'Through God's Love We Learn and Flourish Together'

Corinthians 16:14

Compassion, Courage, Perseverance, Respect, Thankfulness, Trust

HANDWRITING POLICY

Ratified By:	**Local Academy Committee**	In consultation with:	**Senior Leadership Team**
Approved by:	R. Lacey, Chair of Committee	Date:	**11th November 2026**
Policy Date:	**Autumn Term 2 2026**	Review Date:	**Autumn Term 2 2028**
Review Frequency:	**2 Years**		

Contents

1. Aims 3
2. Strategies 3
3. Supporting Left-Handed Children 4
4. Resources for Supporting Handwriting 4
5. High Expectations 4

Appendix 1: Letter & Number Formation 5

1. Aims

Our aim is for pupils to achieve legible, joined handwriting by the end of Key Stage 1.

2. Strategies

Children will be taught the following steps as a basis of letter formation. We will also use 'The Write Path', a handwriting approach developed by Julie Palmer.

The children will also be taught the formation of numerical digits. See Appendix 1 for our number formation policy.

Step One:

To start to make marks on paper using their 'tappy finger'.

To learn how to hold a paintbrush and thick crayons or markers correctly.

To learn how to use a pencil correctly using their 'tappy finger' or bird pecking story.

To learn to write from left to right and from the top to the bottom of the page using patterns.

Step Two:

To learn how to hold a pencil correctly.

To learn to start and finish letters correctly.

To fully understand the '2 o'clock rule', affecting up to ten letters of the alphabet.

To understand the difference between tall, small and dangly letters.

Step Three:

To learn to form letters of a regular size and shape.

To learn to put regular spaces in between letters and words.

To learn to form lower and upper case letters correctly (special focus on the '2 o'clock' system).

To understand the difference between tall, small and dangly letters.

To include feeder-leader lines in appropriate letters.

To include exit hooks where appropriate; l, n, m, etc.

To join the letter combinations through spelling patterns such as ll/ee/an/and diagraphs which lend themselves to joining without being crossed or dotted.

Step Four:

To learn to join all letters following 'The Write Path'.

To understand the importance of clear and neat presentation in order to communicate their meaning effectively.

Step Five:

All children moving on from Key Stage 1 should be competent in cursive script. However, any new children or children with immature letter formation will be taken step-by-step through The Write Path, supported in class by teachers up to and including Year 6 or supported by being taken out in small groups.

3. Supporting Left-Handed Children

We recognise the need to make adaptations for children who are left-handed. As left-handed children need to have their writing arm free to move around, they may be guided to sit at the left hand of a double desk or at the end of a row. Worksheets may also be adapted so that their left hand does not cover the information needed to answer questions or to complete activities. Left-handed children may also be given two copies of worksheets; one to write on and one to work from. Left-handed children may be advised to work higher up on the table/desk in order to prevent 'hooking' of the hand as they will need to be able to see underneath the writing hand.

4. Resources for Supporting Handwriting

For our policy to be successful all children will use 'handhugger' triangular pencils in Reception.

All other children throughout the school will use thinner triangular pencils (Stabilo).

Children in Year 4 will start to use blue pens provided by the school (Stabilo Easyoriginal cartridge pens). If ready, some children may start to use pen in Year 3.

Children will experience lots of fine motor activities throughout their time in school which will encourage a good pincer movement and handwriting grip.

Children have regular practice of a variety of fine motor skills, these activities are called 'Funky Fingers'. Our youngest children will partake in these activities daily if staff feel that they will benefit. All classrooms should have clock prominently displayed to talk about the 2 o'clock rule.

5. High Expectations

The success of this handwriting policy is dependent upon staff having high expectations of both handwriting and presentation. It is important that staff:

- Model the correct formation of letters and numbers
- Correct posture and grip
- Ensure children have the correct resources, pens, pencils and writing slopes if required.

Have high expectations of presentation:

- Underline the date and LP with a ruler and pencil
- Mistakes are ruled through with one single pencil line
- Children should be encouraged to take pride in all their work across the curriculum, maintaining standards whatever the subject they are writing about.

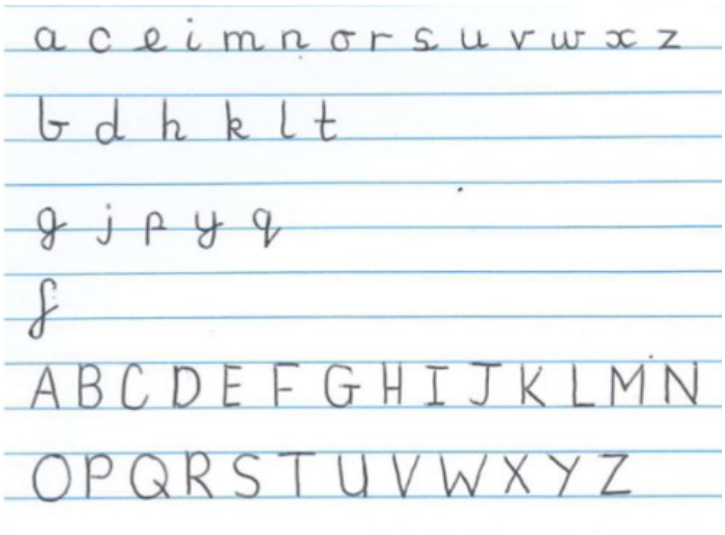
This policy is available on the school's websites:

www.aylburtoncofe.co.uk/policies Policies | English Bicknor C of E Primary School

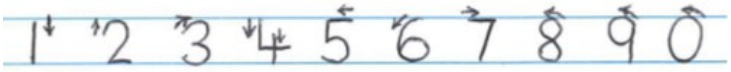
Paper copies are available on request from the School Office

Appendix 1: Letter & Number Formation

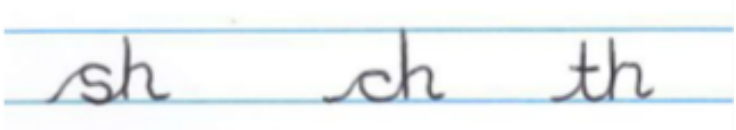
Children in Reception will be taught to form their letters as follows:



From Reception, number formation will be taught as follows:



At the end of Reception, diagraphs and blends are taught with feeder lines:



Children from Year 1 will be taught to form their letters as follows:

