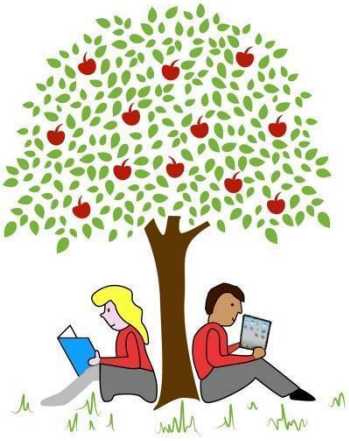
Applecroft School



Handwriting Policy

Person Responsible:	English Leader(s)
Review Cycle:	Annually
Date of Issue:	September 2026
Review Date:	September 2027

Handwriting Policy

1) Introduction:

School Vision

'To be a positive and inspiring community that nurtures each individual and empowers leaders for life'.

School Mission Statement

'Nurturing Potential, Inspiring Minds, Changing Lives'.

School Values

- Ambition and Leadership
- Kindness and Supportiveness
- Respect and Honesty
- Determination and Resilience.

2) Our Curriculum Intent, Purpose and Aims:

At Applecroft, we intend that our pupils will be taught to confidently demonstrate and use a fluent and legible, joined, handwriting style by the time they move to secondary school. We believe that all pupils should be encouraged to take pride in the presentation of their writing.

The aim of the handwriting policy is to outline clearly the purpose, nature, progression and management of the teaching of handwriting in our school. The policy aims to ensure a whole school approach to the teaching and learning of handwriting, and consistency in the presentation of work. The implementation of this policy is the responsibility of all teaching staff and includes the handwriting aspects of the National Curriculum.

The policy aims to teach children to write in a legible, fluent and cursive style which they have had the time to practice and develop for themselves, in order to cope with the writing demands of school and life.

General Statement

Handwriting is a tool for communication in the written form. The purpose of teaching handwriting is to enable children to develop a legible, fast and fluent script, which can be adapted for different audiences. If children find the physical act of scribing taxing, they are unlikely to develop into confident, effective writers.

3) Curriculum Implementation:

Teaching and Learning

Handwriting is a skill that needs to be directly taught, practised and observed to develop and consolidate learning over time. Naturally, the general policy on teaching and learning and best practice applies to this policy. In addition, the following should be noted:

- The importance of the teacher's and LSA's role in competently demonstrating the formation of letters and patterns. All teachers and LSAs use Letter-join cursive handwriting style in every situation with children i.e. in marking, in labelling, on whiteboards etc.
- The expectation that all handwriting sessions will include a **direct teaching** element to demonstrate letter formation and joins
- Lessons will be taught with visual representations of the formation on the IWB as well as modelling by the class teacher
- The expectation that children are **observed** while they are practising, to avoid the development of bad habits. Immediate feedback can be given and observations will inform assessment,

objectives and planning
- The expectation that children demonstrate the skills they have practised in handwriting sessions in all other areas of their work whenever possible
- Best practice and assessment of individual needs should guide teachers' judgements about the appropriate balance between whole class and group teaching
- Handwriting practice takes place regularly (At least twice a week)
- Additional whole class sessions may be added where assessment indicates this is required and additional practice for smaller identified groups may be used.

Early Years Foundation Stage (EYFS):
In the EYFS (nursery & Reception years), children will be involved in activities to develop skills which will allow them to eventually acquire legible, fluent and fast cursive handwriting. The activities will develop fine and gross motor control.

Fine motor skills are developed through activities that require small-scale movements such as cutting, sewing, sticking and using drawing or painting tools. Lego, Mobilo and activities such as threading beads, using pegs, tracing and playdough modelling also contribute to the development of fine motor control. These activities prepare children and help them to acquire skills that they will need in handwriting.

Throughout the EYFS, children should have daily opportunities to explore and engage in mark making. Children will usually be at an emergent handwriting stage in the early Foundation Stage. In Nursery, the handwriting focus will be the teaching of pre-writing patterns. Specific patterns will be taught each half term - following the progression of skills in the Nursery Writing Medium Term Plan.
When ready and appropriate, children will be taught to print formal letter shapes from their names individually. Individual name cards will be created using the Little Wandle visuals and handwriting phrases. These will be shared with parents/carers to encourage consistency in approach and correct formations (no block capitals).These cards will continue in Reception.

