



Longford Primary Academy

Member of staff responsible: H Chesters

Date policy written: Spring 2025

Date to be reviewed: Autumn 2028

Handwriting Policy

Handwriting is a fundamental skill that, like reading and spelling, plays a crucial role in written communication across the curriculum and directly impacts the quality of work produced. By the end of their primary school journey, our aim is for pupils to write with ease, legibility, and speed. By Year Six, students should have developed a fluid cursive style that, once mastered, enables them to focus their energy on the content of their writing rather than the formation of letters. Our goal is to make handwriting an automatic process that supports, rather than hinders, pupils' creative and logical thinking. In order to achieve this, teachers are to model handwriting appropriately and each class are to engage in regular practice where feedback and targets will be given to individuals by the class teacher.

EYFS

Throughout the EYFS, the teaching of handwriting takes form through fun, exciting and multi-sensory opportunities to develop their pre-writing skills. The children are enabled within Nursery and Reception to develop their mark-making skills through carefully selection activities within continuous provision which develop their fine and gross motor skills. Pupils in Reception also partake in *squiggle while you wiggle* sessions which also enhance fine and gross motor skills.

At this stage, in order to support the delivery of systematic, synthetic phonics, pupils will be taught to write in print (writing clearly without joining letters using lead in strokes). All resources designed for the children to read will be written in print. Therefore, it is important that our handwriting expectations are in line with this to offer our pupils the best start possible on their handwriting and reading journey. In addition, errors in pencil grip and letter formation should be acted on immediately, modelled and corrected.

Expectations in handwriting by the end of EYFS:

- Hold a pencil using the tripod grip
- Write legible printed lowercase letters for the alphabet.
- Show an awareness of many capital letters.
- All letters will sit on the base line
- Spaces between words are evident
- Form the numerals 0-20 sitting on the base line

Year 1

In year 1, pupils will continue to develop their ability to form letters using a printed style. Throughout the year, the pupils should gain confidence in forming upper and lower case letters which sit on the line, are of the correct size, are legible and are written while maintaining the correct pencil grip. In addition, Year 1 pupils are expected to participate

in regular activities designed to strengthen both gross and fine motor skills. Early identification of pupils struggling with letter formation is essential and appropriate support must be provided to help them progress. If incorrect letter formation occurs during written work, it should be promptly addressed and correctly modelled.

As in the Early Years Foundation Stage, Year 1 teachers serve as role models and must demonstrate a neat, printed handwriting style when modelling at the board or when marking a pupil's work.

Year 2

In year 2, pupils will refine and consolidate their ability to print letters neatly, ensuring that they are correctly sized and positioned on the line. As they progress, they will develop greater control and consistency in their handwriting.

From the spring term onwards, pupils will be introduced to forming specific letter joins, laying the foundation for a fluent, cursive style. Handwriting lessons will take place in daily, short, focussed sessions to reinforce skills effectively while maintaining engagement.

Lower Key Stage Two

In Years 3 and 4, pupils will continue to develop and refine their cursive handwriting, embedding their knowledge and application of letter joins. Following our teaching sequence map, they will receive structured guidance to improve the legibility, consistency, and overall quality of their handwriting.

If a pupil is not on track to meet these expectations, targeted support must be provided. This may include interventions, regular verbal feedback, additional monitoring, or access to extra classroom resources. Any incorrect letter joins or letter formations should be promptly addressed during the marking process to ensure continuous improvement.

Upper Key Stage Two

In years five and six, pupils will be expected to use cursive handwriting in all areas of the curriculum. In this key stage, the pupils will make progress by developing the speed of their handwriting while writing legibly and fluently. Pupils will begin to discuss the writing implement that is best suited for the task. For example: quick notes, a final handwritten version of a published piece of work and where best to apply an unjoined style.

Handwriting Frequency

In Key Stage 1, formal handwriting instruction should take place daily to support pupils in developing their transcription skills. These sessions should be kept brief to maintain engagement and foster enthusiasm for handwriting.

In Key Stage 2, formal handwriting lessons should be conducted every Monday morning, with key teaching points reinforced regularly throughout the week. If a class or a small group of pupils find handwriting particularly challenging, they must be given additional opportunities to develop their skills, supported by appropriate resources. Wherever possible, targeted intervention should be provided by the class teacher to ensure progress.

Correct Posture and Pencil Grip



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

Back: supported by the chair

Sit: higher to see over the top of hand

Hips, knees and ankles: all at 90 degrees

Feet: flat on the floor (or supported on step)

Arms: rest on the table

Tummy: a fist's distance from table

Hand: non writing stabilises paper at the top

Supporting Left-handed Pupils

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

- Position hand **below** writing line to avoid hook hand.
- Hold pencil 2cm+ above tip to see writing.
- Provide a pencil grip if necessary to help keep fingers from slipping down.
- Offer pupils a choice of writing tool.
- Angle paper clockwise or straight but to left of body midline.
- Encourage pupils to move the book upwards as they write.



