

Rainow Primary School

Caring, Learning, Achieving

Handwriting Policy

People responsible for the Policy:	Matthew Gratton / Lucy Crowther
Link Governor:	Helen Pugh
Date Approved:	Summer 2026
Date for Review:	Summer 2029

1. Rationale

High-quality handwriting is an essential component of effective written communication. At Rainow Primary School, we recognise that fluent, legible and efficient handwriting supports children's confidence, compositional skills and overall literacy development. This policy outlines a consistent, progressive approach to handwriting, ensuring continuity from early mark making through to fluent, joined (cursive) handwriting by the end of Key Stage 2.

Our handwriting approach builds directly upon the Bug Club Phonics scheme, ensuring that letter formation, directionality, and joins are taught in line with the sequence and routines established during early phonics instruction.

2. Aims

By the end of Year 6, all pupils will:

- Write fluently, legibly, and at a speed appropriate for the task.
- Use a consistent cursive style.
- Develop pride in presentation and understand the importance of clear handwriting.
- Demonstrate stamina and independence in extended writing across subjects.

3. Progression Overview

EARLY YEARS FOUNDATION STAGE (EYFS)

Focus:

- Gross and fine motor control
- Pencil grip (see Appendix B)
- Correct letter formation
- Number formation

Teaching sequence:

- Fine motor / mark making
- Singular letter formation from Bug Club sequence (see phonics policy/Appendix A)
- Join 'ck' and all Phase 3 digraphs and trigraphs as taught
- Number formation (see Appendix E)

Style:

- Print / joining (no lead ins or exit strokes)

Practice:

- Daily short sessions through phonics lessons and fine motor activities with teacher modelling.

Resources:

- Pencils with triangular grip
- Wide-lined paper
- Lined whiteboards
- Pattern tracing sheets
- Sand trays
- Teaching modelling with visualisers

KEY STAGE 1

YEAR 1

Focus:

- Consolidate and secure correct print formation of all lowercase and capital letters
- Join all digraphs and trigraphs following Bug Club sequence
- Introducing lead ins

Teaching Sequence:

- Consolidation of EYFS
- Twinkl handwriting groups for individual letter formation (see Appendix C)
- Joining all digraphs and trigraphs as taught with lead ins

Style:

- Pre-cursive
- Leads ins and exit strokes introduced on all letters

Practice:

- Minimum of 4 short sessions per week (10–15 minutes) with teacher modelling.

Resources:

- Standard handwriting pencils (triangular pencils/ grips where needed)
- Wide-lined books
- Teaching modelling with visualisers

YEAR 2

Focus:

- Transition from pre-cursive to cursive handwriting.

Teaching Sequence:

- Consolidation of Y1 (lead ins and exit strokes)
- Introducing joined whole words
- Joined spelling patterns

Style:

- Cursive

Practice:

- Daily focused sessions (10–15 minutes) with teacher modelling.

Resources:

- Standard handwriting pencils (grips where needed)
- Wide-lined books
- Teaching modelling with visualisers

KEY STAGE 2

YEARS 3 – 6

Focus:

- Fluency, speed, and style.

Teaching Sequence:

- Cursive handwriting is the standard in all subjects.

Style:

- Cursive

Practice:

- Minimum of 3 dedicated sessions per week plus cross-curricular reinforcement.

Resources:

- Handwriting pens from mid-year of year 4
- Standard lined paper (8–10mm)
- Teaching modelling with visualisers

4. Teaching and Learning Expectations

- **Effective Modelling:** Staff consistently model correct letter formation with digital tools and join in all written communication
- **Frequency & Consistency:** Handwriting is taught and reinforced daily in KS1 and at least three times weekly in KS2.
- **Tools and Posture:** Correct posture, grip, and paper position are explicitly taught and reinforced.

5. Assessment and Monitoring

Teachers monitor progress through marking and termly reviews. Pupils needing additional support access fine motor or targeted interventions. Exemplars of expected standards are displayed in classrooms.

6. Inclusion

Adaptations for pupils with additional needs include the use of pencil grips, specialist pens/pencils, or alternatives as advised by the SENDCo or occupational therapist.

7. Roles and Responsibilities

English Coordinator: Oversees policy implementation, training, and monitoring.

Teachers: Deliver high-quality handwriting instruction and model agreed style.

Pupils: Take pride in presentation and practise correct formation.

Parents/Carers: Support correct formation and posture at home.

8. Review

This policy will be reviewed annually by the English Coordinator and Senior Leadership Team to ensure effectiveness and alignment with DfE guidance and school improvement priorities.

APPENDIX A

Letter Groups

Cc Aa Oo Dd Gg Qq
Ee Ss Ff

Rr Bb Nn Hh Mm Kk
Pp

Ll Ii Tt Uu Jj Yy

Vv Ww Xx Zz

Phase 3 example digraph joins:

ng ch sh th ai ee igh oa
oo ar or ur ow oi ear air
ure er

Phase 5 example digraph joins:

ck

qu ng ch sh th ai ee igh
oa oo ar or ur ow oi ear
air ure er

wh ph ay igh ey ei ea
ie oe ew ue aw au ir
er ou oy

Example of joining words:

would could should

APPENDIX B

Suggested pencil grip stages:

1 to 2 Years Old: Fisted grasp or Palmar Supinate Grasp



- Pencil is held in the palm.
- All fingers and thumb are used.
- Movement is from the shoulder; the arm and the hand move as a unit.
- Light scribbles are produced with this pencil grip.