At the beginning of Reception pre-writing patterns will be revisited and will continue to be modelled. As children start their formal phonics teaching, they will also learn the Little Wandle formations and phrases for each letter. Children will learn to confidently produce correctly formed printed letters, progressing to sizing, ascenders and descenders.

Key Stage 1 (Years 1 & 2)
Little Wandle Handwriting continues in Year 1 and Year 2, revisiting key skills and building on strong foundations from Reception.

In Year 1 children perfect their printed formations for all lower- and upper-case letters to ensure they are consistent and fluent - formed with automaticity.

From Year 2 children begin to join letters, focussing on one specific join style at a time, building on prior knowledge (Appendix 2). During the Summer Term children focus on revisiting, using and applying to ensure all taught joins are consistent and fluent - formed with automaticity.

Key Stage 2 (Years 3-6)
Throughout all year groups in Key Stage 2, we continue to develop cursive style through Letter-join. Children are taught to write clearly and legibly in a continuous cursive style. A focus on automaticity releases the brain to concentrate on other ideas in the complex process of writing e.g. spelling, grammar, style, composition.

Self Esteem
All children need to value their work. A child's ability to write comfortably and legibly affects performance in many other areas of the curriculum and can have an effect on a child's self-esteem and motivation. Moreover, good presentational skills can motivate children to work more generally with thought and care. Children should therefore be taught to develop their cursive handwriting style and write with confidence and ease.

Audience and Impact
Children will recognise and value the need for high-quality, attractive presentation and handwriting. They will also develop an understanding of distinct purposes, audiences and settings for handwriting. For example, high-quality presentation is needed for display purposes and children should write in a more informal style for personal notes. Children need to identify and understand the purpose and audience for their handwriting.

Fluency and Speed
It is important that children learn to write quickly and naturally in order to cope with the demands of all areas of the curriculum. As children progress through the school, the growing emphasis on the skills of composition rather than transcription means that fast and fluent handwriting becomes essential. Fluent handwriting is writing where the pen flows from letter to letter across the page in a smooth, steady, continuous manner: an easy rhythmic flow of movement should be developed. However, children should write at a pace that allows them to achieve legibility and regularity.

Posture and Grip
Sitting in an awkward position can make writing uncomfortable and ineffective. It can also hinder the development of fluency and speed. The following should therefore be taught, observed and regularly monitored:

- Ensure that children have a **good pencil grip**, which is relaxed but allows for efficient control. The pencil should be held between thumb and forefinger with the pencil resting on the third finger in a tripod grip. The pencil should be held a comfortable distance from the point. Too tight a grip will result in tenseness and unnecessary pressure on the paper
- Tables should be large enough and chairs of suitable height to allow **comfortable posture**. Children should be positioned with space to write and need a direct view of the teacher/board. The paper should be tilted anticlockwise for right-handed writers and clockwise for left-handed writers. The other hand should be used to steady the paper and bear some body weight.

Children need to be taught to self-monitor these good habits by being conscious of them from the beginning of their learning to write. It is important that they are reminded of these good habits regularly.

Left-Handed Writers
Left-handed writers can face some difficulties and these need to be considered and accommodated to allow them to develop a comfortable fluent style.

- The arm is restricted by having to move across the body. Be aware that the natural right to left writing movement of a left hander can result in mirror writing
- The hand can move over the top of words obscuring them from vision therefore the grip should be positioned comfortably away from the point
- The joining strokes are made with a pushed rather than pulled movement so sharp or over fine writing implements need to be avoided.

These strategies will help:

- Make sure left-handed children sit on the left of right-handed children
- Paper should be tilted clockwise
- Model (skywriting) specifically for left-handed children
- Look at a grip specifically for left-handed children.

The appendices contain the agreed lower case alphabet style, capital letters and letter families with a sequence of introduction (letter families) - see appendix1 and 2.

