



HANDWRITING POLICY

This Policy was approved Governors in:	December 2025
This Policy was shared with staff in:	December 2025
Implementation of this Policy will be monitored by:	Mrs Rautenbach
Policy Review Date:	November 2025
Date of next Review:	November 2026

Handwriting is an integral component of the English programmes of study for Key Stages 1 and 2. The programmes describe two dimensions of writing:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

The curriculum demands that teaching should develop competence in *both* dimensions, as writing down ideas fluently depends on effective transcription. This relationship defines the role of handwriting as a *functional tool* in the writing process.

EARLY HANDWRITING AT POVEREST PRIMARY SCHOOL:

- Children will be taught how to hold a pencil correctly to make patterns.
- Each letter will be introduced during Phonics lessons, following the order of the **Bug Club** scheme. The children will be taught printed letter formation, as demonstrated through the **Bug Club** scheme of work.

By the end of the year, Reception children will be taught to:

- Write recognisable letters, most of which are correctly formed.
- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.

In Reception, regular Handwriting lessons will be introduced when the children are ready. All children will practise handwriting regularly in A5 red lined handwriting books (exceptions can be made for children who have a specific weakness).

	Statutory Requirements	Non-Statutory Notes and Guidance
Year 1	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • 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) and to practise these. 	<p>Handwriting requires frequent and discrete, direct teaching. Children should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young child’s hand. Whatever is being used should allow the child to hold it easily and correctly so that bad habits are avoided.</p> <p>All children should practise handwriting regularly in A5 purple lined handwriting books (exceptions can be made for children who have a specific weakness). Left-handed children should receive specific teaching to meet their needs.</p> <p>Handwriting lessons should be taught regularly following the progression of the <u>Letter-join</u> scheme of work. The children will be taught printed letter formation, as demonstrated through the <u>Bug Club and Letter-join</u> schemes of work.</p>
Year 2	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • 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 	<p>Children should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p> <p>All children should practise handwriting regularly in A5 purple lined handwriting books (exceptions</p>

	<p>letters, when adjacent to one another, are best left unjoined.</p> <ul style="list-style-type: none"> • write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters. • use spacing between words that reflects the size of the letters. 	<p>can be made for children who have a specific weakness).</p> <p>Handwriting lessons should be taught regularly, following the progression of the Letter-join scheme of work.</p>
Years 3–4	<p>Children should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. • increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch). 	<p>Children should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught regularly, following the Letter-join scheme of work, with the aim of increasing the fluency with which children are able to write down what they want to say. This, in turn, will support their composition and spelling.</p> <p>All children should practise handwriting regularly in A5 purple lined handwriting books (exceptions can be made for children who have a specific weakness).</p>
Years 5–6	<p>Children should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. • choosing the writing implement that is best suited for a task. 	<p>Children should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.</p> <p>They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra; and capital letters, for example, for filling in a form.</p> <p>All children should practise handwriting regularly in A5 purple lined handwriting books (exceptions can be made for children who have a specific weakness).</p>

EXEMPTIONS FOR HANDWRITING DIFFICULTIES

Teachers can use their discretion to ensure that, on occasion, a **particular weakness** does not prevent an accurate judgement from being made of a child's attainment overall. This can be implemented for children with a handwriting difficulty who are secure in all other aspects of writing. In this case, the teacher will need to provide evidence that the child had taken part in a range of purposeful intervention activities in order to support and develop the child's handwriting.