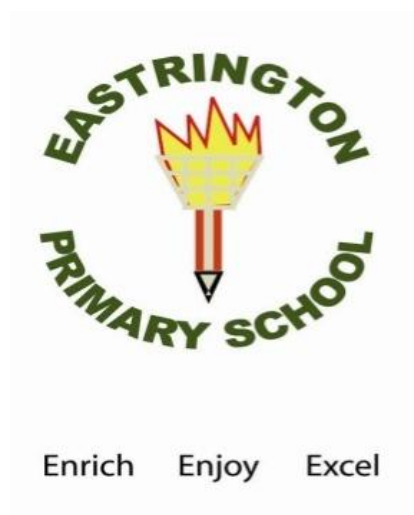




POLICY FOR TEACHING HANDWRITING

Revised – Autumn 2025

Date of next review: Autumn 2027

Headteacher: James Phillips

Chair of Governors: Alvin Fernandes

English Subject Leader – Lucy Hardcastle

Handwriting Policy and Guidelines

Teaching and Learning:

At Eastrington Primary School, we believe handwriting is a skill which needs to be taught explicitly. Since handwriting is essentially a movement skill, correct modelling of the agreed style by the teacher is very important. Consistency in the attitudes displayed, the methods employed and the models provided is the key to effective learning.

The Role of the Teacher:

- To follow the school policy to help each child develop legible and fluent handwriting
- To provide direct teaching and accurate modelling
- To provide resources and an environment which promotes good handwriting
- To observe pupils and monitor progress

Aims for the Pupils:

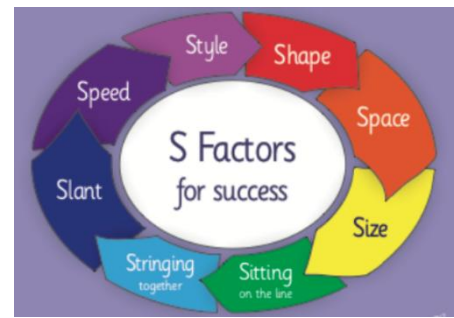
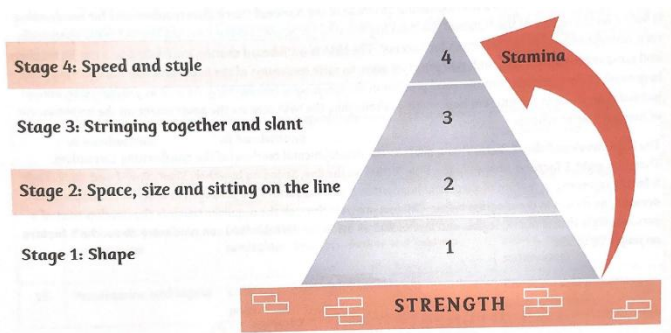
1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Forming all letters correctly
 - Knowing the size and orientation of letters
 - Knowing that when joining all letters start from the bottom with a lead-in stroke

WriteWell Approach

At Eastrington Primary School, we use Schofield and Sims WriteWell approach to teach and develop our children's handwriting. This approach develops fluency, legibility and eventually speed, so that by the end of KS2, children can write their ideas confidently across the curriculum. Using WriteWell to support us, ensures there is a systematic and consistent approach to the teaching of handwriting, and provides us with a clearly structured whole school scheme.

A Developmental Approach

WriteWell take the eight S Factors and group them into four developmental stages. The progression of the stages is shown in the pyramid below.



At the base of the pyramid is the foundation stage of 'Strength'. Children need to have developed the necessary physical and visual abilities, muscle strength and motor skills before they are ready to start writing letter shapes. Running alongside the pyramid is the importance of building stamina as children progress through primary school, resulting in them writing for extended periods of time.

The four stages are split into discrete modules that take the form of eleven pupil books. These offer clear guidance and progression from EYFS to Year 6.

Teaching time

In EYFS, gross and fine motor skills are continually developed. Letter formations are focused on and practiced in phonic sessions and through continuous provision and targeted support.

