

# ST. LUKE'S CHURCH OF ENGLAND PRIMARY SCHOOL



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**St Luke's is built on a core set of Christian values, where children feel happy and cared for.  
Here they find, love, joy, hope and peace.**

**John 13: 34-35 says: 'Love one another. As I have loved you... By this everyone will know that you are my disciples.'**

***'Following in God's way, Learning day by day, Working with one another, Caring for each other'***

## Handwriting Policy

**Date of Policy: 2026**

**Review Date: 2029**

### Introduction:

- 1.1 We are very proud of our pupils' handwriting and take particular care with our handwriting style.
- In line with the Writing Framework 2025, handwriting is taught explicitly and regularly across the school beginning in reception, in addition to writing in phonics lessons. We use Letter-join's whole school handwriting scheme as the basis of our handwriting policy, which enables us to meet National Curriculum requirements through a structured teaching programme.

Handwriting is a core skill which influences the quality of work throughout the curriculum. By the end of Key Stage 2 pupils should have the ability to produce fluent, legible and speedy joined handwriting, and to understand that different styles of handwriting are used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

### Aims and objectives:

- 2.1 The aims and objectives of assessment in our school are to:

- develop neat, legible and speedy handwriting where letters and words are automatically produced in independent writing.
- establish and maintain high expectations for the presentation of written work.
- understand, by the end of Year 6, the importance of neat presentation and the need for different handwriting styles (joined, printed or capital letters) to help communicate meaning clearly.

## Teaching and Learning:

### 3.1 Expectations:

All teaching staff are encouraged to model the style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

### 3.2 Consistency throughout the school:

Pupils should experience coherence and continuity in the teaching and learning of handwriting across all school years and be encouraged to take pride in their work. We want to help pupils enjoy learning and developing their handwriting, so they feel a sense of achievement and pride.

### 3.3 Handwriting frequency:

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure key stage targets are met throughout learning, as emphasised in the 2025 Writing Framework.

### 3.4 Resources:

In EYFS, pupils will first learn to write with chunky crayons, chalk or soft, triangular pencils while developing a proper grip before exploring with large scale drawing and writing to build fine motor skills, then moving to smaller, more precise triangular pencils as they move through Key Stage One. In Key Stage Two, pupils progress to using a handwriting pen for all of their writing.

In EYFS and Key Stage One, children practise letter formation in their specialist lined English exercise books. They use these books for their English work to encourage the application of the skills. Children are also encouraged to use this formation across the curriculum.

In Key Stage Two, children have a separate, specialist lined handwriting exercise book in which they practise and further develop their letter formation. There is a strong focus on encouraging the children to apply these skills across the curriculum in exercise books without the specialist lines; this is preparation for using appropriate presentation in everyday life and in further educational settings.

### 3.5 Key Stage Teaching:

#### Early Years

We teach short, regular handwriting lessons, which may include:

- warm-up activities to get ready for handwriting
- air writing, pattern making and physical activities to develop gross motor skills
- correct sitting position and pencil grip for writing
- mark making on paper, whiteboards, sensory trays and tablets, etc. to develop and refine fine motor skills
- the introduction of letter shapes, their sounds, formation and vocabulary.

#### Module 1 Lesson Planner

This module is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words.

At the end of this module children should be able to recognise and form all lowercase letters of the alphabet in a printed style.

#### Key Stage 1:

Teaching progresses to at least three longer lessons per week:

- continuing with gross and fine motor skills activities
- practise to strengthening handwriting learning
- learning where and when to use capitals and printed letters, reinforced by practice
- practising handwriting with spelling, punctuation and grammar (SPaG).

#### Module 2 Lesson Planner: Year 1

This module is divided into three sections covering:

- warm-up activities, letter families and capital letters
- the uses of printed letters
- numbers and symbols
- the introduction of pre-cursive patterns and cursive letters.

On completion of this module, children should be confident in writing all capital and printed letters, numbers and symbols and have some familiarity with the orientation of cursive letters.

#### Module 3 Lesson Planner: Year 2

The sections in this module cover:

- cursive letters and words
- revisiting letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- spelling, punctuation and grammar (SPaG) practice.

With regular handwriting practice throughout this module, children should now be developing fluency and speed in their writing.

#### Key Stage 2:

Teaching continues with at least 3 focused sessions per week.

#### Module 4 Lesson Planner: Year 3

Module 4 teaches pupils to use a joined style throughout their independent writing in all subjects, helping them to refine their handwriting based on the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, primary foreign languages, onomatopoeia, simile and statutory spellings.

Through a variety of resources which link handwriting to other areas of the curriculum, on completion of this module, the legibility, consistency and quality of handwriting should be improving.

#### Module 5 Lesson Planner: Year 4

Module 5 focuses on handwriting practice which supports other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, primary foreign languages. Making such links enables children to apply the skills they are learning in context and, also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

#### Module 6 Lesson Planner: Year 5

Module 6 continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the skills and stamina needed to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing joined writing automatically, enabling them to focus on the content of their work rather than the process of writing.

#### Module 7 Lesson Planner: Year 6

Module 7 presents learners with a range of tasks where they need to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises help refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets offer opportunities to practise writing at length.

Module 7 also contains a series of activities to support pupils in meeting expected standards for spelling, punctuation and grammar,

By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects and styles. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, capital letters or an unjoined style.