4) <u>Special Educational Needs & Disabilities (SEND):</u>

Pupils with identified special educational needs and disabilities (SEND), have a personalised approach with quality-first teaching methods, strategies and resources used to support the child depending on the particular barriers to their learning. Appropriate actions, targets and reasonable adjustments to move the child forward may be documented within the 'Individual Learning Plan' cycle and discussed with parents/carers as appropriate. These may include additional resources, differentiated activities or adult support to enable the child to access the whole-class learning opportunities. In addition, it may be appropriate to use a short time-bound intervention programme, delivered to a small group of children by a trained LSA. Examples of strategies, resources and adaptations for handwriting currently used in the school include:

- The use of writing slopes
- Adaptation of writing implements e.g. triangular pencil grips
- Use of chrome books for longer writing tasks
- Handwriting group as intervention – additional focussed practice
- Use of 'fill the blank', matching or other such activities which limit the need to write when this isn't the main purpose of the task.

Implements

Children begin writing with a thick triangular pencil and progress to using a thinner pencil, occasionally with a triangular grip. By the end of Year One the majority of children use a standard pencil.

At the beginning of Year Three, all children are introduced to using a black handwriting pen during their Handwriting lessons (supplied by the school). From the Spring Term of Year 3, after a term of teaching and practice all children will use a pen (black handwriting pen only) when publishing their HfL writing.

From the beginning of Year Four, all children will use a pen (black handwriting pen only, supplied by the school) for all their work, including maths. With the exception of diagrams, graphs and charts that should be in HB pencil. The margin and title should also be underlined in HB pencil. This applies to other subjects e.g. science where the children may need to draw tables etc.

The use of a pen is inclusive of all children and should never be revoked, where presentation or letter formation needs improvement additional practice or appropriate resources will be put in place.

Paper and Line Guides

Handwriting books are used from Reception through to Year Six. The books progress from a wide line spacing through narrower lines and from Year Three onwards to a handwriting book with inter-spaced lines, to regulate proportion and consistency of size.

From Year Three, children are introduced to using a line guide with plain paper and a variety of guides are available to use according to purpose and individual need.

Fonts
Fonts to support the Letter-join cursive style are available to be downloaded onto computers. Where possible children should be seeing this style on printed documents around the classroom and in the wider school environment.

EYFS - Letter-join Print
Y1 - Letter-join Print Plus / Letter-join Air (once children have been taught cursive letters)
Y2+ - Letter-join Air / Letter-join Plus (once children have been taught to join letters)

See Appendix 3 for more details.

5) Celebration:

Our whole school 'Celebrating Handwriting' display is located in the corridor adjacent to the main hall and show-cases best examples of children's handwriting and presentations from Reception–Year 6. Classroom handwriting displays and books, celebrating the on-going progress of all pupils are up-dated each half-term.

Handwriting will be celebrated at the last achievement assembly in a half term with the award of a handwriting certificate to one member of each class. These will be 'Brilliant Handwriting' to recognise achievement or 'Trying hard with your handwriting' to recognise effort and progress.

6) Reference:

- Letter-Join Scheme https://www.letterjoin.co.uk/
- Foundation Stage – Early Learning Goals
- Applecroft School Policies – Teaching and Learning, Display, English, Writing, SEND.

7) Progression in Handwriting:

Year Group		Curriculum Objectives
Nursery	**Key Skills** • To hold and use a pencil in a comfortable and effective way. • To form pre-writing patterns in their independent mark making. • To begin to correctly form some of the letters in their name. **Teaching** • Children will have exposure to print in the environment • Activities to promote and develop fine motor skills. • Teachers will model correct letter formation	**ELG (End of Reception) - Fine Motor Skills (PD)** Hold a pencil effectively, tripod grip in most cases. Use a range of small tools, including scissors, paint brushes and cutlery. Begin to show accuracy when drawing. **ELG (End of Reception) - Writing (L)** Write recognisable letters