In KS1 and KS2, there are 4 x 10 minute taught handwriting sessions each week.

Children are encouraged to apply their handwriting techniques and skills in lessons and practice where required.

Stage 1: Shape
Books 1 to 4


Once children are ready, they begin Stage 1: Shape (covered in Books 1 to 4). This Stage begins with writing patterns. As well as boosting pencil control and hand-eye coordination, the patterns develop the movements needed to form letters. Children then learn to form the lowercase letter shapes, starting and finishing in the correct place. These are introduced in 'letter family' groups to ensure that the correct movements are learnt. Correct letter formation, as well as shape, is essential for joining letters together and building speed later on. Stage 1 ends with learning to form capital letters and numbers.

Stage 2: Space, size and sitting on the line
Book 5


Once letter formation is secure, children move on to Stage 2: Space, size and sitting on the line (Book 5). Here they learn how to arrange their writing on baselines. They learn to form letters of the correct size relative to one another and to position their letters correctly. They also learn about spacing letters within words and leaving appropriate spaces between words.

Stage 3: Stringing together and slant
Books 6 to 9


Once Stages 1 and 2 are secure, children move on to Stage 3: Stringing together and slant (Books 6 to 9). Here they learn to join (or string together) letters. This is a detailed Stage. Children are systematically introduced to using the basic diagonal and horizontal joins to join different letters. Throughout Stage 3, children also build confidence by using the joins to join words. This Stage ends by focusing on consistent, fluent joining. (Note: Slant is a natural feature of fluent joined writing for some children and the joined style used does have a slight slant to the right. Although not formally taught in Stage 3, children should be encouraged to use a slanted style if it improves their fluency. A more slanted style is introduced as an option in Stage 4 to improve speed and style.)

Stage 4: Speed and style
Books 10 and 11


Once joining is secure, children move on to Stage 4: Speed and style (Books 10 and 11). Here the focus is on speeding up writing, while maintaining legibility in order to meet the various curriculum demands. Children are encouraged to develop a personal style of handwriting that is fast, fluent and legible and can be adapted for different purposes and tasks.

A handwriting lesson:

Getting ready to write

Handwriting lesson

1. Warm up the hands, ready for writing.



The first stage of a lesson is to ensure the children have warmed up their hands and are ready to write. This can include exercises such as pushing hands, lazy eights and touching fingers.

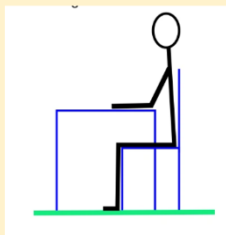
Equipment ready



The children must ensure they have their Handwriting books and a sharp pencil ready.

BBC – bottom back of chair

TNT- tummy near table



Seating and posture

- Chair and table should be at a comfortable height
- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor
- Encourage children to sit up straight and not slouch using the acronyms BBC and TNT.

- The height of the chair should be such that the thighs are horizontal and feet flat on the floor
- Tables should be free of clutter
- Left handed pupils should sit on the left of their partners

Pencil grip

- Children should write with a sharp pencil with a rounded nib.
- A tripod grip is the most efficient way of holding a pencil

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point
- The paper should be placed to the right tilted slightly to the left
- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger
- Hold about 3cm from the tip
- The hand should be kept below the writing line

- The paper should be tilted slightly to the right at about 20 - 30°
- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

The format of the lesson

Remember

Lets look at the letter string from yesterday

Complete 3, place a dot under your best attempt

My turn, your turn

- Altogether use our magic finger to demonstrate the letter we are practicing
- 3 good ones - place a dot under the best one

Your turn

Use the words to practice today's letter string

Once all are ready to write, the lesson is split into three parts:

1. Remember – The letter / letter string from the previous lesson is reviewed and practiced by writing three examples. The children put a dot underneath their best attempt.
2. My turn, your turn – The new letter / letter string is introduced and modelled on the board by the teacher. Pupils can then practice writing with their finger on the table to practice the letter formation. Children then write the focus letter / string three times in their books, dotting their best attempt. The teacher is supporting, checking and modelling where necessary. Children are encouraged to tell their partner which is their best attempt and why allowing peer feedback.
3. Applying - Your turn – The focus letter / string is then applied into a word, which is modelled by the teacher and practiced by the children in their books.

