

Kirkby Church of England Primary School



Handwriting Policy 2025-26

At Kirkby Church of England Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use RWI IN Early Years and Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

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

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting,

whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

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 objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

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.

Pens and pencils

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place.

Early Years

For our youngest pupils we teach handwriting on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary
- correct sitting position and pencil grip for handwriting

Early Years teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

The children are taught using the RWI rhymes. At the end of EYFS children should be able to recognise and form all the printed, lowercase letters of the alphabet.



Rhymes for letter formation - taken from Read Write Inc.

a  Around the apple and down the leaf.	b  Down the laces to the heel and around the toe.	c  Curl around the caterpillar.	d  Around the dinosaur's bottom, up his tail neck & down to his toes.	e  Lift off the top and scoop out the egg.	f  Down the stem and draw the leaves.
g  Around the girl's face, draw her hair and give her a curl.	h  Down the head, to his hooves and over his back.	i  Down the body and dot for the head.	j  Down his body, curl, dot for his head.	k  Down the kangaroo's body tail and leg.	l  Down the long leg.
m  Down Mavis, mountain.	n  Down Nobby and over his net.	o  All around the orange.	p  Down the pirates' plait and around his face.	qu  Round her head, up paint her earring, down her hair and flick.	r  Down the robot's back and curl over his arm.
s  Slither down the snake.	t  Down the tower, across the tower.	u  Down and under, up to the top and draw the puddle.	v  Down a wing, up a wing.	w  Down, up, down, up.	x  Down the arm and leg, repeat the other side.
y  Down a horn, up a horn and under head.	z  Zig-zag-zig.				

Key Stage 1: Years 1 and 2

- continuing with gross and fine motor skills exercises
- strengthening handwriting, learning and practice
- numerals, capitals and printed letters; where and when to use, learning and practice

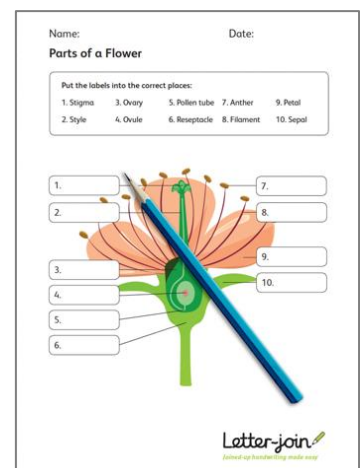
Letterjoin Print to Cursive teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.



It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

By the end of Y1 children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.



How to Write Letters

a b c d e f g h i j k l m n o p q r s t u v w x y z

Starting Cursive introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

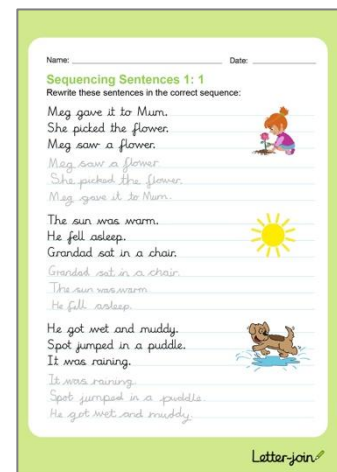
- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- SPaG practice for KS1 SATs

With the regular handwriting practice, children should now be developing the fluency and speed of their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue at least once a week and be monitored daily.

Handwriting in Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. The available worksheets cover topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

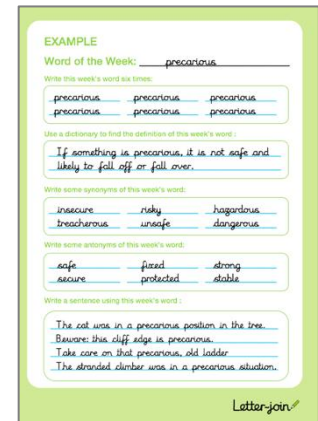


Completion should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. Letterjoin worksheets aim to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

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

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



Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught reinforcing cursive handwriting across the curriculum

- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

Pupils will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide

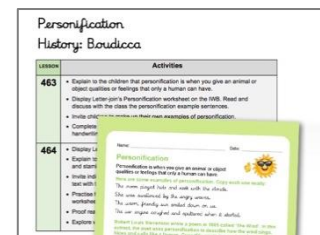


range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

Children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Year 6 pupils are with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. =



