



Handwriting Policy

September 2026

Handwriting

INTENT

At Brookfield Community Primary School, handwriting is recognised as a foundational component of writing. Fluent and automatic handwriting enables pupils to focus their cognitive effort on composition, vocabulary choice, spelling and the communication of ideas rather than the mechanics of letter formation. Handwriting therefore forms a key part of our wider writing framework and contributes directly to pupils becoming successful writers across the curriculum.

Handwriting is taught explicitly, progressively and systematically from Reception to Year 6. The curriculum is carefully sequenced to ensure pupils develop secure letter formation, appropriate letter sizing, effective joins, increasing fluency and presentation skills.

From Reception to Year 4, Brookfield Community Primary School follows the Handwriting Village approach. This approach builds upon the foundations established through Read Write Inc. Phonics and enables pupils to develop a fluent joined handwriting style through a structured progression of teaching.

Years 5 and 6 currently utilise Letter-join to support the continued development of handwriting fluency and stamina whilst the programme is gradually phased out.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creativity or cognitive load.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are encouraged to model the printed or cursive 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 experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Consistent teaching approaches, common language, shared formation expectations and the use of letter families ensure progression from early mark-making to fluent cursive handwriting. Expectations for presentation are reinforced across all curriculum areas so that handwriting becomes an automatic and transferable skill.

Handwriting frequency

Handwriting is taught through daily, timetabled lessons and reinforced across all curriculum subjects.

In Reception, children begin by learning correct letter formation as part of their Read Write Inc. Phonics lessons. Once children can confidently read Set 1 sounds, a separate daily handwriting lesson is introduced. These daily lessons are taught independently from phonics sessions so that letter formation can be taught explicitly and practised in depth.

Across the school, additional opportunities for handwriting practice are provided through classroom provision, interventions, modelling, guided practice and independent application within curriculum lessons.

Handwriting expectations apply whenever a child records their learning, including in exercise books, on whiteboards, planning materials, post-it notes and digital platforms.

Consistency of Teaching

A consistent approach to handwriting is essential to ensure progression and avoid pupils having to relearn letter formation or joins in different ways.

Staff are expected to:

- Follow the agreed handwriting progression with fidelity.
- Model correct letter formation and joins at all times.
- Use the agreed handwriting language and terminology.
- Address misconceptions immediately.
- Reinforce handwriting expectations across all curriculum areas.

- Ensure pupils master letter formation before introducing joins.

Consistency across year groups supports automaticity, reduces frustration and accelerates progress for all learners, including those who find writing challenging.

Early Writing Foundations

In Reception and Year 1, significant emphasis is placed on developing the physical foundations required for successful handwriting.

'4 P's for Handwriting' - Posture, Pencil Grip, Position and Pressure,

Children are taught the importance of:

- Sitting in the correct writing position.
- Using a tripod pencil grip.
- Positioning paper appropriately.
- Using one hand to write and the other to stabilise paper.
- Using the write amount of pressure for the effective flow of writing.
- Developing shoulder, arm, wrist and finger strength.
- Building fine and gross motor control.

When teachers use the phrase "**perfect handwriting position**", children are expected to:

- Place two feet firmly on the floor.
- Sit with their bottom at the back of the chair.
- Tuck their chair into the table.
- Hold their pencil using a tripod grip.
- Use their non-writing hand to secure the page.

Additional grip aids and adapted resources are provided where appropriate.

Teaching and Learning Approaches

Effective handwriting teaching includes:

- Explicit modelling of letter formation, joins, spacing and presentation.
- Direct teaching of letter families and common movement patterns.
- Regular opportunities for guided and independent practice.
- Immediate identification and correction of misconceptions.
- Progressive development of writing fluency and stamina.
- Consistent application of handwriting expectations across curriculum areas.

Teachers will model appropriate sizing relative to line width and support pupils in understanding proportional spacing between words. Language such as "finger spaces" will not be relied upon in isolation, as spacing should become relative to the size and style of pupils' developing handwriting.

Classroom Environment and Resources

All classrooms should provide visual support for handwriting development, including:

- Alphabet strips.
- Letter family prompts.
- Letter formation guides.
- Handwriting models appropriate to the year group.
- Vocabulary and spelling displays presented using the agreed handwriting style.

These resources support consistency and assist pupils in independently applying taught handwriting skills.

Pens and pencils

Children will start handwriting using a soft pencil. with a triangular grip if required, when fine motor skills have been established a blue handwriting pen of the child's choice can be used from selection of brands.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed, those with special educational needs or for those who are disadvantaged, the appropriate additional support and intervention will be put into place. RWI provides scaffolds for children working at this stage of development and Letter-join's Lesson Planners all include scaffolded activities for extra practice/challenge.