Extension for HA – words can be applied further by children writing a sentence using the letter / string and the focus words.

Support for SEND

In line with our SEND Policy, the needs of individuals will be considered. We aim to identify pupils who experience difficulties with handwriting at an early stage and put into place appropriate support.

- The SENDCO will provide pencil grips and writing slopes where needed
- Activities in classrooms help pupils to develop fine and gross motor skills
- Small group support will be used to focus on particular pupils.

- Accurate letter formation and appropriate joining will be modelled in pupil's books and encouraged during phonics and spelling sessions
- Children will continue to be encouraged to form letters in sand, flour, foam and other materials in order to practice letter formation in an enjoyable way where needed
- Where needed, the SENCO will liaise with external agencies in order to find the most appropriate means of recording learning.

Discovery Year R Autumn			
Week	Unit	Focus	Notes (letters and joins)
1	1	Making marks	Lines, dots and squiggles
2	2	Drawing lines	Straight, curved and wavy
3	3	Drawing shapes	See pupil book for examples of the patterns
4	4	Straight line patterns	
5	5	More straight line patterns	
6	6	Circle patterns	
7	7	Curl patterns	
1	8	Wave patterns	See pupil book for examples of the patterns
2	9	Arch patterns	
3	10	Loop patterns	
4	11	Spiral patterns	
5	12	Sloping line patterns	
6	13	Zigzag patterns	
7	14 & 15	Sloping cross Figures of eight	
Christmas			

APPENDIX 1 –

Handwriting

Scope and Sequence

Discovery Year R Spring			
Week	Unit	Focus	Notes (letters and joins)
1	1	The ladder family and the letter l	Introducing the letter l, which is the lead letter of the ladder family
	2	The letter i	Introducing the letter i
2	3	The letter t	Introducing the letter t
3	4	The letter j	Introducing the letter j
4	5	The letter u	Introducing the letter u
	6	The letter y	Introducing the letter y
5	7	Practicing the ladder family	Practicing the letters in the ladder family (l, i, t, j, u, y)
6	8	The rubber ball family and the letter r	Introducing the letter r, which is the lead letter of the rubber ball family
Half Term			
1	9	The letter n	Introducing the letter n
	10	The letter m	Introducing the letter m
2	11	The letter p	Introducing the letter p
3	12	The letter h	Introducing the letter h
	13	The letter b	Introducing the letter b
4	14	The letter k	Introducing the letter k
5	15	Practicing the rubber ball family	Practicing the letters in the rubber ball family (r, n, m, p, h, b, k)
Easter			

Discovery Year R Summer WriteWell Book 3 More Letters			
Week	Unit	Focus	Notes (letters and joins)
1	1	The cog family: the letter c	Introducing the letter c, which is the lead letter of the cog family
2	2	The letter o	Introducing the letter o
3	3	The letter a	Introducing the letter a
4	4	The letter d	Introducing the letter d
5	5	The letter g	Introducing the letter g
6	6	The letter q	Introducing the letter q
Half Term			
1	7	Practicing the cog family	Practicing the letters in the cog family (c, o, a, d, g, q)
2	8	The cog cousins: the letter s	Introducing the letter s, which is the lead letter of the cog cousins
3	9	The letter e	Introducing the letter e
4	10	The letter f	Introducing the letter f
5	11	Practicing the cog cousins	Practicing the letters in the cog cousin letters (s, e, f)
6	12	The zip wire family: the letter z	Introducing the letters z, v, w
	13	The letters v and w	
7	14	The letter x	Introducing the letter x
	15	Practicing the zip wire family	Practicing the letters in the zip wire family (z, v, w, x)
Summer			

