



# Handwriting at Wintringham

## Intent

At our school, we recognise that handwriting is a fundamental skill which underpins pupils' achievement across the curriculum. Despite advances in digital technology, the ability to write fluently, legibly and efficiently remains essential to pupils' academic success and confidence as learners.

We intend that all pupils are taught handwriting explicitly and systematically, enabling them to develop a fluent, joined style that becomes automatic. This ensures that handwriting does not impede pupils' ability to generate ideas, think creatively or demonstrate their understanding. Pupils are encouraged to take pride in their written work, and high standards of presentation are consistently promoted.

The school follows the **Letter-join cursive handwriting scheme**, which fully meets the requirements of the National Curriculum and provides a coherent progression from the Foundation Stage through to the end of Key Stage 2.

## Aims

The aims of this guidance document are to ensure that all pupils:

- Develop a neat, legible and fluent handwriting style using continuous cursive letter formation.
- Write with increasing speed and confidence as they progress through the school.
- Apply their handwriting skills consistently across all subjects.
- Understand the purpose of different letter forms and use them appropriately to communicate meaning clearly.
- Take pride in the presentation of their work.

By the end of Year 6, pupils will be able to write fluently and legibly, choosing appropriate letter forms (cursive, printed or capital letters) according to context and audience.



## Implementation

Handwriting is taught explicitly, regularly and progressively across all phases. Teaching is systematic and consistent, ensuring pupils build securely on prior learning.

Teachers:

- Model high-quality cursive handwriting in all appropriate contexts.
- Teach correct letter formation, joins and positioning explicitly.
- Reinforce handwriting expectations consistently across the curriculum.
- Provide regular opportunities for pupils to practise handwriting in meaningful contexts.

Handwriting is recognised as a cross-curricular skill and is considered in all written work. Formal handwriting sessions are supplemented by frequent practice opportunities, including spelling activities, early morning work and independent tasks.

## Consistency and Progression

A whole-school approach ensures continuity and progression in handwriting from the Foundation Stage to Year 6. Expectations are consistent across classes, enabling pupils to develop confidence, fluency and pride in their handwriting over time.

Cursive letter formation is introduced from the outset and embedded throughout the school. Regular monitoring ensures that pupils meet age-related expectations and receive timely support where needed.

## Phase-Specific Implementation

### Foundation Stage

In the Foundation Stage, the emphasis is on developing the physical foundations for handwriting. Pupils engage daily in activities that strengthen gross and fine motor control through purposeful play and adult-led activities.

Provision includes:

- Daily fine motor skill development.
- Gross motor activities such as air-writing, pattern making and movement.
- Mark-making opportunities using a wide range of tools and materials, including paper, whiteboards, sand trays and digital devices.
- Early letter learning to develop familiarity with letter shapes, correct formation and appropriate vocabulary.



## Key Stage 1

In Key Stage 1, pupils are taught correct cursive letter formation and begin to join letters systematically.

Teaching focuses on:

- Securing correct formation of all lower-case letters.
- Teaching joins progressively, with the expectation that most pupils will be able to join confidently by the end of Year 2.
- Regular, structured handwriting sessions alongside opportunities to practise across the curriculum.

Pupils are also taught when and how to use capital letters and numerals. This ensures accuracy and clarity in their written work.

## Key Stage 2

In Key Stage 2, pupils consolidate and refine their handwriting to achieve fluency, consistency and increased writing speed.

The focus is on:

- Securing all joins.
- Maintaining consistent letter size and spacing.
- Forming parallel ascenders and descenders.
- Improving presentation across all subjects.

Pupils are supported to develop a mature, personal handwriting style while maintaining legibility and accuracy.

## Impact

The impact of this policy is that pupils:

