

# Tregony CP School Handwriting Policy March 2026



# Handwriting Policy

We are very proud of our pupils' handwriting and take particular care with our handwriting style. In line with the Writing Framework 2025, handwriting is taught explicitly and regularly across the school beginning in reception, in addition to writing in phonics lessons. We use a combination of RWI and Letter-join's handwriting schemes as the basis of our handwriting policy, which enables us to meet National Curriculum requirements through a structured teaching programme.

## Objective

Handwriting is a core skill which influences the quality of work throughout the curriculum. By the end of Key Stage 2, pupils should have the ability to produce fluent, legible and speedy joined handwriting, and to understand that different styles of handwriting are used for different purposes.

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

## Aims

- Develop neat, legible and speedy handwriting where letters and words are automatically produced in independent writing.
- Establish and maintain high expectations for the presentation of written work.
- Understand, by the end of Year 6, the importance of neat presentation and the need for different handwriting styles (joined, printed or capital letters) to help communicate meaning clearly.



## Expectations

All teaching staff are encouraged to model the 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 teaching and learning of handwriting across all school years and be encouraged to take pride in their work. We want to help pupils enjoy learning and developing their handwriting, so they feel 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 throughout learning, as emphasised in the 2025 Writing Framework.

## Pens and pencils

Pupils will first learn to write with chunky crayons, chalk or soft pencils while developing a proper grip before exploring with large scale drawing and writing to build fine motor skills, then moving to smaller, more precise writing tools until they reach use of an HB Pencil.

## Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and/or with special educational needs, appropriate additional support will be put in place. Letter-join's Lesson Planners include differentiation activities for extra practice/challenge and their Handwriting Recovery Programme is used as an intervention for our key stage 2 pupils to give structured support if they find handwriting challenging.



## Progression Through the School

### Nursery:

In our nursery provision, handwriting is taught from the outset as follows:

1. 'writing-readiness' activities that develop gross and fine motor skills and correct posture;
2. development of a correct pencil grip by receiving support and instruction throughout the different stages.
3. mark making using a variety of materials, shapes and patterns both within and without lines and shapes;
4. development of shoulder movements to encourage upper body strength.

'Writing-readiness' suggested activities are:

5. Threading, construction apparatus, weaving, tracing, stencils, colouring, painting, scissor skills, experimenting with a range of implements (pens, pencils, crayons, felt tips, chalk, interactive whiteboard, sticks, paints, water)
6. Using a selection of materials (shaving foam, mud, wet/dry sand, water) including malleable materials (play dough, clay, mod rock)
7. Finger and counting rhymes
8. Taking part in activities to develop their fine and gross motor-skills and recognise letters and their patterns, for example: dough gym, gross motor movements using ribbons waving them in the air, they form patterns and letters using their index finger in sand, glitter, shaving foam and paint.

## Early Years Foundation Stage

In Early Years, handwriting is introduced through the **Read Write Inc. (RWI) approach**, with a strong focus on developing the physical foundations needed for successful writing.

Children take part in **daily, short handwriting sessions**, which include:

- Developing **fine and gross motor control** through activities such as pattern making, air writing and mark making in a range of materials
- Learning and practising the **correct sitting position and pencil grip**, with particular emphasis on developing a **secure tripod grip**
- Opportunities for **mark making and early writing** on paper, whiteboards and other surfaces to build pencil control
- Explicit teaching of **letter formation using RWI mnemonics**, ensuring children learn to form letters correctly from the start

Through consistent modelling and practice, children begin to develop **control, confidence and correct letter formation**, providing a strong foundation for handwriting in Key Stage 1.

## Key Stage 1: Years 1 and 2

Teaching progresses from five short lessons to three longer lessons per week:

- Cross curricular practice to strengthening handwriting learning
- learning where and when to use capitals and printed letters, reinforced by practice



### Year 1

In **Year 1**, the focus is on developing secure **letter formation** using the RWI mnemonics. Children are taught to form all lowercase letters correctly and consistently. Teaching emphasises:

- Correct **letter formation**
- Accurate **letter size**
- Understanding **where letters sit on the line**
- Appropriate **spacing between words**

Staff model handwriting explicitly and support pupils to develop good **pencil control, posture and tripod grip**.

## Year 2

In **Year 2**, children build on these foundations by beginning to **join letters**. Using the RWI approach, pupils are taught to join letters through **bridge joins and hill joins**. The focus at this stage is on:

- Developing **smooth, fluent joins**
- Maintaining **consistent letter size**
- Keeping handwriting **legible and well spaced**
- Applying joined handwriting across independent writing tasks

By the end of Year 2, pupils are expected to write using **clear, legible handwriting with appropriate joins**, preparing them for the continued development of joined handwriting in Key Stage 2.



## Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during two weekly lessons:

- reinforcing joined handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- SATs spelling, punctuation and grammar (SPaG) practice.

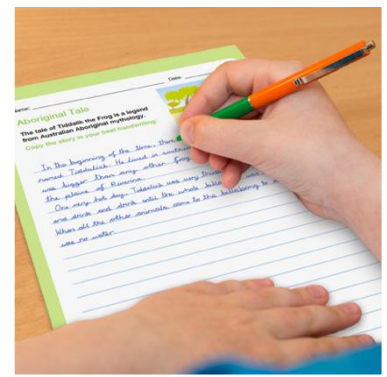


## Year 5

**Module 6** continues to build on combining fluent handwriting with other subjects across the curriculum.

In this module, learners will have plenty of opportunity to develop the skills and stamina needed 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.