Atlantis Year 1 Autumn Year 1 WriteWell Book 4			
Week	Unit	Focus	Notes (letters and joins)
1	1	Revising the ladder family	Reviewing the ladder family letters l, i, t
2	1		Reviewing the ladder family letters j, u, y
3	2	Revising the rubber ball family	Reviewing the rubber ball family letters r, n, m
4	2		Reviewing the rubber ball family letters p, h, b, k
5	3	Revising the cog family	Reviewing the cog family letters c, o, a
6	3		Reviewing the cog family letters d, g, q
7	4	Revising the cog cousin letters	Reviewing the cog cousin letters s, e, f
1	5	Revising the zip wire family	Reviewing the zip wire family letters z, v, w, x
2	6	Capital letters with straight lines	L, T, E, I, F, H
3	7	Capital letters with curves	C, O, Q, G, S
4	8	Capital letters with straight lines and curves	D, B, P, R, J, U
5	9	Capital letters with sloping lines	V, W, Y, X, A
6	10	Capital letters with straight and sloping lines	M, N, K, Z
7		Review and practice	Review any tricky letters and revisit any incorrectly formed letters
Christmas			

Atlantis Year 1 Spring Year 1 WriteWell Continue Book 4 then begin Book 5			
Week	Unit	Focus	Notes (letters and joins)
1	11	The numbers 1, 4, 7	Writing the numbers that are made up of straight and sloping lines
2	12	The numbers 0, 6, 8, 9	Writing the numbers that are made up of anticlockwise curves
3	13	The numbers 2, 3, 5	Writing the numbers that are made up of clockwise curves
4	14	Punctuation focus	. ! ?
5	15	Capital and lower-case letters	Looking at the difference between the shapes and sizes of capital and lowercase letters
6		Review and practice	Review any tricky letters and revisit any incorrectly formed letters
Half Term			
1	Book 5 1	Size of short letters	r, n, m, i, u, v,
2	1		w, x, z, c, a, s, e
3	2	Size of tall letters	l, h, b, k,
4	2		f, d, t
5	3	Size of letters with tails	g, q, j, y, p
Easter			

Atlantis Year 1 Summer Year 1 WriteWell Book 5 Letter Size and Position continued			
Week	Unit	Focus	Notes (letters and joins)
1	4	Size of capital letters	Looking at the size of capital letters
2	5	Capital letters and lowercase letters	Looking at the size of capital letters in comparison to lowercase letters
3	6	Size of numbers	Looking at the size of numbers
4	7	Position of short letters	a, c, e, i, m, n, o, r, s, u, v, w, x, z
5	8	Position of tall letters	h, b, k, l, t, d, f
6	9	Position of letters with tails	g, q, j, y, p, f
Half Term			
1	10	Position of capital letters	Looking at the position of capital letters
2	11	Position of capital letters and lowercase letters	Looking at problematic letters (Gg, Qq, Jj, Yy, Pp, Ff)
3	12	Position of numbers	Looking at the position of numbers
4	13	Spacing within words	Using the correct spacing within words
5	14	Spacing between words	Using the correct spacing between words
6	15	Punctuation focus	Looking at the size, position and spacing of ? and !
7		Consolidation and application	Recap of any incorrectly formed letters. Apply all letters in sentences
Summer			

Atlantis Year 2 Autumn Recap Year 1 WriteWell Book 5 Letter Size and Position			
Week	Unit	Focus	Notes (letters and joins)
1	1	Size of short letters	r, n, m, l, u, v, w, x, z, c, a, s, e
2	2	Size of tall letters	l, h, b, k, f, d, t
3	3	Size of letters with tails	g, q, j, y, p
4	4	Size of capital letters	Looking at the size of capital letters
5	5	Capital letters and lowercase letters	Looking at the size of capital letters in comparison to lowercase letters
6	6	Size of numbers	Looking at the size of numbers
7	7	Position of short letters	a, c, e, i, m, n, o, r, s, u, v, w, x, z
1	8	Position of tall letters	h, b, k, l, t, d, f
2	9	Position of letters with tails	g, q, j, y, p, f
3	10	Position of capital letters	Looking at the position of capital letters
4	11	Position of capital letters and lowercase letters	Looking at problematic letters (Gg, Qq, Jj, Yy, Pp, Ff)
5	12	Position of numbers	Looking at the position of numbers
6	13	Spacing within words	Using the correct spacing within words
7	14	Spacing between words	Using the correct spacing between words
Christmas			

