to tall letters

• v, w, x, f, r to a, d, g, c, o, q