



HANDWRITING POLICY

Reviewed	March 2026
Next review date	March 2028

Whole School Aims

At Harrington Hill Primary School, we believe that clear, fluent handwriting is a fundamental life skill and an essential part of effective communication. Handwriting supports pupils in expressing their ideas with confidence, pride and accuracy across all areas of the curriculum. It is closely linked to spelling, composition and overall academic achievement, and we are committed to ensuring that every child develops a legible, consistent and efficient handwriting style.

The implementation of this policy is the responsibility of all teaching staff.

Aims for Teachers

- Follow a consistent, school-wide approach to handwriting that follows a clearly sequenced progression and supports the gradual acquisition of skills. This is embedded across every year group. Once print handwriting is mastered, handwriting instruction encourages speed, legibility and consistency.
- Ensure all pupils in every year group regularly practise handwriting to develop physical skill and control, and maintain fluency and legibility.
- Ensure high expectations in handwriting lessons. Pupils are expected to apply the same standards in other independent writing.
- Focus on the pupils who need the most support. Observe pupils during the handwriting session and provide feedback and support, preventing them from practising letter formation incorrectly.

Aims for Students

- To know the importance of clear and neat presentation to communicate meaning effectively.
- To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Knowing that all letters and digits start from the top, except d and e which start in the middle
 - Forming all letters and digits correctly
 - Knowing the size and orientation of letters of digits
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes.

Teaching Time

- EYFS - daily 10-minute sessions additional to any handwriting that forms part of teaching phonics (small steps)
- Year 1 and Year 2 - 3X Weekly 10-minute sessions
- Year 3 and Year 4 - 2/3X weekly 10-15-minute sessions
- Year 5 and Year 6 - 2/3X weekly 15-minute sessions

Delivering Handwriting (Teaching Time)

EYFS:

Daily 10-minute sessions additional to any handwriting that forms part of teaching phonics (small steps).

In the Early Years Foundation Stage at Harrington Hill Primary School, we recognise that the development of gross and fine motor skills is fundamental to successful handwriting. In line with guidance from the Department for Education, children are first provided with rich, practical opportunities to build strength, coordination and control before formal handwriting begins.

This includes:

- Large-scale mark-making activities such as painting with water or brushes outdoors, which develop shoulder stability and arm movement, before progressing to chunky crayons and pencils.
- Children strengthen their fingers and thumbs through purposeful play, including manipulating dough, completing puzzles, threading objects, scrunching paper and using tools such as large tweezers to pick up small items.

Alongside fine motor development, we prioritise core strength and muscle isolation to support controlled movement.

Children in the Early Years Foundation Stage will be taught how to write the letters through:

- Literacy carpet sessions and table sessions
- Phonics lessons/groups
- Modelled/shared writing
- Letter formation according to letter families daily (from Spring term)

Year 1:

In year 1 pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0–9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways)

Year 2:

In year 2, pupils should be taught to:

- form lower-case letters of the correct size relative to one another
 - start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
 - use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes

Key Stage 2

Write legibly, fluently, with increasing speed and personal style by:

- Choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
- Choosing the writing implement that is best suited for a task (e.g. quick notes, letters)

Handwriting will then be practiced at the start of English lessons when children write and re-write 3 vocabulary words for the writing topic.

Technical vocabulary to teach children for Handwriting

Clockwise	Anticlockwise	Horizontal join
Diagonal join	Ascender	Descender
Cursive	Consonant	Capital
Lower case	Vowel	Finger space

Ways Of Working

As each of the letters is introduced, words containing those letters are practised. Children begin to make the link between handwriting, writing and spelling.

This is the recommended order of teaching letters:

Straight letters

i l t u

2 o'clock's

c a d g q s

Tunnel letters

n m h b p

Top joiners

o r v w

Square letters

x z

Odd letters

f k j y e

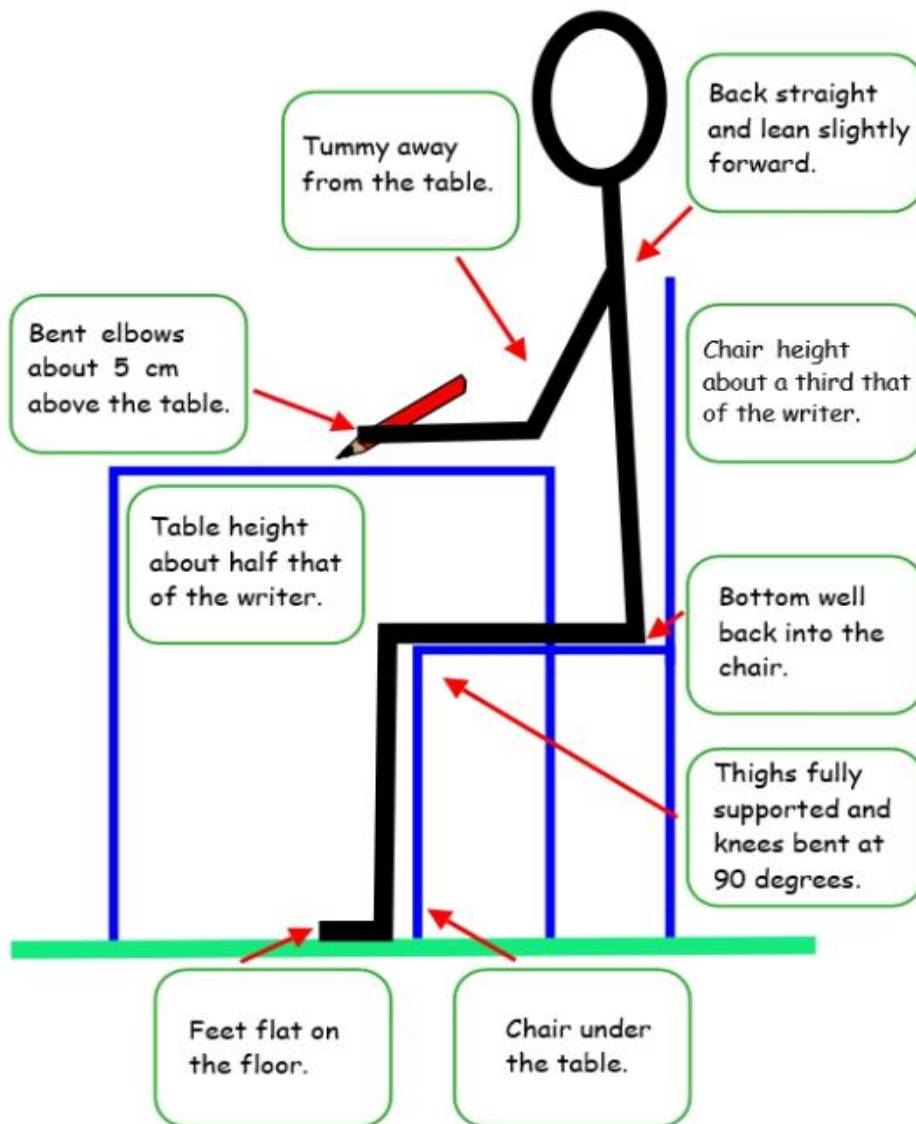
All letters start on the line with an 'in-stroke' and finish with an 'exit-point'.

We do not join capital letters or to a capital letter.

Pencil Hold, Seating & Paper Position

When writing, children should sit correctly at a table, holding a pencil comfortably and correctly.

- It is important that children sit in an upright position.
- Both feet should be touching the floor, with the non-writing hand resting on the desk.
- Children should hold the pencil between their thumb and index finger. A pencil grip may be necessary for children with poor grip.
- Left-handed children should sit to the left of right-handed children, to avoid their writing arms from bumping each other.
- It may help left-handers to sit with their paper at a slanted angle.
- A left-hander may also benefit from holding the pencil further up.



Teaching/Modelling Handwriting

It is expected that handwriting is taught in every year group across the school, with greater time spent when children are first learning basic letter shapes. Handwriting is a motor activity and needs to be taught.

The way in which adults write will influence the way that children write. Therefore, to ensure continuity marking in books, writing on boards and displays should reflect continuous cursive handwriting.

Assessment of Handwriting

Handwriting at Harrington Hill is assessed through writing moderation conducted by class teachers with school leaders during staff meetings and book looks. Standards in handwriting inform overall teacher assessment of children's writing achievement according to National Curriculum expectations for their age. In addition to this, the school uses 'No More Marking' - a scheme of moderating writing in which handwriting is closely observed.

Letter formation based on RWInc Phonics programme

letter	Character	Formation Rhyme
a	apple	Round the apple, down the leaf and flick
b	boot	Down the laces to the heel, round the toe and flick
c	caterpillar	Curl around the caterpillar and flick
d	dinosaur	Round his bottom, up his tall neck, down to his feet and flick
e	egg	Lift the top and scoop out the egg
f	flower	Down the stem and draw the leaves
g	girl	Round her face, down her hair and give her a curl and flick
h	horse	Down to his head, to the hooves and over his back and flick
i	insect	Down the body and flick, dot for the head
j	Jack in a box	Down his body, curl, flick and dot
k	kangaroo	Down the kangaroo's body, back up tie the shoe lace and flick
l	leg	Down the leg and flick
m	mountain	Maisie, mountain, mountain and flick
n	net	Down Nobby, over his net and flick
o	orange	All the way around the orange and flick
p	pirate	Down the plait and over the pirate's face and flick
q	queen	Round her head, up past her earrings, down her hair and flick
r	robot	Down his back, then curl over his arm and flick
s	snake	Slither down the snake and flick

t	tower	Down the tower, flick and cross
u	umbrella	Down and under, to the top and back and flick
v	vulture	Down a wing, up a wing and flick
w	worm	Down up , down up and flick
x	exercise	Down the arm and leg and repeat the other side
y	yak	Down a horn, up a horn and under his head and flick
z	zip	zig zag zig and flick