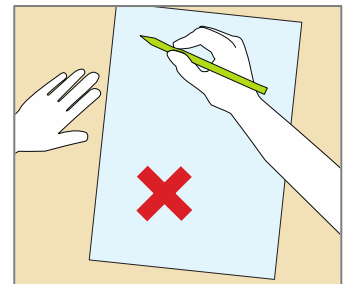
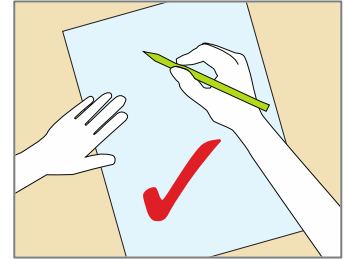
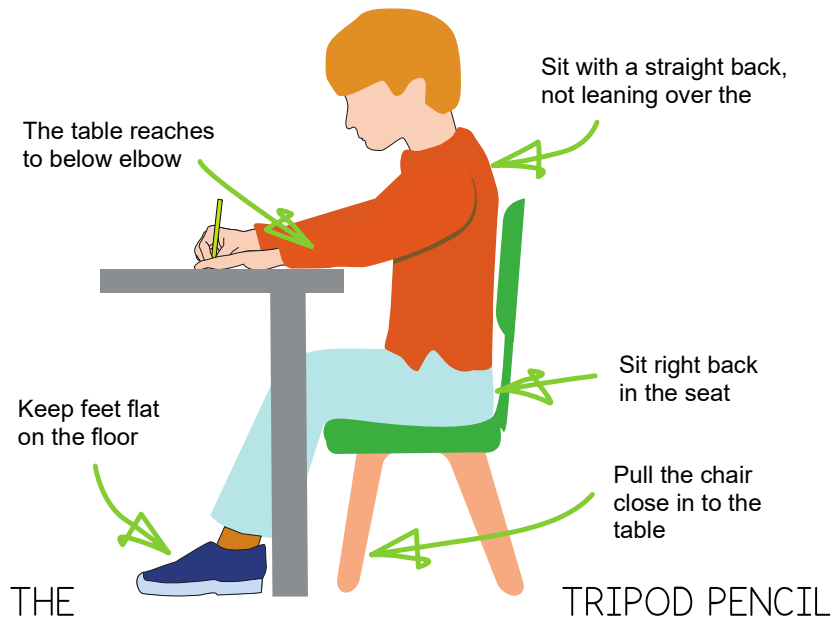
- Write fluently and legibly with increasing speed.
- Apply handwriting skills consistently across the curriculum.
- Demonstrate pride in the presentation of their work.
- Are well prepared for the handwriting demands of secondary education.

Standards in handwriting are monitored through work scrutiny, lesson observations and pupil voice, ensuring continuous improvement and high expectations for all learners.

# Correct posture and pencil grip for handwriting

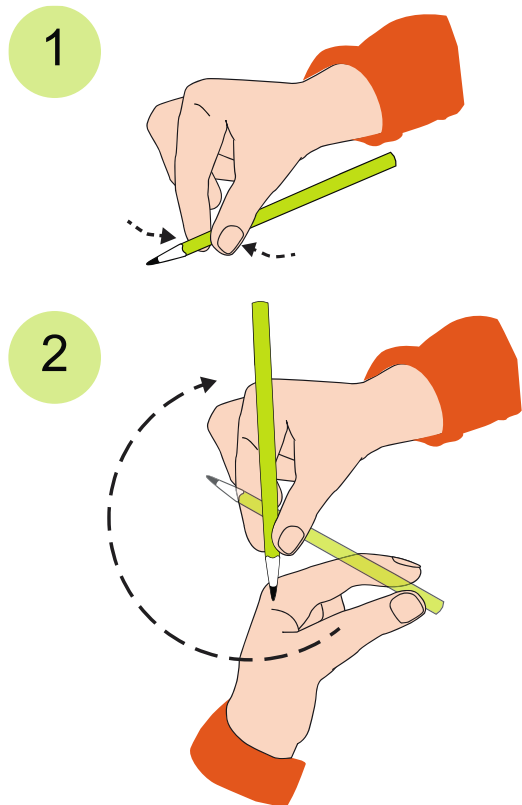
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

## SITTING POSITION



Paper position for right-handed children

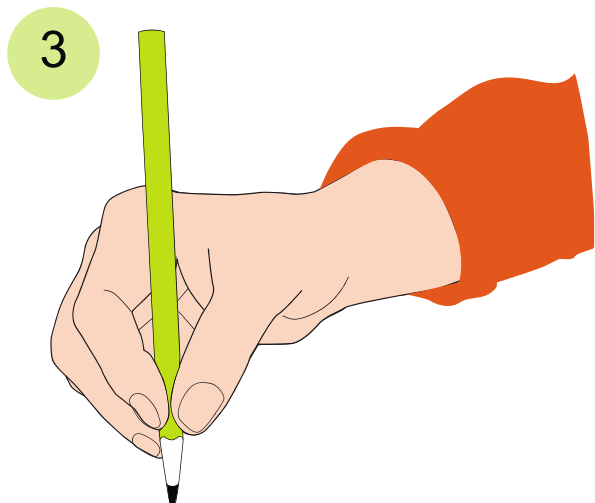
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.



1) Grip the pencil with your index finger and thumb with the nib pointing away.