Reception	**Key Skills** • To correctly form recognisable printed letters from memory **Teaching** • Continue to develop a comfortable and efficient pencil grip • Children will learn to recognise and form individual printed formal letter shapes • Children will have opportunities to practise writing in informal 'free writing' activities and in recording. • Regular opportunities to correctly form appropriate letter shapes • Use 'Little Wandle' handwriting rubric to develop correct starting points and formation of letters of the Alphabet	**ELG (End of Reception) - Fine Motor Skills (PD)** • Hold a pencil effectively, tripod grip in most cases. • Use a range of small tools, including scissors, paint brushes and cutlery. • Begin to show accuracy when drawing. **ELG (End of Reception) - Writing (L)** • Write recognisable letters
Year One	**Key Skills** • Lower case letters are clearly shaped, correctly orientated and formed in the agreed pre-cursive style. • Capital letters are correctly formed and orientated – all start at the top. • Numerals are correctly formed and orientated. **Teaching** • Continue to develop a comfortable and efficient pencil grip • All children will be introduced to the lower case and upper-case letters in the agreed print style. • Handwriting lesson, including direct teaching at least 2 times each week. • Lessons of 15 minutes. • Practise print handwriting in conjunction with spelling and phonics.	• Use (finger) spaces between words • Form lower-case letters correctly starting and finishing in the right place, going the right way round, correctly orientated. • Use correct formation of capital letters. • Use correct formation of numerals.
Year Two	**Key Skills** • Capital letters and numerals are correctly formed and orientated. • Upper- and lower-case letters are accurately produced in one cursive style (not randomly mixed); their relative size is accurate. • Children join all letters (except capital letters) in a continuous cursive style. **Teaching** • Reinforce and consolidate key skills from Year One. • A continuous cursive style, joining letters with diagonal strokes is introduced, practised and used in independent writing tasks. • Handwriting lesson, including direct teaching at least 2 times each week. • Sessions of 15 minutes. • Practice writing in conjunction with spelling and phonics	• Use spacing between words that reflects the size of the letters • Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters • Develop printed lower-case letters to use a leading stroke and exit flick • Begin to use diagonal and horizontal strokes to join handwriting. • Form lower-case letters of the correct size relative to one another.

Year Group	Applecroft Scheme	Curriculum Objectives
Year Three	**Key Skills** • Writing is developing consistency in size and proportion of letters. • Writing is developing consistent spacing between letters and words. • Children continue to practise and refine our cursive handwriting style. • Children use a continuous cursive style in all independent work, with increasing fluency and speed. Children will be introduced to using a pen by the end of the year. An assessment is made of individual readiness to use a pen. **Teaching** • Reinforce and consolidate key skills from Year Two • Handwriting lesson, including direct teaching, at least 2 each week. • Sessions of 15 minutes	• Join letters with diagonal and horizontal strokes use the correct formation of cursive joins from Year 2 and use these in independent writing. • Write with increasing legibility, consistency and fluency (e.g. down strokes parallel and equidistant. • Write with consistency in size and proportion of letters and the spacing between letters and words.
Year Four	**Key Skills** • Writing is developing consistency in size and proportion of letters. • Writing is developing consistent spacing between letters and words. • Handwriting style is consistent, fluent, joined and legible. • Children can adapt writing to different tasks and audiences. **Teaching** • Handwriting lesson, including direct teaching, at least 1 lesson a week • Lesson of 20 minutes	• Write with consistency in size and proportion of letters, e.g. the down strokes of letters are parallel and equidistant • Ensure lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. • Ensure the spacing between letters and words are consistent and proportionate. • Use joined writing for all writing except where special forms are required

Year Group	Applecroft Scheme	Curriculum Objectives
Year Five	**Key Skills** ● Size and proportion of letters is generally consistent ● Spacing between letters and words is generally consistent ● Cursive handwriting style is fluent, joined and legible; children have perfected our school cursive style. ● Children are building the speed of their writing and able to identify audience and purpose of writing **Teaching** ● Handwriting lesson, including direct teaching, at least one session each week ● Lesson of 20 minutes.	● Ensure consistency in size and proportion of letters and the spacing between letters and words. ● Develop a widening range of presentational skills for different purposes e.g. print, capitals, fonts and points.
Year Six	**Key Skills** ● Size and proportion of letters is consistent ● Spacing between letters and words is generally consistent ● Cursive handwriting style is fluent, joined and legible. Often by the end of year 6, children have developed personalised consistent cursive styles. ● Children are building the speed of their writing and able to identify audience and purpose of writing **Teaching** ● Handwriting lesson, including direct teaching, at least one session each week. ● Lesson of 20 minutes	● Know when to use a clear neat hand or informal writing e.g. difference between presentational and personal note writing ● Independently select and use a range of presentational skills for different purposes e.g. print, capitals, fonts and points