2 to 3 Years Old: Digital Pronate Grasp



- All fingers are holding the pencil but the wrist is turned so that the palm is facing down towards the page.
- Movement comes mostly from the elbow and the shoulder is now stabilized.
- Horizontal lines, vertical lines and circular lines are able to be copied.

3 to 4 Years Old: Four-Finger Grasp



- Fingers are held on the pencil shaft opposite the thumb, beginning to form the arc between the thumb and index finger.
- Movement occurs from the wrist; the hand and fingers move as a whole unit.
- Zigzag lines, crossed lines and simple humans can be drawn with this grip.

4 to 6 Years Old: Static Tripod Grasp or Static Quadropod Grasp



- A three-finger grasp, where the thumb, index finger and middle finger work as one unit.
- Movement is usually from the wrist with this static grasp.
- A static quadropod grip has a fourth finger involved.
- Triangles, circles and squares can be copied with this grip.

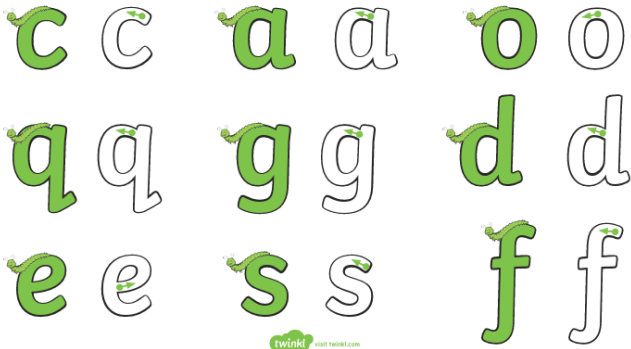
6 to 7 Years Old: Dynamic Tripod Grasp



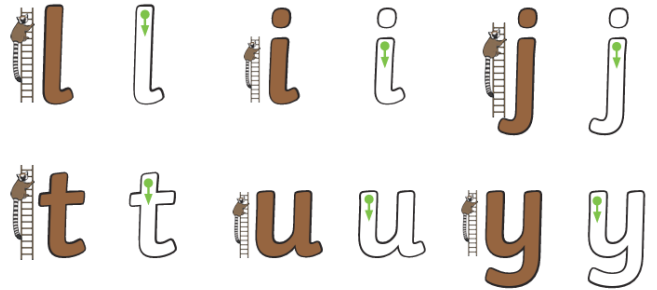
- Pencil is held in a stable position between the thumb, index and middle finger.
- The ring and little fingers are bent and rest comfortably on the table.
- The index finger and thumb form an open space.
- Movement comes from the fingertips.
- This is the ideal grip to move the pencil efficiently, accurately and for letter formation practice.

APPENDIX C

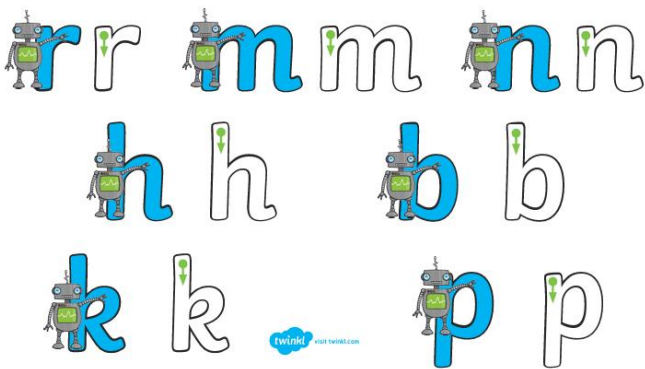
Curly Caterpillar Letters



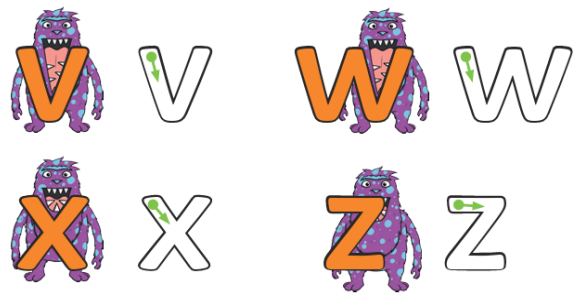
Ladder Letters



One Armed Robot Letters



Zigzag Monster Letters



APPENDIX D

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

APPENDIX E

Number formation:

My 0-10 Number Formation



Starting from the red dot at the top.

- 1 → straight down
- 2 → swan on the flat water
- 3 → fat face fat tummy back along
- 4 → chair with a pin on it / down across cut it along
- 5 → neck, tummy, hat (Y2 onwards continuous...)
- 6 → from the top, down and around, with a piggy tail
- 7 → across and down (looks like a walking stick)
- 8 → Do an S and cross the line / like a racetrack
- 9 → A spot on a straight finger / a circle on a stick
- 0 → A big O