



Inquisitive Minds Shape our World

Handwriting Policy

Intent

At Worsthorne Primary School we believe that fluent, legible and speedy handwriting is an essential skill that underpins success across the curriculum. Our aim is to instil confidence and pride in pupils' written work through consistent, progressive teaching from the Early Years Foundation Stage to Year 6.

This policy brings together three complementary sources of guidance so that staff have one clear school approach:

- Letter-join as the whole-school handwriting scheme, resources and lesson structure.
- Red Rose Letters and Sounds as the phonics programme, including the agreed formation phrases (handwriting patter) used by every adult.
- The statutory and non-statutory handwriting requirements of the National Curriculum for England and the EYFS framework.

Pupils will be taught:

- Handwriting both implicitly (in every written task) and explicitly (in planned lessons).
- The expected standard of handwriting appropriate for their year group.
- Increasing fluency, stamina and speed through the year groups.
- To sit correctly at a table, holding a pencil comfortably and correctly using a tripod grip.
- To form letters correctly, starting and finishing in the right place.
- To write in a clear, joined, fluent and legible style by the end of Key Stage 2.
- To adapt handwriting for different purposes and audiences.

Progression

Our progression in handwriting is supported by consistency across year groups, regular monitoring, and high expectations in all written work. Class teachers and support staff model handwriting consistently using agreed formation and joining.

EYFS	The quick brown fox jumps over the lazy dog.
Year 1 / 2	The quick brown fox jumps over the lazy dog.
KeyStage 2	The quick brown fox jumps over the lazy dog.

Statutory requirements

The following statements are taken from the National Curriculum programmes of study for writing transcription and from the EYFS statutory framework. They are the non-negotiable outcomes against which teaching is planned and assessed.

Early Years Foundation Stage

Fine Motor Skills ELG: hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.

Writing ELG: write recognisable letters, most of which are correctly formed.

Year 1 (statutory)

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 (letters that are formed in similar ways) and practise these.

Non-statutory guidance: handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The writing implement should not be too large for a young pupil's hand. Left-handed pupils should receive specific teaching to meet their needs.

Year 2 (statutory)

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.

Non-statutory guidance: pupils 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.

Years 3 and 4 (statutory)

Pupils should be taught to:

- 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, and that lines of

writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Non-statutory guidance: pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils can write down what they want to say. This supports composition and spelling.

Years 5 and 6 (statutory)

Pupils should be taught to write legibly, fluently and with increasing speed by:

- 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.

Non-statutory guidance: pupils 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 writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (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, algebra, or capital letters when filling in a form.

Implementation

Year group	Lesson time	Letter-join module	School focus
EYFS	Daily 10–15 minutes (within phonics and provision)	Module 1	Print formation with Red Rose phrases; fine motor; tripod grip
Year 1	Daily 10–15 minutes	Module 2 (adapted)	Lead-in; no loops on descenders; capitals; digits; families
Year 2	Three lessons of 15–20 minutes	Module 3	Introduce diagonal and horizontal joins; high-frequency words; dictation
Year 3	Two lessons of 20–30 minutes	Module 4	Cursive in all independent writing; consistency of size and spacing
Year 4	Two lessons of 20–30 minutes	Module 5	Fluency and curriculum links (English, maths, science, geography, Spanish)
Year 5	Two lessons of 30–40 minutes	Module 6	Stamina for writing at length; automatic cursive; presentation across subjects
Year 6	Two lessons of 30–40 minutes	Module 7	Choice of style for purpose; speed; SPaG revision; unjoined when needed