Atlantis Year 2 Spring Year 2 WriteWell Book 6 First Joining			
Week	Unit	Focus	Notes (letters and joins)
1	1& 2	Joining patters and revising letter shapes	Practicing the movements of joining Reviewing the correct formation of letters, ready for joining
2	3	The diagonal join to r, n, m	Joining to short letters (e.g. in, am, im, ar, un, an)
3	4	The diagonal join to u and i	Joining to short letters from tall letters (e.g. li, ti, hi, lu, tu, du)
4	5	Practicing the join to r, n, m, i, u	Revising the diagonal jin to short letters (e.g. cr, em, kn, ki, mi, mu)
5	6	The diagonal join to l, h, k	Joining tall letters (e.g. ch, ck, cl, th, il, nk)
6	7	Joining three letters	Joining to tall and short letters in letter strings (e.g. alk, ilk, all, ell, air, ail)
Half Term			
1	8	The diagonal join to a, c, o	Joining to round letters from another short letter (e.g. ic, co, ca, ea, ac, no)
2	9 10	Practicing the join to a, c, o Joining words with diagonal joins	Joining to round letters from tall letters (e.g. ho, to, do, ha, da, tch) Practicing diagonal joins to join whole words
3	11 12	The horizontal join to r, n, m As above to i, and u	Joining to short letters (e.g. on, om, or, wr, wn, vr) (e.g. oi, ou, wi, wu, vi, vu)
4	13	The horizontal join to l, h, k	Joining to tall letters (e.g. ol, wl, oh, wh, ok, wk)
5	13	The horizontal join to a, c, o	Joining to round letters form another short letter (e.g. oa, oo, oc, va, wa, wo)
Easter			

Atlantis Year 2 Summer Year 2 WriteWell Book 7 More Joining

Week	Unit	Focus	Notes (letters and joins)
1	1	The diagonal join to v and w	Joining to short sloping letters (av, aw, ev, ew, iv, tw)
2	2	The diagonal join to p and y	Joining to letters with tails (ap, ip, up, ay, ly, ey)
3	3	The diagonal join to b and t	Joining to tall letters (ab, ub, at, it, nt, lt)
4	4	The diagonal join to d and g	Joining to round letters (id, nd, ld, ig, ug, ng)
5	5	The diagonal join to e	Modifying the joins to join whole words
6	6	Joining words with diagonal joins	Practising diagonal joins to join whole words
Half Term			
1	8	The horizontal join to p and y	Joining to letters with tails (op, oy, vy, wy)
2	9	The horizontal join to b and t	Joining to tall letters (ob, ot, oth, wt)
3	10	The horizontal join to d and g	Joining to round letters (od, og, oog, wd)
4	11	The horizontal join to e	Modifying the join to join to e (oe, ve, we, ove)
5	12	Joining words	Practicing all the joins to join whole words
6	13	Starting with break letters	Introducing the break letters b, g, p, j, y, q, s
7	14	Break letters within words	Introducing the break letters x and z
Summer			