Little Wandle Year 1 Overview

Year 1 progression	
Autumn term	
Unit 1: **Lower-case letters**	• c, a, d, g, o, q (Week 1) • e, s, f, l, i, t (Week 2) • j, u, y, m, n, r (Week 3) • b, p, h, v, w, x (Week 4) • z, k (Week 5) • **Assess and review (Week 6)**
Unit 2: **Applying capital letters**	• A, B, C, D (Week 7) • E, F, J, H (Week 8) • I, J, K, L (Week 9) • M, N, O, P (Week 10) • Q, R, S, T (Week 11) • U, V, W, X, Y, Z (Week 12) • **Assess and review (Week 13)**
Spring term	
Unit 3: **Forming digits**	• Numbers 0–5 (Week 1) • Numbers 6–9 (Week 2)
Unit 4: **Digraphs and trigraphs**	• ll, ff, ss, zz, qu, ck, ch, sh (Week 3) • th, ng, nk, ai, ee, igh, oa, oo (Week 4) • ar, or, ur, ow, oi, ear, air, er (Week 5) • **Assess and review (Week 6)**
Unit 5: **Useful words**	Focus words: • and, go, his, be, her, full, he, into (Week 7) • push, pull, she, put, the, me, is, as (Week 8) • we, to, all, are, by, my, I, was (Week 9) • they, said, you, come, do, have, here, like (Week 10) • love, little, has, one, some, there, so, today (Week 11) • **Assess and review (Week 12)**

Little Wandle Year 1 Overview

Year 2 progression	
Autumn	
Unit 1: Diagonal joins from the baseline to short letters	• k, ki, kn, im, in (Week 1) • am, ar, ur, ir (Week 2) • um, un, ti, tu (Week 3) • li, lu, hi, di (Week 4) • he, ie, en, ee (Week 5) • **Assess and review (Week 6)** • su, se, es, ss (Week 7)
Unit 2: Diagonal joins from the baseline to tall letters	• sh, th, ch, cl (Week 8) • sl, st, nt, et (Week 9) • al, at, ut, ub (Week 10) • ll, tt, if, it (Week 11)
Unit 3: Diagonal joins from the baseline to curly letters	• ca, ma, ed, ad (Week 12) • **Assess and review (Week 13)**
Spring	
Unit 3: Diagonal joins from the baseline to curly letters	• ag, ig, ac, uc (Week 1) • do, to, iq, eq (Week 2)
Unit 4: Horizontal joins from the mid-line to short letters	• oi, or, ow, on (Week 3) • ou, oe, ri, ru (Week 4) • we, wi, fe, fr (Week 5) • **Assess and review (Week 6)**
Unit 5: Horizontal joins from the mid-line to tall letters	• ol, ot, rh, wh (Week 7) • ff, ft, fl, wl (Week 8)
Unit 6: Horizontal joins from the mid-line to curly letters	• ra, wa, oa, va (Week 9) • od, rd, og, rg (Week 10) • oc, rc, fo, oo (Week 11) • **Assess and review (Week 12)**
Summer	
Unit 7: Punctuation	• Sentences with punctuation – question mark, exclamation mark, comma, apostrophe (Week 1)
Unit 8: Days of the week	• Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday (Week 2)
Unit 9: Months of the year	• January, February, March, April, May, June, July, August, September, October, November, December (Week 3)
Unit 10: Word families	• Practise words ending in -ing and -ed (Week 4) • Practise words ending in -er and -est (Week 5) • **Assess and review (Week 6)** • Practise words ending in -dge and -ge (Week 7) • Practise words with -tch and -ies (Week 8) • Practise words ending in -ce and -sion (Week 9) • Practise words ending in -ness and -ment (Week 10) • Practise words ending in -ful and -less (Week 11) • Practise words ending in -ly and -tion (Week 12) • **Assess and review (Week 13)**

Letter-Join Fonts