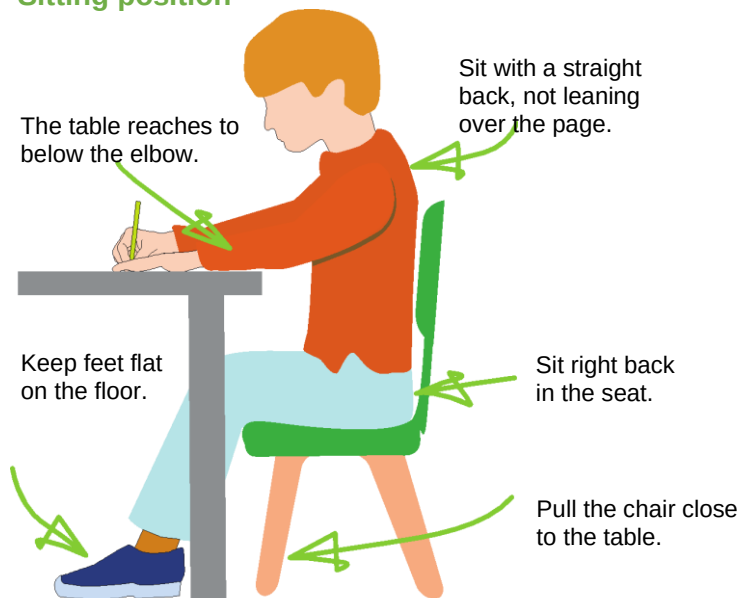
## Adaptation and Inclusion:

- 4.1 For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and/or with special educational needs, appropriate additional support will be put in place. Letter-join's Lesson Planners include differentiation activities for extra practice/challenge and their Handwriting Recovery Programme is used as an intervention for our key stage 2 pupils to give structured support if they find handwriting challenging.
- 4.2 Where appropriate, tasks will be adapted to ensure that pupils are able to participate fully and achieve success. Careful and sensitive grouping will also be used to reduce barriers to learning and promote inclusion. All staff share responsibility for ensuring that every pupil, regardless of gender, ability, ethnic background, or social circumstances has full access to the curriculum and the opportunity to make the best possible progress across all subject areas.

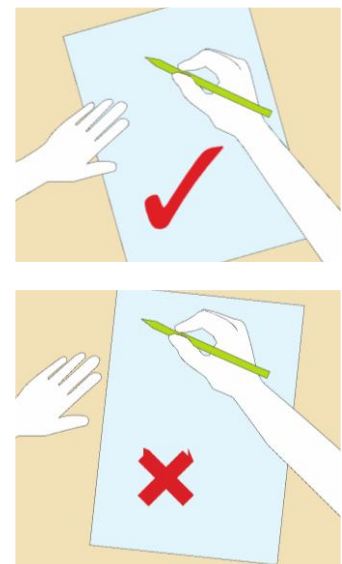
## Correct posture, pencil grip and paper position for handwriting

Pupils are taught to sit correctly at a table and hold a pencil comfortably and correctly.

### Sitting position



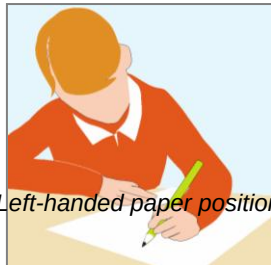
*Right-handed paper position.*



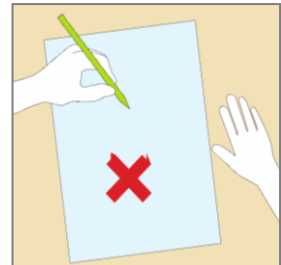
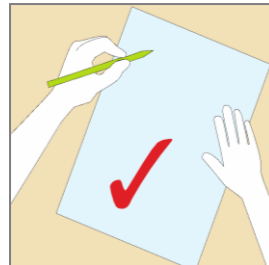
## Left-handed writer

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

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.



*Left-handed paper position.*



## The Tripod Pencil Grip

Both right and left-handed children should use the tripod grip which enables the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

We use the Tripod Grip rhyme:

### Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

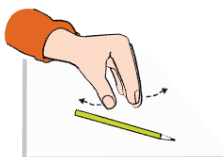


Spin it round...



and grip.

### Left-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.

## Assessment and Feedback:

- 5.1 Constructive feedback is provided to support the ongoing development of pupils' handwriting.  
Teachers systematically monitor pupils' handwriting through their daily teaching and marking. Progress is evaluated using the year group expectations and the starting points of the individual children.

Skills audits, appropriate to the year group expectations, are carried out by teachers at the end of each term to analyse the progress made and establish appropriate interventions.

These include:

- Do the pupils have an appropriate posture when writing?
- Are the pupils using a comfortable, tripod grip?
- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the letters joins listed made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of writing appropriate?
- Is the writing properly aligned?
- Are punctuation marks formed correctly?

This type of skills audit is particularly important for any pupils who join school mid-way through the year in order for us to establish if any intervention is required to address any misconceptions.

- 5.2 The English Subject Leader and SLT monitor the progress of handwriting as an integral part of regular Teaching and Learning Reviews.

## Monitoring and Review:

- 6.1 The English subject leader, alongside the senior leadership team, monitors the implementation and impact of this policy. Monitoring includes lesson observations, planning reviews, book scrutiny and pupil interviews. Assessment data is analysed termly to identify strengths and areas for development. Staff receive professional development to ensure high-quality teaching is maintained



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