Enterprise Autumn Recap Year 2 WriteWell Book 7 More Joining

Week	Unit	Focus	Notes (letters and joins)
1	1	The diagonal join to v and w	Joining to short sloping letters (av, aw, ev, ew, iv, tw)
2	2	The diagonal join to p and y	Joining to letters with tails (ap, ip, up, ay, ly, ey)
3	3	The diagonal join to b and t	Joining to tall letters (ab, ub, at, it, nt, lt)
4	4	The diagonal join to d and g	Joining to round letters (id, nd, ld, ig, ug, ng)
5	5	The diagonal join to e	Modifying the joins to join whole words
6	6	Joining words with diagonal joins	Practising diagonal joins to join whole words
7	7	The horizontal join to v and w	Joining to short letters (oi, ou, ov, ow)
Half Term			
1	8	The horizontal join to p and y	Joining to letters with tails (op, oy, vy, wy)
2	9	The horizontal join to b and t	Joining to tall letters (ob, ot, oth, wt)
3	10	The horizontal join to d and g	Joining to round letters (od, og, oog, wd)
4	11	The horizontal join to e	Modifying the join to join to e (oe, ve, we, ove)
5	12	Joining words	Practicing all the joins to join whole words
6	13	Starting with break letters	Introducing the break letters b, g, p, j, y, q, s
7	14	Break letters within words	Introducing the break letters x and z
Christmas			

Enterprise Spring Year 3 WriteWell Book 8 Confident Joining			
Week	Unit	Focus	Notes (letters and joins)
1	1	Joining words	Reviewing using diagonal and horizontal joins
2	2	Joining from r to straight letters	Joining to short and tall straight letters (ru, ri, rl, rn, ry, rt)
3	3	Joining from r to rounds letters	Joining to short and tall round letters including e (ro, ra, rd, rg, rc, re)
4	4	Joining to s	Joining to s using diagonal and horizontal joins (as, is, ns, ws, os, ds, rs)
5	5	Joining to f	Joining to f using diagonal and horizontal joins (if, af, of, ef, lf, wf)
6	6	Joining from f to straight letters	Joining to short and tall straight letters (fu, fi, fl, ft, fy, fr, fb)
Half Term			
1	7	Joining from f to round letters	Joining to short round letters (fa, fo, fs, fe)
2	8 & 9	Joining double letters Joining letters strings with r	ff, ee, rr Practicing difficult joins in letter strings (ure, urf, ers, rve, are, ore, rie, res)
3	10 & 11	The break letters g, q, y, j, p, b, s, x, z	Looking at why we do not join from letters g, q, y, j, p, b, s, x, z and spacing around break letters
4	13	Joining words with prefixes	un-, re-, dis-, mis-
5	14	Joining words with suffixes	-ful, -less, -ness, -ment
Easter			

Enterprise Summer Year 4 WriteWell Book 9 Fluency			
Week	Unit	Focus	Notes (letters and joins)
1	1	Fluent handwriting	Introducing the idea of smooth and fluent handwriting
2	2	Fluent joining	Practicing fluent joins (rie, ire, urr)
3	3	Clear letter shapes	Making sure letters shapes are clear and complete
4	4	Consistent letter size	Making sure letters are a consistent size
5	5	Checking position	Making sure all letters sit on the baseline
6	6	Checking spacing within words	Making sure spaces between letters are equal and consistent
Half Term			
1	7	Parallel downstrokes	Keeping downstrokes parallel and introducing the idea of slant
2	8	Parallel ascenders	Keeping ascenders parallel
3	9	Parallel descenders	Keeping descenders parallel
4	10	Pen lifts after breaks	Using a lift after a break letter to help fluency when joining longer words
5	11	Fluent joining in longer words	Moving the hand or wrist while joining through a word
6	12	Joining words with prefixes	Joining smoothly through a word without unnecessary pauses (auto, inter, anti, in, ir, im)
7	13	Joining words with suffixes	Joining smoothly and consistently (-ous, -ious, -ally, -fully, -cian, -ation)
Summer			

