

# **St Paul's**

C of E Primary School



**A place to belong**

## **Handwriting Policy**

|                                     |                         |
|-------------------------------------|-------------------------|
| <b>Chair of Governors Approval:</b> | <b>Tom Mitchell</b>     |
| <b>Headteacher Approval:</b>        | <b>Christie Clarke</b>  |
| <b>Member of Staff Responsible:</b> | <b>Charlotte Hughes</b> |
| <b>Reviewing Committee:</b>         | <b>Curriculum</b>       |
| <b>Date of Review:</b>              | <b>September 2025</b>   |
| <b>Statutory / Non Statutory:</b>   | <b>Non Statutory</b>    |

# 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, including Squiggle While You Wriggle and Dough Disco. 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. 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.









### Appendix 1 : Forming lowercase and capital letters





| Curly Caterpillar Letters   |   |  |   |
|---|---|--|---|
|   |   | Curl around the cat.   | From the t, curl around to the left to sit on the line.   |
|  |  | Around the astronaut's helmet and own into space.                            | From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across. |
|  |  | All around the octopus.  | From the top - all around the o.  |
|  |  | 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.                                      |
|  |  | Round the goat's face and curl under its chin.                               | From the top, curl around to the line, carry on up, the straight down, lift up and across.                  |









|  |   |  |   |
|--|---|--|---|
|   | d | Round the ducks body, up to its head and down to its feet. | From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line. |
|   | 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 form head to tail.                          | From the top, under the snake chin, slide down and round its tail.  |
|   | 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.                                     |
|  | p | Down the penguins back, up and around its head             |   |

| Ladder Letters  |   |                                    |   |
|---|---|------------------------------------|---|
|  | l | Down the lollipop stick.           | From the top, down and across the line. |
|  | i | Down the iguana and foot the leaf. | From the top to the bottom and stop.    |

|  |  |   |  |
|--|--|---|--|
|   |   | Down the jellyfish and dot its head.                  | From the top, all the way down, then short curl to the left.   |
|   |   | 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.  |
|   |   | Down and around the umbrella, and back to the ground. | From the top, down and curve right, then straight up to the top.   |
|  |  | 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. |

| One Armed Robots  |   |  |   |
|---|---|--|---|
|  |  | 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. |
|  |  | Down up and over net.  | From the top, down, back to the top. Diagonally down, then straight up to the top.              |
|  |  | Down the bears back, up and round its tummy.                         | From the top, down, back to the top. Round to the middle, round to the bottom.                  |
|  |  | Down the kite, jump 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.      |

|   |   |   |  |
|---|---|---|--|
|  |  | Down, up and over the helicopter.                 | From the top and down. Space. From the top and down. Lift up and join the lines across the middle. |
|  |  | 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.         |

| Zig Zag Letters   |   |  |   |
|---|---|--|---|
|    |    | Down to the bottom of the volcano and back up to the top.                                    | From the top diagonally right to the bottom, then diagonally up to the top.   |
|   |   | 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. |
|  |  | 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.                      |
|  |  | Across the top of the zebras head, zig zag down its neck and along.                          | From the top go across, diagonally down to the left and across the bottom.  |

## Appendix 2: Learning Progression

| St Paul's CE Primary School Learning Progression for Handwriting |  |
|--|--|
| Year Group   | End of Year Expectations   |
| Reception  | <ul style="list-style-type: none"> <li>To develop proficiency, control and confidence with a range of writing instruments.</li> <li>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li> <li>Form lower case letters in the correct direction, starting and finishing in the right place.</li> <li>form digits 0-9</li> <li>Develop proficiency, control and confidence</li> </ul>   |
| Year 1   | <ul style="list-style-type: none"> <li>Sit correctly at the table, holding a pencil comfortably and correctly.</li> <li>Form capital letters</li> <li>Understand which letters belong to which handwriting 'families' (ie. Letters that are formed in similar ways) and to practise these.</li> <li>Once letter formation is secure, use some of the horizontal and diagonal strokes needed to join letters.</li> </ul>  |
| Year 2   | <ul style="list-style-type: none"> <li>Form lower case letters of the correct size relative to one another</li> <li>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.</li> <li>Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</li> <li>Use spacing between words that reflects the size of letters.</li> </ul> <p>*They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> |
| Year 3 & Year 4  | <ul style="list-style-type: none"> <li>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.</li> <li>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)</li> </ul>   |
| Year 5 & Year 6  | <ul style="list-style-type: none"> <li>Write legibly, fluently and with increasing speed by</li> <li>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>Choosing the writing implement that is best suited for a task</li> </ul>   |

## Appendix 3: Cursive join

The cursive script at St Paul's CE Primary school is shown below.



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