



Hunton

C of E Primary School

Life in all its fullness - John 10:10

Handwriting Policy & Teaching Sequence

Achieving Excellence Together

Compassion

Joy

Perseverance

Respect

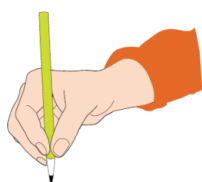
Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. Children must be able to write with ease, speed and legibility. This policy is written in line with the recommendations outlined in the 'Writing Framework' (DfE, July 2025) Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. After children have mastered the letters within our Systematic Synthetic Phonics Scheme (Little Wandle- *see appendix 1*), children will develop a fluid style which, when mastered, will enable them to apply their energy into the content of their writing as opposed to the formation of the letters themselves (*see appendix 2*). Handwriting skills are taught regularly, explicitly and systematically throughout the school.

At Hunton CEP School, our aims are:

- To enable children to write in a consistent, well presented and legible format.
- To achieve automaticity in handwriting
- To ensure that there is a consistent style of handwriting that is taught once pupils can form unjoined letters correctly. (*appendix 2*)
- To make sure all children know the difference between lower- and upper-case letters.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.
- To ensure the skills within discrete handwriting lessons are taught systematically and progressively.

Implementation (*also see appendix 3*)

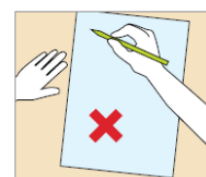
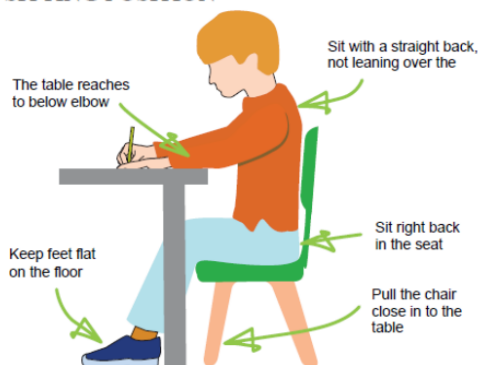


Children will be taught to handle a pencil correctly using a tripod pencil grip, where the pencil/pen is gripped between their index finger and thumb. The middle finger is used to support the underside of the pencil as shown (left):

Children should also adopt the correct posture when writing and be encouraged to sit and write like the picture* (right):

**(other way for left-handed children; teachers ensuring alternative provision and positioning where necessary)*

SITTING POSITION



Paper position for right-handed children

It is expected that Hunton pupils write from left to right, top to bottom of the page and space their letters and words correctly, forming regular shaped and sized letters. Capital letters are stand-alone and not joined to the next letter. It is also expected that children take pride in their written work and overall presentation.

The Early Learning Goals and national curriculum programmes of study for English: Keys stages 1 and 2 set out the expectations of progress in handwriting.

For the **Early Learning Goal** for Writing, children at the expected level of development will:

- write recognisable letters, most of which are correctly formed
- spell words by identifying sounds in them and representing the sounds with a letter or letters
- write simple phrases and sentences that can be read by others.

There is no expectation to teach lead-ins from the start and letter formation will be in-line with our Little Wandle scheme.

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’ (see appendix 3) and to practise these

Wide-lined paper is essential at this stage. Mid-line guides can also help position letters. Once this has been mastered, pupils can move onto narrower lines.

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 space, confusing shapes.

Joined handwriting should not be taught until pupils can form these unjoined letters correctly and consistently.

































In Key Stage 2 the national curriculum focuses on increasing legibility, consistency and quality of pupils’ handwriting, with the aim of increasing the fluency and speed with which they are able to write down what they want to say.

Impact

Pupils take pride in their work and their writing is presented neatly, using the agreed cursive format when appropriate. Children leave Hunton CEP School being able to write with ease, speed and legibility.