Presentation

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Class teachers will assess a child's handwriting over a number of weeks to determine their readiness to progress to writing in pen. Once a teacher feels that a pupil has met the pen licence criteria, they may issue the child with a blue Berol handwriting pen. Teachers must continue to monitor handwriting standards to ensure consistency and high-quality presentation. If necessary, the English Lead and Principal will have the final decision on pen licences.

Once a handwriting pen has been issued, pupils may use it in exercise books, except for maths books. Once a handwriting pen has been issued, pupils may use it in exercise books, except for maths books. However, in certain circumstances, the class teacher may advise a pupil to use a pencil. At Longford Primary Academy, we recognise that receiving a handwriting pen is a long-term milestone. However, in rare cases where handwriting standards decline significantly, a pen may be withdrawn if a pupil no longer meets the pen licence criteria.

Appendix 1: Longford Primary Academy School Handwriting Progression Sequence

EYFS	<p>By the end of EYFS pupils should be able to demonstrate their ability to:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Write recognisable letters (most of which are correctly formed). 																																																					
<table border="1" data-bbox="226 430 1073 949"> <tbody> <tr> <td> a</td><td> b</td><td> c</td><td> d</td><td> e</td><td> f</td><td> g</td><td> h</td><td> i</td></tr> <tr> <td>Around the ostrich's head and down into space.</td><td>Down the bear's back, up and round its tummy.</td><td>Curl around the cat.</td><td>Round the duck's body, up to its head and down to its feet.</td><td>Round the elephant's eye and curl down its trunk.</td><td>Down the flamingo to its foot and across its wings.</td><td>Round the goat's face, curl under its chin.</td><td>Down, up and over the helicopter.</td><td>Down the iguana and dot the leaf.</td></tr> <tr> <td> j</td><td> k</td><td> l</td><td> m</td><td> n</td><td> o</td><td> p</td><td> q</td><td> r</td></tr> <tr> <td>Down the jellyfish and dot its head.</td><td>Down the kite, up to the top corner and down to the bottom corner.</td><td>Down the lollipop stick.</td><td>Down, up and over the mouse's ears.</td><td>Down, up and over the net.</td><td>All around the octopus.</td><td>Down the penguin's back, up and around its head.</td><td>Round the queen's face, up to her crown, down her robe with a flick at the end.</td><td>From the cloud to the ground and over the rainbow.</td></tr> <tr> <td> s</td><td> t</td><td> u</td><td> v</td><td> w</td><td> x</td><td> y</td><td> z</td><td></td></tr> <tr> <td>Down the snake from head to tail.</td><td>Down the tiger and across its neck.</td><td>Down and around the umbrella, and back to the ground.</td><td>Down to the bottom of the volcano and back up to the top.</td><td>Down and up and down and up the waves.</td><td>From the top, across the box to the bottom. From the top again across the box to the bottom.</td><td>Down, around the yo-yo and curl round the string.</td><td>Across the top of the zebra's head, zig-zag down its neck and along.</td><td></td></tr> </tbody> </table> <p>Pupils are to be taught how to form lower case letters correctly utilising the Little Wandle sentence stems. Regular practise should take place throughout each term.</p>	a	b	c	d	e	f	g	h	i	Around the ostrich's head and down into space.	Down the bear's back, up and round its tummy.	Curl around the cat.	Round the duck's body, up to its head and down to its feet.	Round the elephant's eye and curl down its trunk.	Down the flamingo to its foot and across its wings.	Round the goat's face, curl under its chin.	Down, up and over the helicopter.	Down the iguana and dot the leaf.	j	k	l	m	n	o	p	q	r	Down the jellyfish and dot its head.	Down the kite, up to the top corner and down to the bottom corner.	Down the lollipop stick.	Down, up and over the mouse's ears.	Down, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end.	From the cloud to the ground and over the rainbow.	s	t	u	v	w	x	y	z		Down the snake from head to tail.	Down the tiger and across its neck.	Down and around the umbrella, and back to the ground.	Down to the bottom of the volcano and back up to the top.	Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl round the string.	Across the top of the zebra's head, zig-zag down its neck and along.	
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<u>Year 1</u>	<p>Pupils in Year 1 will continue to embed the correct formation of all letters in print. The Little Wandle rhymes and resources should continue to be utilised for consistency and transition.</p> <p><u>By the end of year 1, pupils must be taught to:</u></p> <ul style="list-style-type: none"> • Sit correctly at a table. • Hold a pencil comfortably and correctly. • Begin to form lower-case letters in the correct direction. These letters must start and finish in the correct place. • Form capital letters correctly and the digits 0-9. • Understand which letters belong to which handwriting ‘families’ and that some letters are formed in similar ways. 					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<p>Assess ability and needs following transition from EYFS.</p> <p>Teach how to form digits 0-9 correctly.</p> <p>Revise correct grip and seating position.</p>	<p>Autumn 1 Letter family 1</p> <p>All letters begin their formation at the top of the letter.</p> <p>l l t u j y</p> <p>Teach corresponding capital letters.</p>	<p>Letter family 2</p> <p>All letters begin with the same movement needed to form the curled letter ‘c’.</p> <p>c o a d</p> <p>Teach corresponding capital letters.</p>	<p>Letter family 2</p> <p>All letters begin with the same movement needed to form the curled letter ‘c’.</p> <p>g q s f e</p> <p>Teach corresponding capital letters.</p>	<p>Letter family 3</p> <p>All letter formation begins at the top of each letter.</p> <p>r n m h b p</p> <p>Teach corresponding capital letters.</p>	<p>Letter family 4</p> <p>All letters contain oblique lines (/).</p> <p>v w z x k</p> <p>Teach corresponding capital letters.</p>