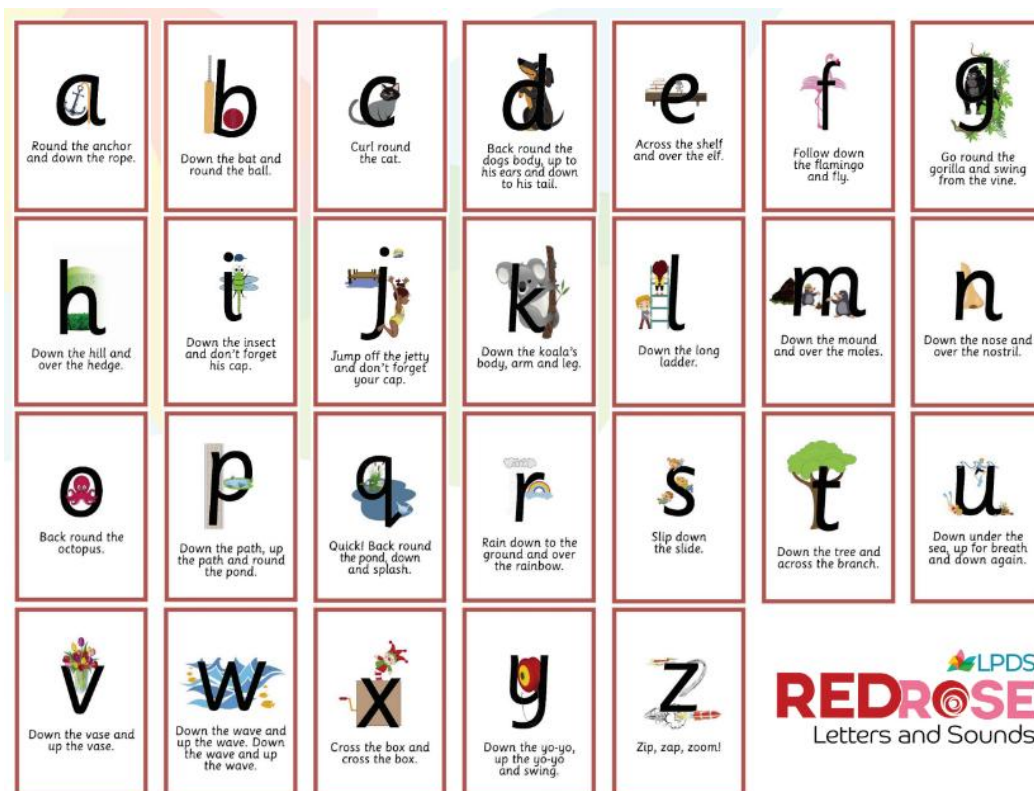
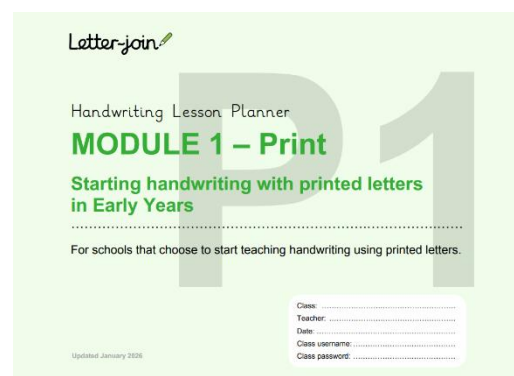
Presentation and handwriting are non-negotiable in every lesson, not only in dedicated handwriting sessions. Teachers model the agreed script whenever they write in front of the class.

Progression by year group

Early Years Foundation Stage (EYFS)

Handwriting sits within both fine motor development and writing. Teaching begins with large gross-motor movements and moves to fine-motor activities such as dough disco, threading, cutting, drawing and mark-making. All mark-making is valued. Emergent writing in play is encouraged from the start.

- Lower-case formation follows the Red Rose Letters and Sounds teaching sequence. As each phoneme is introduced, the corresponding grapheme is taught with the Red Rose formation phrase.
- Capital letters are taught as starting from the top.
- Correct posture and a developing tripod grip are taught from the outset (nip, flip, grip).
- Pupils begin to write on lined paper when they are ready.
- Letter-join Module 1 is used in addition to phonics, not instead of it.

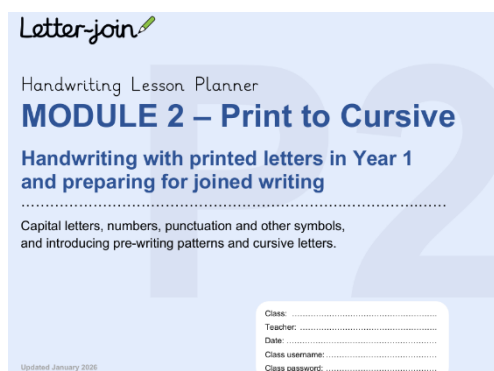


Year 1

. Pupils will progress from print to pre-cursive, without being asked to produce a fully looped continuous cursive that the National Curriculum does not require at this stage.