Collette Keegan

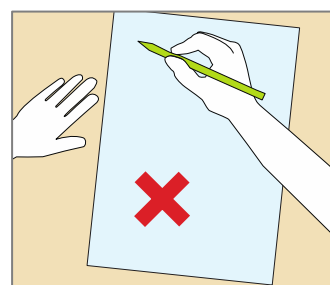
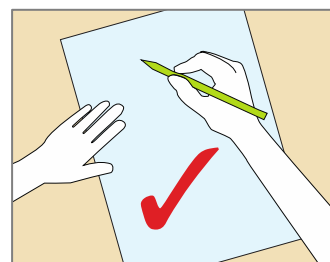
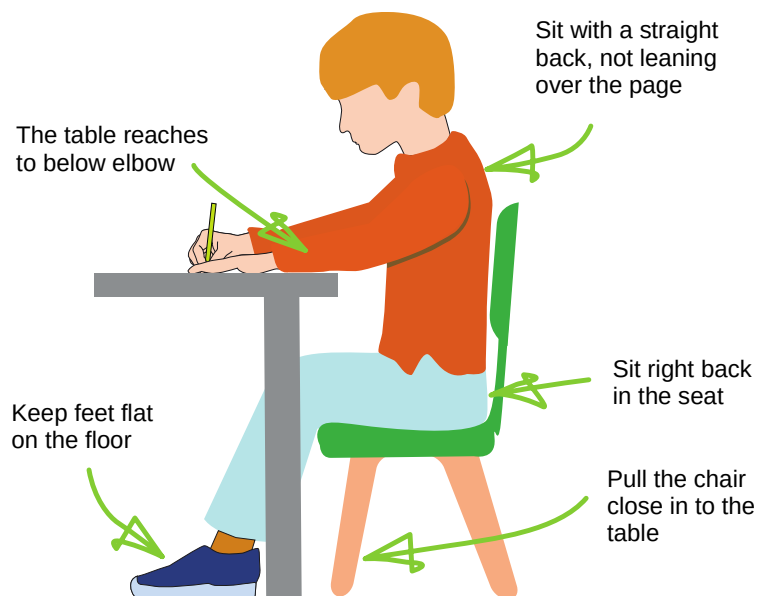
Writing Lead

Review July 2026

Correct posture and pencil grip for handwriting

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

SITTING POSITION



Paper position for right-handed children.

LEFT-HANDED CHILDREN

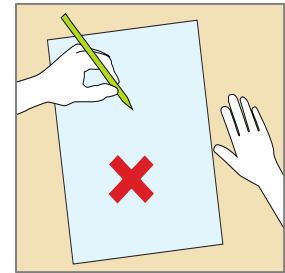
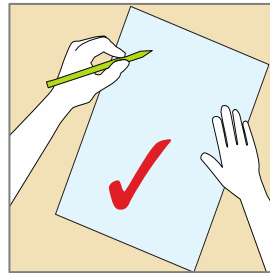
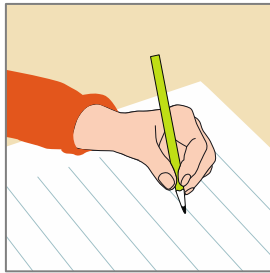
Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- 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.

- Extra practice with left-to-right exercises may be necessary before pupils write



Paper position for left-handed children.

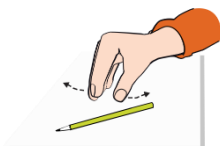


left-to-right automatically.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows 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.

How to Write Letters

a b c d e f g h i j k l m n o p q r s t u v w x y z



Handwriting phrases for helping your child to form letters

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



Handwriting Phrases Y1-Y6

- | | |
|---|---|
| a Start on the dot, curve down and around, up, down and hook. | n Start on the dot, go down up and over and hook. |
| b Start on the dot, go down, up and over, join up and hook. | o Start on the dot, go back in a curve, all the way back round and hook. |
| c Start on the dot, curve down and around and hook. | p Start on the dot, go down under, back up and over, join up and hook. |
| d Start on the dot, curve down and around, up to the top, back down and hook. | q Start on the dot, curve down and around, back up, down under and hook. |
| e Start on the dot, go across, curve up, then down and around and hook. | r Start on the dot, go down, up, a little way over and hook. |
| f1 Start on the dot, hook back, go down and under, loop and hook. | s Start on the dot, go round in a curve, back round, curve back and hook. |
| f2 Start on the dot, hook back and down, loop under, join up and hook. | t Start on the dot, go down, hook then cross the 't'. |
| f3 Start on the dot, | u Start on the dot, go down and round, up again, down and hook. |
| g Start on the dot, curve down and around, up, down, under, loop and hook. | v Start on the dot, slope down, slope up and hook. |
| h Start on the dot, go down, back up, over and hook. | w1 Start on the dot, go down and round, up, down and round, up again and hook. |
| i Start on the dot, go down, hook and dot. | w2 Start on the dot, go down, up, down again, up again and hook. |
| j Start on the dot, go down and under, loop, hook and dot. | x1 Start on the dot curve down, curve up, curve down and hook. |
| k1 Start on the dot, go down, back up, loop, kick and hook. | x2 Start on the dot, slope down, hook and lift, go to the top, slope back down. |
| k2 Start on the dot, go down, curve up, curve down and hook. | y Start on the dot, go down and round, up, down, loop and hook. |
| l Start on the dot, go all the way down and hook. | z1 Start on the dot, go across, slope down, loop under and hook |
| m Start on the dot, go down, up and over, up and over and hook. | z2 Start on the dot, go across, slope down, across and hook. |