<u>Year 2</u>	<p><u>By the end of year 2, pupils must be taught to:</u></p> <ul style="list-style-type: none"> • Form lower-case letters of the correct size relative to one another. • Begin to use some of the diagonal and horizontal strokes needed to join letters. • Begin to 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. 					
<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>	
Assess letter family 1 and 2 and their corresponding capital letters. Teach and revise as needed.	Assess letter family 3 and 4 and their corresponding capital letters. Teach and revise as needed.	Model the correct sizing of letters in printed format using words already familiar to the pupils.	Revise individual letter formation as needed. Begin to introduce strokes needed to join letters together. Join 'curved' letters: eq, ca, ce, se,	Join 'curved' letters: eq, ca, ce, se,	Prefixes and suffixes: ness, er, less, est, ly, ment. Address any remaining issues in basic letter formation.	

Year 3	<p><u>By the end of year 3, pupils must be taught to:</u></p> <ul style="list-style-type: none"> • 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 <p>For example: by 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).</p>												
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Year 4	<p><u>By the end of year 4, pupils must be taught to:</u></p> <ul style="list-style-type: none"> • 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 <p>For example: by 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).</p>					
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	Revise	Revise	Revise	Revise	Revise	Revise
	Revise letters which should not be joined: re, ra, ur, rl, rt, rr	Revise joins taught in year 2. Join curved letters: ac, ao, af, eo, eg	Revise joins taught in year 2. Join curved letters: eq, ca, ce, se	Revise joining curved letters to ascenders: al, ah, at, ab, ad, cl, ch	Revise joining curved letters to ascenders: et, ed, eh, el, ek, sh,	Revise joining tall letters to curved letters: la, ha, le, he, ld
	Teach	Teach	Teach	Teach	Teach	Assess and Revise
	Letters which should not be joined: if, ft, fl, fu, fr, ff, fe	Letters which should not be joined: ee, ss, sm, ge, ki, ku, ve	Join letters from family two to ascenders: lp, ng, ly	Horizontal joins involving the letter r: ru, ra, ro, rs	Letter 'a' joining to ascenders: ay, af, ag, ap	Assess pupils' implementation of the content taught this year in handwriting. Revise any areas required.
			Teach Join ascenders: th, tl, ll	Teach Curved letters connected to letter family 3: cr, dr, er, ir, ar	Teach Letters joining to ascenders: ph, sh, bl, ul	

<u>Year 5</u>	<u>By the end of year 5, pupils must be taught to:</u> <ul style="list-style-type: none"> • 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. • Choose the writing implement that is best suited for a task. 					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	<u>Revise</u>	<u>Revise</u>	<u>Revise</u>	<u>Revise</u>	<u>Revise</u>	<u>Assess and Revise</u>
	Letters which should not be joined: if, ft, fl, fu, fr, ff, fe	Letters which should not be joined: ee, ss, sm, ge, ki, ku	Join letters from family two to ascenders: lp, ng, ly Horizontal joins involving the letter r: ru, ra, ro, rs	Letter 'a' joining to ascenders: ay, af, ag, ap	Join ascenders: th, tl, ll Curved letters connected to letter family 3: cr, dr, er, ir, ar	Assess pupils' implementation of the content taught this year in handwriting. Revise any areas required.
	<u>Teach</u>	<u>Teach</u>	<u>Teach</u>	<u>Teach</u>	<u>Teach</u>	
	Curved letters with horizontal joins: oa, os, oo, oi, or, on, ow, ov, ou	Curved letters with horizontal joins: og, od, oh, ob, oy, of	Horizontal joins: wa, wo, wh, ol, ot	Curved letters connected to letter family 3: si, di, in, im, qu	Ascenders joining to letters from letter family 2: bi, bu, by, pi, du, li, lu, ti, tu	

<u>Year 6</u>	<ul style="list-style-type: none"> • 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. • Choose the writing implement that is best suited for a task. 					
	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
	Revise year 2 content.	Revise year 3 content.	Revise year 4 content.	Revise year 5 content.	Develop writing at speed.	Develop writing at speed.