Pupils will:

- Consolidate accurate letter formation using Red Rose phrases.
- Add a lead-in and a lead-out on all lowercase letters once formation is secure.
- Form f, g, j, y and q with a clear descender that sits below the line, without a loop back up to the next letter.
- Practise letter families together.
- Form capital letters (unjoined) and digits 0–9 using the Red Rose number patter.
- Sit letters on the line with clear ascenders and descenders and consistent word spacing.
- Practise daily, reinforcing phonics and spelling.



Letter-join Module 2 (capitals, printed letters, numbers, punctuation and symbols) is the core resource. Where a Letter-join model shows a looped descender, staff overwrite or remodel the school form.

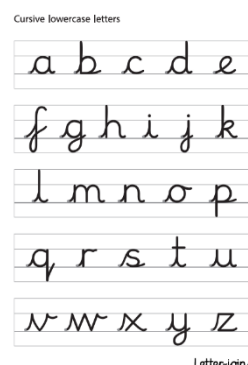
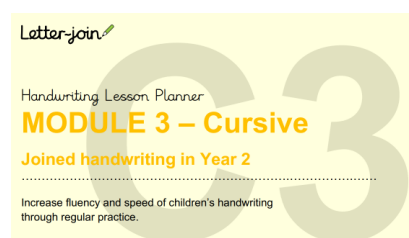


Year 2

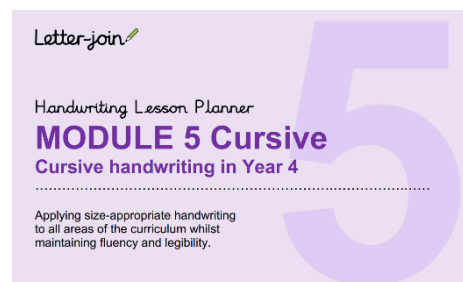
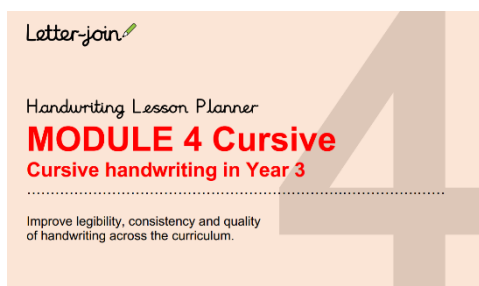
Module 3 for Year 2 Module 3 introduces cursive letters and how to join them. Sections cover cursive letters and words, letter families, high-frequency words, joining techniques, sequencing sentences, dictation and KS1 SPaG practice.

Pupils will:

- Keep revising formation until it is automatic.
- Learn diagonal and horizontal joins.
- Understand which letters are best left unjoined when they sit next to one another.
- Write capital letters and digits at the correct size relative to lowercase letters.
- Begin joined handwriting in independent work as soon as formation and orientation are secure



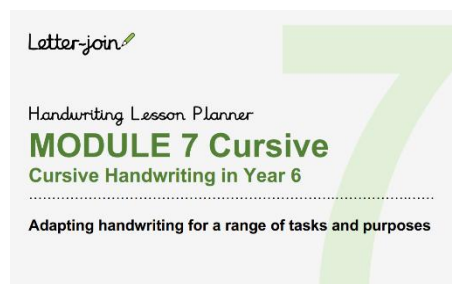
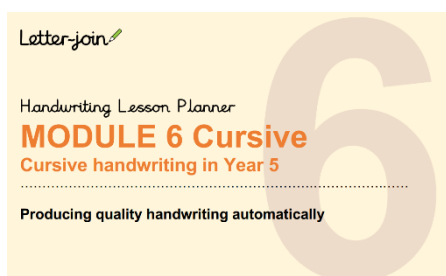
Key stage 2



Years 3 and 4

Module 4 (Year 3) and Module 5 (Year 4) expect a cursive style in independent writing across subjects. Content includes dictation, double letters, number vocabulary, palindromes, tongue twisters, Spanish, onomatopoeia, simile, statutory spellings and meaningful links with English, mathematics, science and geography.

The teaching emphasis moves from learning joins to quality: parallel downstrokes, even spacing, ascenders and descenders that do not collide, and fluency that frees working memory for composition.