On completing this module, children should be producing joined writing automatically, enabling them to focus on the content of their work rather than the process of writing.

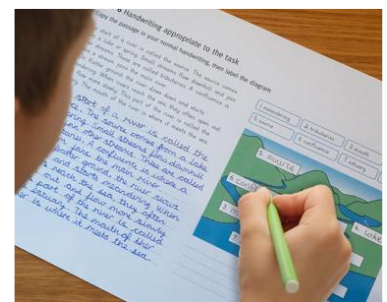


## Year 6

**Module 7** presents learners with a range of tasks where they need to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises help refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets offer opportunities to practise writing at length.

Module 7 also contains a series of worksheets to support SATs SPaG revision. They are designed to support pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

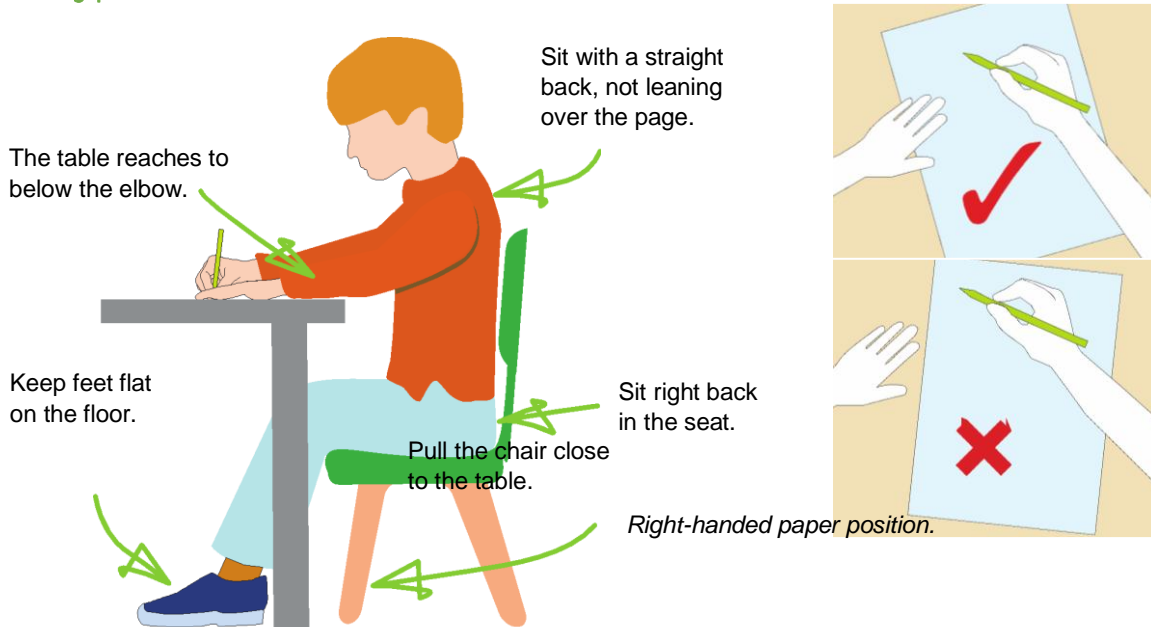
By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects and styles. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, capital letters or an unjoined style.



## Correct posture, pencil grip and paper position for handwriting

Pupils are taught to sit correctly at a table and hold a pencil comfortably and correctly.

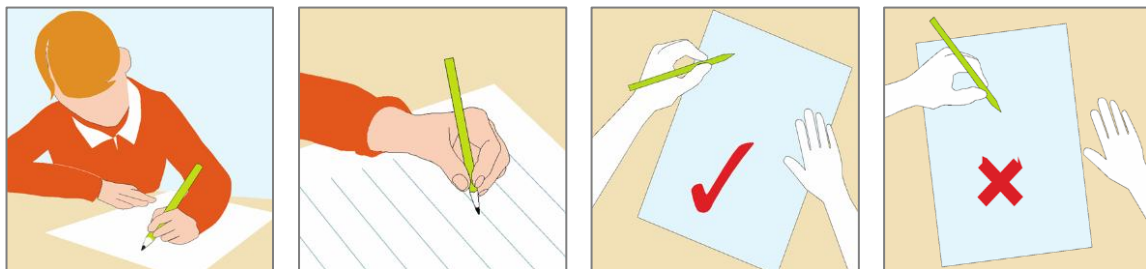
### Sitting position



### Left-handed writer

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers will 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 left-to-right automatically.



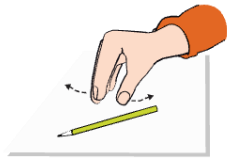
Left-handed paper position.

## The Tripod Pencil Grip

Both right and left-handed children should use the tripod grip which enables 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



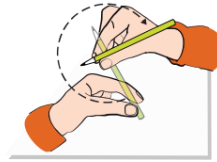
Point away the pencil,



Pinch it near the tip,



Lift it off the table,

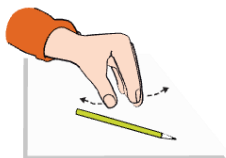


Spin it round...



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.