Itchen Abbas Primary School

Handwriting Policy

Rationale

Handwriting is an essential skill for life and learning. Developing a fluent, legible, and consistent style enables pupils to communicate effectively, supports composition, and contributes to a sense of pride in their work. This policy sets out the expectations, teaching approaches, and progression for handwriting across our school, in line with the National Curriculum for English (2014), The Writing Framework (DfE, 2023), and our phonics approach (Little Wandle Letters and Sounds Revised).

Aims

- To ensure all pupils develop a fluent, legible, and consistent handwriting style.
- To provide clear progression in handwriting from EYFS to Year 6.
- To build pupils' confidence, motivation, and pride in presentation.
- To support the development of fine motor control and stamina for writing.
- To ensure a whole-school approach, using agreed schemes and resources.

Approach and Resources

We teach handwriting through:

- Debbie Hepplewhite Handwriting (for letter formation and joins)
- Bubble Handwriting (to support motor control and handwriting confidence)
- Little Wandle Letters and Sounds Revised (ensuring consistency of letter formation and language between phonics and handwriting).

Pupils are taught in discrete handwriting sessions as well as through application in all curriculum areas. Teachers model handwriting consistently on the board, displays, and in feedback.

Frequency of Handwriting Lessons

- KS1 (Years 1 and 2): At least 3 handwriting lessons per week, with additional targeted support where needed.
- KS2 (Years 3–6): At least 1 handwriting lesson per week, with additional intervention sessions where required.
- High expectations for handwriting and presentation are reinforced across all subjects.

Year Group	Progression of Skills	Statutory Links (EYFS Framework, National Curriculum)
R	• Develop gross and fine motor control through physical and play-based activities. • Correct sitting position, pencil grip, and posture are modelled. • Children are taught to form letters correctly using print script (Debbie Hepplewhite), supported through Little Wandle phonics.	• "Hold a pencil effectively in preparation for fluent writing." • "Begin to form lower-case and capital letters correctly."
1	• Pupils are taught to form lower-case letters in the correct direction, starting and finishing in the right place. • Capital letters and digits are formed with correct size and orientation. • Children are taught to write with spaces between words and begin developing stamina. • Handwriting is reinforced through Little Wandle phonics lessons and discrete handwriting sessions.	• "Sit correctly at a table, holding a pencil comfortably and correctly." • "Form lower-case letters in the correct direction, starting and finishing in the right place." • "Form capital letters and digits 0–9." • "Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)."
2	• Children use cursive letter formation but do not yet join letters. • They practise size, spacing, and writing letters so they sit correctly on the line. • By the end of Year 2, handwriting should be legible, consistent, and increasingly fluent.	• "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." • "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."
3/4	• Pupils begin to join letters systematically using Debbie Hepplewhite Handwriting joins. • Emphasis is on consistency, fluency, and developing an efficient style. • Pupils begin to increase speed while maintaining legibility.	• "Use the diagonal and horizontal strokes 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."

5/6	• Pupils are expected to write with a fluent, joined, legible style in all subjects.
	• They develop stamina for extended writing and may refine a personal style, provided it is clear and consistent.
	• Handwriting should be automatic, allowing pupils to focus on composition.
		• "Write legibly, fluently and with increasing speed by:
		  ○ choosing which shape of a letter to use when given choices;
		  ○ deciding, as part of their personal style, whether or not to join specific letters;
		  ○ choosing the writing implement that is best suited for a task."

Teaching Expectations

- Handwriting is taught explicitly and regularly.
- Teachers use the agreed scripts consistently in modelling and marking.
- All adults reinforce good posture, correct pencil grip, and appropriate paper position.
- High expectations for presentation are upheld across the curriculum.
- Links with **phonics (Little Wandle)** are embedded to ensure consistent language and approach.

Inclusion and Support

- Pupils with additional needs are supported within class and, if necessary, during additional interventions.
- Teachers liaise with the SENDCo and English Lead where handwriting difficulties may indicate additional needs (e.g. dyslexia, dyspraxia).
- **Bubble Handwriting** resources are used for additional practice to build confidence and control.

Assessment and Monitoring

- Teachers assess handwriting as part of ongoing writing assessment.
- Handwriting is included within the school's presentation expectations in all books.
- The English Subject Leader monitors the teaching and standards of handwriting across the school.
- Progress is reported to SLT and governors as part of English monitoring.

Policy Links

- National Curriculum for English (2014) – statutory handwriting expectations across KS1 and KS2.
- The Writing Framework (DfE, 2023) – emphasises fluent transcription skills as the foundation for composition.
- Debbie Hepplewhite Handwriting – school-adopted script.
- Bubble Handwriting – support resource for motor control and handwriting fluency.
- Little Wandle Letters and Sounds Revised – school's systematic phonics scheme with handwriting integration.

Review

This policy will be reviewed every two years by the English Subject Leader and ratified by the governing body.

Reviewed: October 2025

Next review: October 2027