



EYFS and KS1 Overview

Handwriting at Lowton West is taught **explicitly and progressively** through a structured approach linked to phonics. In EYFS and Key Stage 1, handwriting is taught using the **Letter-join programme**, ensuring consistency in letter formation and language across early reading and writing.

The focus is on developing:

- Correct **pencil grip, posture and control**
- Accurate **letter and number formation**
- Consistent **size, orientation and spacing**
- Increasing **fluency and automaticity**

Teaching follows the “**I do, we do, you do**” model:

I do – Adult models correct formation, joins and positioning using clear verbalisation (including RWI formation phrases)

We do – Children practise with guidance, feedback and scaffolding

You do – Children apply skills independently across writing

The teacher’s own handwriting provides a model of high standards across the curriculum, not just in handwriting lessons, but particularly when pupils are learning to write.

Handwriting is taught daily as a discrete session and is clearly timetabled across EYFS and Key Stage 1.

Progression is carefully sequenced:

- **Reception** – formation, control and accuracy
- **Year 1** – consolidation and consistency
- **Year 2** – fluency and introduction of joins

Key Principles

- Handwriting is taught daily and is timetabled
- Handwriting is taught explicitly and progressively
- RWI underpins handwriting in EYFS and KS1
- Teachers’ handwriting consistently models high standards across the curriculum
- Posture and grip are prioritised from the start
- Accuracy before speed
- Consistent expectations across all subjects

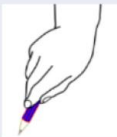
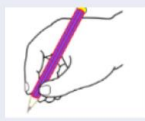
EYFS – Reception

Key focus:

- Secure tripod grip
- Correct letter and number formation
- Development of fine motor control
- No formal joining
- Handwriting taught through Letter-join.

Development of Pencil Grip

Children progress through: fist grip, palmer grasp, four-finger grip, five-finger grip, tripod grip. Staff support children in developing strength and control through provision and targeted activities.

The stages of grip development			
16-26 months	22-36 months	30-50 months	40-60 months
			
Fisted Grasp and Fist grip. Children younger than one year old typically reach for and hold items with their entire fist. When using a pencil or crayon, a young child will hold the item in their closed fist with their little finger closest to the paper and thumb on top.	Palmer Grasp and Four-finger grip. As children gain fine motor control, they typically progress from using a fist grip to a four-fingered grip. With a four-fingered grip, a child uses all four fingers together to hold an object against his thumb. This grip gives a child greater control when holding small item.	Five finger Grasp and Pincer grip. Once children develop strong fine motor skills, a true pincer grip emerges. With this grip, a child uses only his thumb and index finger to hold and manipulate small objects. With a pincer grip, a child can easily twist dials, turn the pages of a book, open and close a zip, and use crayons or pencils with precision.	Tripod Grasp (Three finger) Most children reach a mature three-finger grip by age 5 or 6. In this hand grip, a utensil is held between thumb, index and middle fingers. They might have tense fingers at first and continue to use wrist movements as they did with the five-finger grip, but they will eventually gain more fine motor control and will start to use finger movements to make shapes and letters.

Posture & Readiness Expectations

Children will be explicitly taught and expected to:

- put two feet on the floor
- push their bottom to the back of their chair
- tuck their chair under the table
- hold their pencil in a tripod grip
- place their other hand on their book or paper so it doesn't move

Feet, back, chair tucked in,

Tripod grip—let's begin!

Helping hand holds it tight,

Now we're ready to write

Reception Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All 26 letters	All 26 letters Numbers 0 – 9	Revisit • c a o d g q (around letters) • e f s (curly letters) • v w x z (zigzag letters) • 0 6 8 9 • 5 • capital letters for the letters stated above	Revisit • l t b p k h i j m n r u k (down letters) • 2 3 • 1 4 7 • capital letters for the letters stated above	Revisit • c a o d g q (around letters) • e f s (curly letters) • v w x z (zigzag letters) • 0 6 8 9 • 5 • capital letters for the letters stated above	Revisit • l t b p k h i j m n r u k (down letters) • 2 3 • 1 4 7 • capital letters for the letters stated above

End of Reception Expectations

Children will:

- Form most letters correctly
- Form digits 0–9 correctly
- Use a secure tripod grip
- Write recognisable letters with increasing control

Year 1

Key Focus

- Secure correct formation of all letters
- Develop consistency in size and orientation
- Reinforce letter families
- Begin joining when ready
- Handwriting taught through Letter-join.

Teaching Approach

- Daily discrete handwriting sessions (minimum 10 minutes)
- Continued explicit modelling and guided practice

Year 1 Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revisit around, down letters, numbers 0, 6, 8, 9, 2, 3, 5, capitals	Revisit down, zigzag, curly letters, numbers 1, 4, 7, capitals	Revisit around and down letters, numbers 0, 6, 8, 9, capitals	Revisit down, zigzag, curly letters, numbers 1, 4, 7, 2, 3, 5, capitals	Revisit around and down letters, numbers and capitals	Revisit down, zigzag, curly letters, numbers and capitals

Posture Expectations

Children will be expected to:

- put two feet on the floor
- push their bottom to the back of their chair
- tuck their chair under the table
- hold their pencil in a tripod grip
- place their other hand on their book or paper so it doesn't move

***Feet, back, chair tucked in,
Tripod grip—let's begin!
Helping hand holds it tight,
Now we're ready to write!***

End of Year 1 Expectations

- Accurately forms all lowercase and capital letters
- Forms digits correctly
- Maintains correct grip and posture
- Begins to show consistency in size and spacing
- May begin joining where ready

Year 2

Key Focus

- Consistent size and spacing
- Development of fluency
- Introduction and application of joins
- Writing becomes more automatic
- Builds on Letter-join programme.

Teaching Approach

- Daily practice (minimum 10 minutes) with increasing independence
- Explicit teaching of joins
- Application across writing

Year 2 Sequence

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Revisit all letter families, capitals and numbers 0–9	Teach diagonal joins (arm joins)	Teach horizontal joins (washing line joins), introduce break letters (q, x, z)	Revise diagonal joins	Revise horizontal joins	Revise diagonal joins

End of Year 2 Expectations

- Writes with consistent size and spacing
- Uses diagonal and horizontal joins
- Maintains legibility across writing
- Demonstrates increasing fluency and control

Key Principles

- Handwriting is taught daily for 10 minutes and is timetabled
- Handwriting is taught explicitly and progressively
- Teachers' handwriting consistently models high standards across the curriculum
- Posture and grip are prioritised from the start
- Accuracy before speed
- Consistent expectations across all subjects

Key Stage 2 Overview

Handwriting in Key Stage 2 builds on the secure foundations established in EYFS and Key Stage 1. Teaching follows the Letter-join progression, focusing on fluency, consistency and automaticity so that handwriting supports, rather than hinders, composition.

The focus is on developing:

- Fluent, joined handwriting across all writing
- Consistency in size, spacing and orientation
- Increased speed and stamina for writing at length
- Adaptation of handwriting for different purposes

Teaching continues to follow the **“I do, we do, you do” model**:

I do – Adult models fluent, joined handwriting, including joins, spacing and layout.

We do – Pupils practise with guidance, feedback and live modelling.

You do – Pupils apply handwriting independently across the curriculum.

The teacher’s own handwriting continues to model high standards across all subjects.

In Key Stage Two, Handwriting is taught twice weekly for 20 minutes as a discrete handwriting session and is clearly timetabled across Key Stage Two.

There is a clear focus on the modelling and development of joins, spacing, correct letter size across the teaching of the English curriculum.

In addition:

- Handwriting is reinforced across all subjects.
- Application is expected in all written work.
- Expectations for presentation are consistently reinforced.
- Targeted intervention is in place for pupils requiring additional support.

Key Principles

- Handwriting is taught regularly and applied across the curriculum.
- Teaching is explicit, progressive and consistent.
- Joined handwriting is expected in all writing (unless purposefully adapted).
- Accuracy is prioritised before speed.
- Fluency and automaticity are key outcomes.
- Teachers model high expectations at all times.
- Presentation expectations are consistent across school.

Lower Key Stage 2 – Years 3 and 4

Key focus:

- Secure fluent, joined handwriting
- Improve consistency in size, spacing and alignment
- Develop stamina for longer pieces of writing
- Embed handwriting across all curriculum areas

- Handwriting taught through **Letter-Join**

Teaching Approach

- Regular discrete handwriting sessions
- Daily application within English and wider curriculum
- Use of Letter-join Module 4 (Year 3) and Module 5 (Year 4)

Explicit teaching of:

- joining patterns
- spacing between words
- alignment on lines
- presentation standards

Posture Expectations

- Children will be expected to:
- put two feet on the floor
- push their bottom to the back of their chair
- tuck their chair under the table
- hold their pencil in a tripod grip
- place their other hand on their book or paper so it doesn't move

***Feet, back, chair tucked in,
Tripod grip—let's begin!
Helping hand holds it tight,
Now we're ready to write!***

Additional Curriculum Links

Handwriting is practised through:

- Spelling and dictation
- Recording of the date and title across the curriculum
- Subject specific vocabulary/ word banks
- Topic writing (science, geography, history)
- Creative writing (e.g. similes, poetry, descriptive writing)

End of Lower Key Stage 2 Expectations

Pupils will:

- Use fluent, joined handwriting in all writing
- Maintain consistent size and spacing
- Write legibly at an appropriate speed
- Apply handwriting skills across subjects
- Demonstrate increasing stamina for writing

Upper Key Stage 2 – Years 5 and 6

Key Focus

- Automatic, fluent handwriting
- Increased speed and efficiency
- Adapt handwriting for purpose and audience
- Maintain high presentation standards

Teaching Approach

- Discrete handwriting lessons
- Daily application across all subjects

- Use of Letter-join Module 6 (Year 5) and Module 7 (Year 6)

Explicit teaching of:

- speed and fluency
- writing at length
- presentation for different purposes
- note-taking and quick writing

Posture Expectations

Children will be expected to:

- put two feet on the floor
- push their bottom to the back of their chair
- tuck their chair under the table
- hold their pencil in a tripod grip
- place their other hand on their book or paper so it doesn't move

Additional Curriculum Links

Handwriting is embedded through:

- Extended writing in English
- GPS and dictation practice
- Cross-curricular writing
- Note-taking and planning
- SATs preparation tasks

End of Upper Key Stage 2 Expectations

Pupils will:

- Write fluently and automatically using joined handwriting
- Maintain legibility and consistency at speed
- Adapt handwriting style depending on purpose
- Produce well-presented work across all subjects
- Demonstrate stamina for extended writing

Adaptation of Handwriting

By Year 6, pupils will understand when to use:

- Joined handwriting for most writing
- Print or capital letters for clarity (e.g. labels, forms)
- Different styles depending on audience and purpose

Inclusion

Targeted support is provided through:

- Letter-join intervention programmes.
- Additional guided practice.
- Adapted resources and scaffolds.
- Support for pupils with SEND or fine motor difficulties – targeted fine motor skills interventions, hand strengthening exercises.
- Referrals and assessments through Occupational Therapy where required, to develop hand strengthening, fine motor skills.

Whole School Expectations (KS2)

All pupils will continue to:

- Sit correctly with good posture
- Use a consistent and comfortable grip
- Present work neatly across all subjects
- Take pride in their handwriting