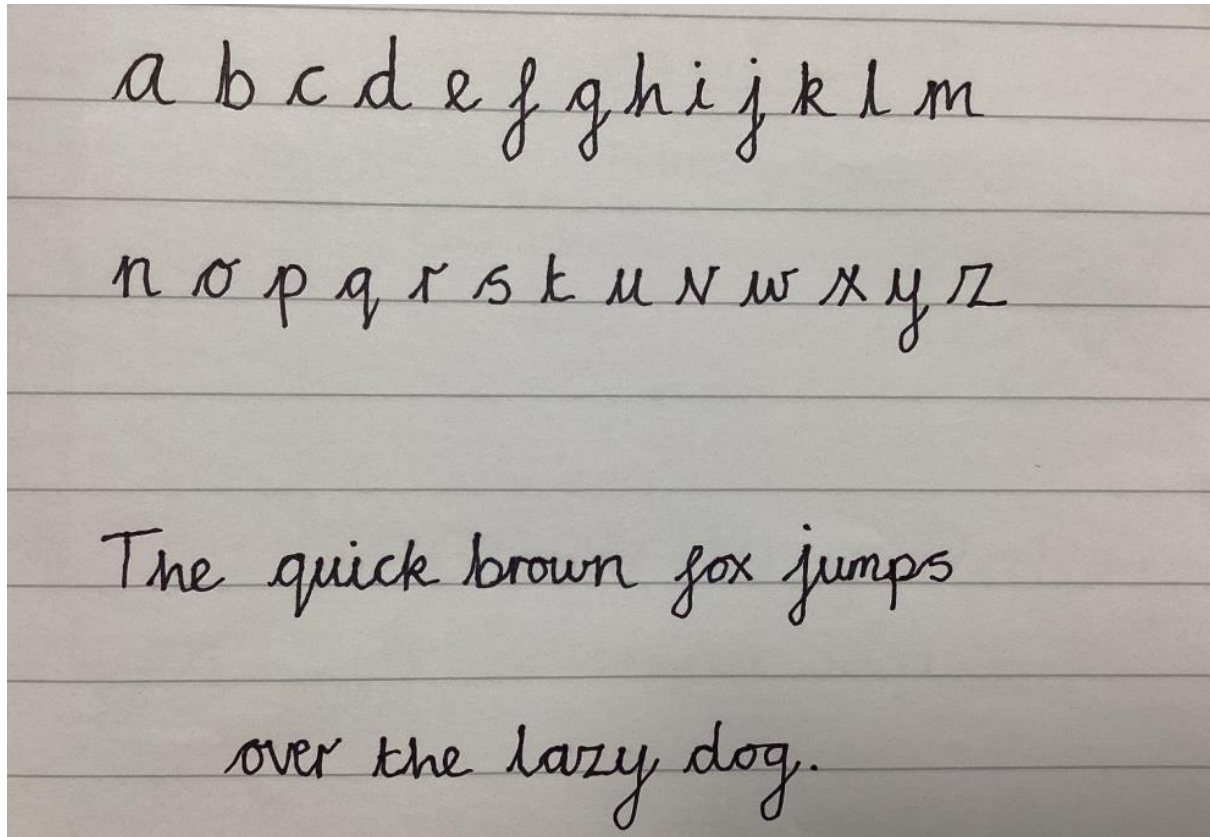
Appendix One

Little Wandle Grapheme Mat:

S  s	T  t	P  p	N  n	M  m
D  d	G  g	C  c	K  k	ck 
R  r	H  h	B  b	F  f	L  l
J  j	V  v	W  w	X  x	Y  y
Z  z	Qu  qu	th  th	sh  sh	ch 
ng 	nk 			
A  a	E  e	I  i	O  o	U  u

Appendix 2

Please see below each individual letter and an example of the joining required:



Appendix 3

Letter forming follows the Little Wandle print to enhance children's reading and is in line with our phonics scheme (see our Little Wandle phonics progression document).

After this, the 'families' Hunton has decided to teach the handwriting letters in are:

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

Children will be taught to write each 'family' of lower-case letters correctly on the line, and then to write words that include letters from that family.

Diagonal and Horizontal Joins

There are two basic joins: diagonal and horizontal joins.

The diagonal join connects:

- Letters from the line to small letters
- Letters from the line to tall letters
- Letters from the line to: a, d, f, c, o, q (these letters need an extra stroke backwards across the top of a, d, g, c, o)

The horizontal join connects:

- v, w, x, f, r to small letters
- v, w, x, f, r to tall letters
- v, w, x, f, r to a, d, g, c, o, q

Teaching Strategies include:

- High quality modelling from the teacher
- Explicitly using ‘ascenders’ and ‘descenders’ terminology
- Creating words from the letters already mastered (including the use of nonsense words)
- High expectations for children to do their best and take pride in their work
- Explicit handwriting teaching and reference to the Writing Framework.
- Using separate handwriting books
- Regular feedback and corrective teaching to the children
- Focus on posture and pencil/pen ‘tripod grip’.
- Using stickers on writing implements to show children where to place their fingers
- Where necessary, find ways to support fine motor skills
- Use kinaesthetic strategies to support gross and fine motor skills from ‘Speed Up’ handwriting scheme.