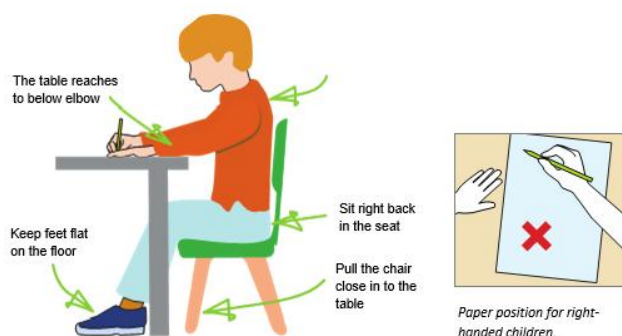


Years 5 and 6

Modules 6 and 7 develop stamina, speed and choice. Pupils decide when a joined style, an unjoined style or print is appropriate (notes, final copies, labels, email addresses, algebra, forms). Year 6 includes challenging dictation and SPaG worksheets that support KS2 expected standards. By the end of Module 7, handwriting should be automatic so that content, not letter formation, is the focus.

Correct posture and pencil grip for handwriting

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



Capital Letters

Capital letters stand alone. They are never joined to the following letter. Teachers model this in every subject. Children practise sentence starts and proper nouns with an unjoined capital.

Letters begun with a long-ladder movement then completed top to bottom: B D E F H I J K L M N P R T.

Letters started at the top: A C G O Q S U V W X Y Z.

Capital Letters



Letter-join  Joined-up handwriting made easy – www.letterjoin.co.uk

Pens and pencils

- EYFS begin with a wider pencil.
- When grip is secure, a standard pencil is used.
- Pupils write in pencil until the teacher judges that formation is secure. They may then choose pen or pencil.
- Pencil grips, wider barrels and alternative implements are available as reasonable adjustments.



Inclusion and SEND

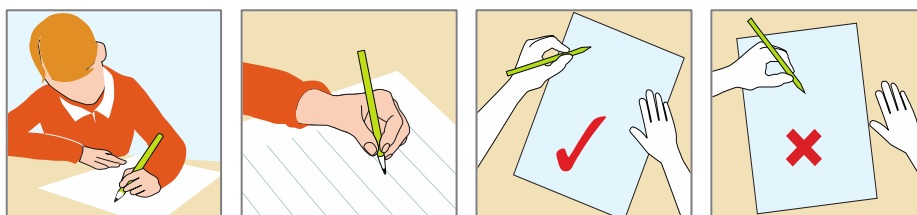
Every pupil is entitled to handwriting teaching that meets their needs. Adjustments may include pencil grips, pens or pencils of different widths, lined or highlighted paper, sloped boards, extra fine-motor intervention, and a slower route through the joining sequence.

For some pupils a consistent, legible printed script is the appropriate long-term outcome and is celebrated as a success. Assistive technology (typing, speech-to-text) is used where it

enables a pupil to communicate in writing. All adaptations are agreed with staff, families and relevant professionals.

Left-handed children

- Teachers demonstrate formation to left-handers individually or in a small group. Mirroring a right-handed model is not enough.
- A left-handed pupil sits to the left of a right-handed neighbour so that elbows do not compete.
- Paper is placed to the left and slanted.
- The pencil is not held too close to the point, which would hide the line of writing.
- Extra left-to-right pattern practice is given until the movement is automatic.



Impact

By the end of Key Stage 1, children will:

- Write using clear, legible handwriting.
- Form letters consistently with correct orientation and spacing.
- Use some diagonal and horizontal joins.
- Take pride in their written presentation.

By the end of Key Stage 2, children will:

- Write using fluent, legible and joined handwriting.
- Adapt handwriting for different purposes and audiences.
- Choose joined or unjoined styles appropriately.
- Take pride in the presentation of their work across all subjects.

Monitoring

Class teachers and support staff model the agreed formation and joining methods in every written interaction with pupils. Subject leadership monitors books, lessons and displays. Inconsistency between phonics modelling and handwriting modelling is treated as a priority for coaching, because mixed messages undo progress faster than a missed lesson.

Date of Policy	September 2026	To be reviewed	Annually
Person Responsible	Amanda Cockett	Review Date	September 2027