Handwriting Village Progression

Reception and Stage 1 Development

Following successful acquisition of Set 1 sounds, children begin dedicated handwriting lessons.

At this stage, pupils:

- Continue to strengthen correct letter formation.
- Learn letter groups through common movement patterns.
- Develop visual memory of letter shapes.

- Practise on unlined paper to focus on formation.
- Participate in daily practice opportunities.

Children are taught to visualise letters and form them accurately rather than merely copying from a model.

Year 1 and Stage 2 Development

Once pupils demonstrate secure letter formation, they progress to Stage 2.

At this stage pupils learn:

- Relative letter size.
- Consistent positioning of letters.
- Formation patterns that support later joining.
- Letter families and shared movement patterns.
- Application of handwriting in words and sentences.

Handwriting Village groups letters according to common formation patterns, enabling pupils to develop secure motor memory and increase automaticity.

Years 2 to 4 and Stage 3 Development

Pupils then move towards joining handwriting.

Teaching focuses on:

- Joining letters using the agreed join types.
- Consistent sizing and spacing.
- Accurate ascenders and descenders.
- Increased fluency and stamina.
- Developing automatic handwriting habits.

Children are expected to increasingly apply joined handwriting within independent writing across the curriculum.

Stage 4 Development

As pupils become secure with joining, teaching focuses on developing a mature, fluent and increasingly speedy handwriting style.

Lessons support pupils to:

- Refine handwriting efficiency.

- Increase writing stamina.
- Develop writing fluency.
- Maintain legibility at speed.
- Apply handwriting automatically in extended writing.

The ultimate aim is for handwriting to become sufficiently automatic that pupils can focus fully on the content and structure of their writing.

Upper Key Stage 2: Years 5 and 6

In Years 5 and 6, Letter-Join is used to support the continued development of fluent, joined handwriting while the programme is gradually phased out. During this transition period, pupils continue to develop handwriting stamina, consistency and presentation skills, preparing them for secondary education and real-life writing contexts.



More advanced handwriting techniques will be taught during daily lessons:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- KS2 SATs SPaG practice

Lesson Planner

Module 6 for Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum.

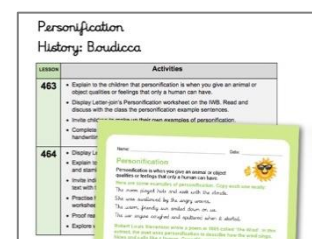
In this module, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

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

Lesson Planner Module 7 Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets will give pupils the opportunity to practise writing at length.

Module 7 also contains a series of worksheets to aid KS2 SATs SPaG revision. They are designed to support year 6 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. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.



Presentation Expectations

High standards of presentation are expected in all subjects and all forms of recording.

Pupils will be encouraged to:

- Use a sharp pencil or appropriate handwriting pen.
- Begin writing from the left-hand margin.
- Follow the school's agreed DUMTUMS approach.
- Record dates and titles correctly.
- Underline dates and titles, with a ruler, when appropriate.
- Write within margins and follow subject-specific layout expectations.
- Attach additional work neatly using margins and page lines as guides.
- Correct errors neatly using a single line where appropriate.
- Complete edits using a 'purple polishing pen'.

- Take pride in their appearance of their work.

Presentation expectations apply equally to drafting, note-taking, recording on whiteboards and final pieces of published work.

Common Misconceptions Addressed Through Teaching

Teachers regularly monitor and correct:

- Incorrect starting points.
- Inconsistent letter sizing.
- Poor spacing between words.
- Incorrect ascender and descender heights.
- Inappropriate capital letter sizing.
- Joining capitals to lowercase letters.
- Incorrect horizontal and vertical joins.
- Inaccurate punctuation positioning.
- Misuse of the personal pronoun "I".

Children are taught that handwriting should become fully joined by the end of Year 6 and that presentation expectations remain consistent across all curriculum subjects.

Monitoring and Quality Assurance

Leaders monitor handwriting through lesson visits, book scrutiny, pupil discussions and curriculum reviews.

Monitoring focuses on:

- Fidelity to the agreed handwriting approach.
- Consistency of modelling and expectations.
- Progression of handwriting skills across year groups.
- Application of handwriting within independent writing.
- Standards of presentation across the curriculum.

Where misconceptions are identified, these are addressed promptly through classroom teaching, targeted intervention and professional development.

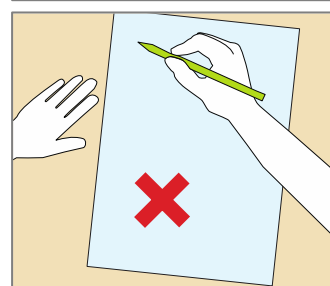
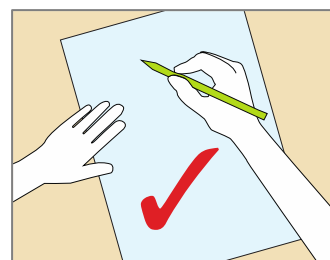
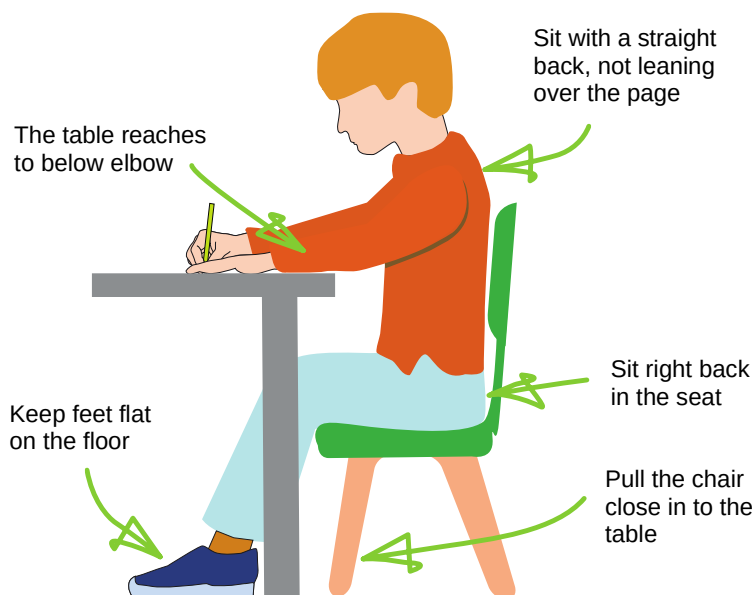
This ensures that handwriting remains an integral part of Brookfield's writing curriculum and

supports pupils in becoming confident, fluent and effective writers.

Correct posture and pencil grip for handwriting

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

SITTING POSITION

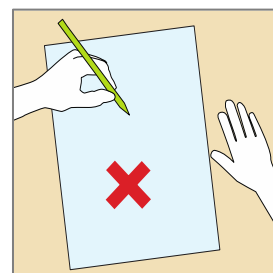
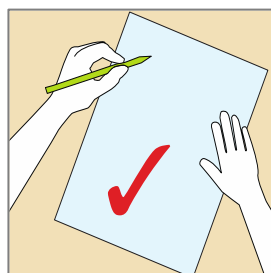
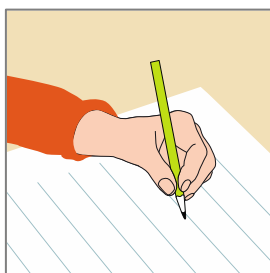
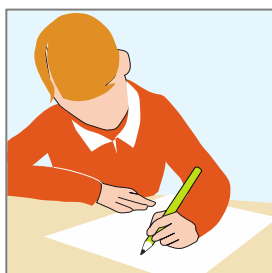


Paper position for right-handed children.

LEFT-HANDED CHILDREN

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



Paper position for left-handed children.

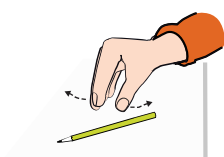
The Tripod Pencil Grip

Both right and left handed children are encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

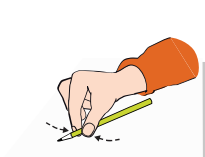
We use the Tripod Grip Rhyme:

"Nip it, Flip it, Grip it." Visual prompts are provide to support the children with this.

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



Lift it off the table,

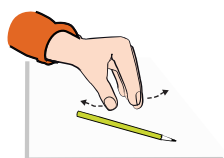


Flip it round...

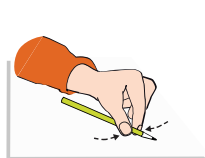


and grip.

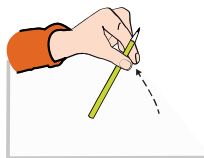
Left-handed pencil grip



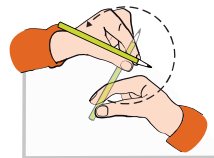
Point away the pencil,



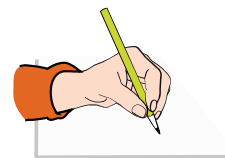
Pinch it near the tip,



Lift it off the table,



Flip it round...



and grip.