Endeavour Autumn Recap Year 4 WriteWell Book 9 Fluency

Week	Unit	Focus	Notes (letters and joins)
1	1	Fluent handwriting	Introducing the idea of smooth and fluent handwriting
2	2	Fluent joining	Practicing fluent joins (rie, ire, urr)
3	3	Clear letter shapes	Making sure letters shapes are clear and complete
4	4	Consistent letter size	Making sure letters are a consistent size
5	5	Checking position	Making sure all letters sit on the baseline
6	6	Checking spacing within words	Making sure spaces between letters are equal and consistent
7	14	Word and line spacing	Spacing words and lines correctly so that handwriting is easy to read (ascenders and descenders)
Half Term			
1	7	Parallel downstrokes	Keeping downstrokes parallel and introducing the idea of slant
2	8	Parallel ascenders	Keeping ascenders parallel
3	9	Parallel descenders	Keeping descenders parallel
4	10	Pen lifts after breaks	Using a lift after a break letter to help fluency when joining longer words
5	11	Fluent joining in longer words	Moving the hand or wrist while joining through a word
6	12	Joining words with prefixes	Joining smoothly through a word without unnecessary pauses (auto, inter, anti, in, ir, im)
7	13	Joining words with suffixes	Joining smoothly and consistently (-ous, -ious, -ally, -fully, -cian, -ation)
Christmas			

Endeavour Spring Year 5 WriteWell Book 10 Speed

Week	Unit	Focus	Notes (letters and joins)
1	1	Joining for speed	Understanding why joined is quicker than unjoined writing
2	2	Fast and legible handwriting	The effect of speed and the importance of legibility
3	3	check your writing speed 1	Timed challenges
4	4	Tools and tips for speed	Choosing suitable writing tools and checking grip and pressure
5	5	Problems with writing at speed	Uneven letter shapes and spacing when writing too quickly
6	6 & 7	Practising and looping for speed	Practicing difficult joins and letter strings (joins from j, g, y)
Half Term			
1	8	Speedy joining from b and p	Optional joins from the break letters b and p
2	9	Speedy joining from s	Optional joins from the break letter s
3	10	Shortcut joins for speed	Optional joins from the break letters z and q, and to the letters x and f
4	12	Different speeds for different purposes	Choosing an appropriate speed and standard of writing
5	15	Check you writing speed 2	Timed challenges
Easter			

Endeavour Summer Year 6 WriteWell Book 11 Style			
Week	Unit	Focus	Notes (letters and joins)
1	1	Your own personal style	Introducing the idea of making small changes to develop a personal style
2	2	Looping for style	Optional joins from the letters g, y, j
3	3	Joining break letters b, p, s	Optional joins from the break letters b, p, s
4	4	Joining break letters q, x, z	Optional joins from the break letters q, x, z
5	7	Printing	Printing letters for legibility
6	12	Choosing your style	Consistency in own preferred style
Half Term			
1	13	Your best handwriting	Presentation of a written piece
2	14	Proofreading and punctuation	Looking at the position and size of colons, brackets, dashes and hyphens
3	15	Presentation and layout	Looking at layout features that aid presentation - poems
4	10	Presentation and layout	Looking at layout features that aid presentation - Letters
5	8	Block capitals	Writing in block capitals for legibility
6	11	Calligraphy	Practicing calligraphy
7	10	Decorative lettering	Choosing special styles for a specific purpose
Summer			

APPENDIX 2 - Statutory Requirements from National Curriculum 2014 and Statutory Framework for Early Years Foundation Stage

Handwriting – Statutory Requirements

Foundation Stage

Reference to the notion of handwriting are as follows:

Physical Development: Moving and Handling (40–60+ months):

Uses a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

Literacy: Writing (40–60+ months):

Attempts to write short sentences in meaningful contexts.

Early Learning Goals

There are references to handwriting (though not named) in Early Learning Goals 4 and 10:

ELG 04: Moving and Handling: Expected Level:

They handle equipment and tools effectively, including pencils for writing.

ELG 10: Writing: Expected Level:

They write simple sentences which can be read by themselves and others.

Key Stage 1

Year 1

Statutory Requirements - Handwriting

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, 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 practise these.

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form 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.

Year 2

Statutory Requirements – Handwriting

Pupils should be taught to:

- 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 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 the letters.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Lower KS2 (Year 3 & 4)

Statutory Requirements – Handwriting

Pupils should be taught to:

- 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].

Notes and guidance (non-statutory)

Pupils should be joining handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say. This, in turn, will support their composition and spelling.

Upper KS2 (Year 5 & 6)

Statutory Requirements – Handwriting and Presentation

Pupils should be taught to:

- 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.

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.