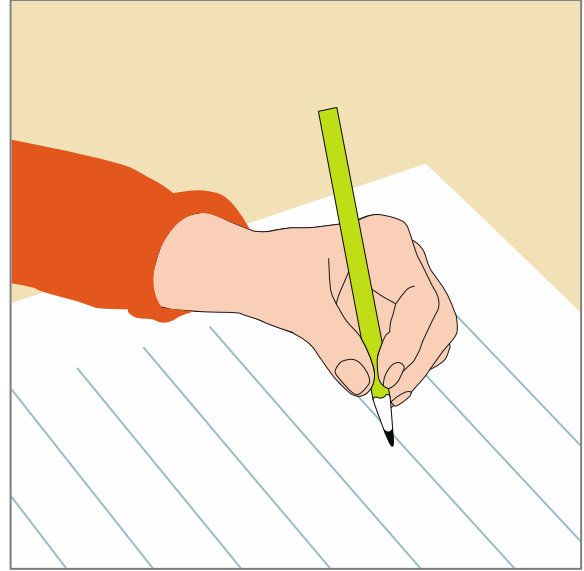
2) With your free hand, spin the pencil from underneath.

3) Use your middle finger to support the underside of the pencil.

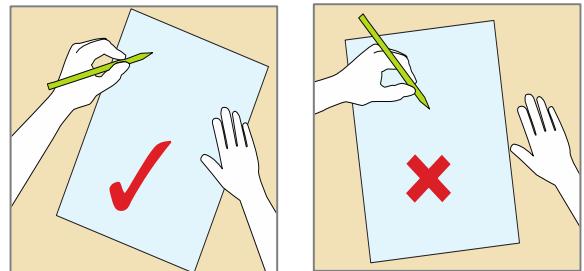


## LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate 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



Paper position for left-handed children

## PENS AND PENCILS

Children use pencils but from yr 3 onwards when they are able to write fluently and joined in all subjects, they will receive their 'Handwriting Award.' They will begin to use their handwriting pen in their handwriting books and when ready will use this pen for other types of writing, but not note taking or drafting. The start of each new academic year will require children to prove their handwriting standard to the Head of School in order to then achieve a handwriting pen, sticker and award.

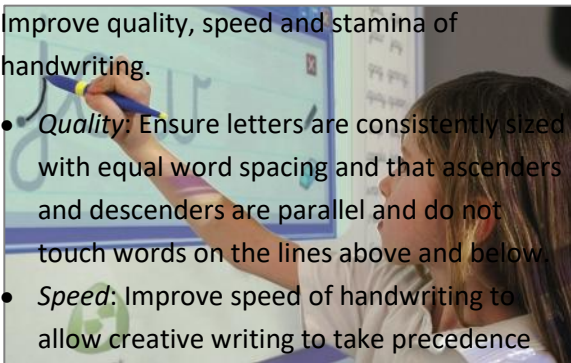
## INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.



# Key Stage Teaching

## KEY STAGE 2



Improve quality, speed and stamina of handwriting.

- **Quality:** Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- **Speed:** Improve speed of handwriting to allow creative writing to take precedence

over the task of handwriting and be able to

- Write legibly using upper and lower case take 'quick notes' at a faster pace.
- **Stamina:** Have the strength and mobility to letters with correct joins.
- Ensure that letters sit on the base line and be able to write for longer periods of time are consistent in size with ascenders and without fatigue.
- descenders that are the correct length and formation.

Have full knowledge and ability of the words

for use of rapid writing for different purposes:

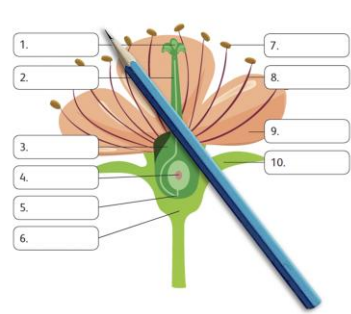
- appropriate.
- Neat, joined, cursive letters for writing passages and large amounts of text, lists and sit on the base line.
- Begin to form printed letters and Printed or capital letters for posters, notices, headings, labelling, and form filling.
- Improve the speed of writing and begin to Speedy handwriting for note-taking and write automatically so promoting creativity dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

**Parts of a Flower**

Put the labels into the correct places:

1. Stigma	3. Ovary	5. Pollen tube	7. Anther	9. Petal
2. Style	4. Ovule	6. Receptacle	8. Filament	10. Sepal



1.

2.

3.

4.

5.

6.

7.

8.

9.

10.

**Letter-join**  
Joined-up handwriting made easy



### *Assessment*

Assessment and monitoring will be continuous and may involve:

- observations
- class, group or individually monitored activities
- children's writing across the range of subjects

### *Involving Parents*

Parents will be given an information hand out at the beginning of the academic year of the cursive letter formation. Parents have access to Letterjoin website and can use resources on here to support their child at home.

## Cursive Lower Case Letters



## Capital Letters

A B C D E

F G H I J K

L M N O P

Q R S T U

V W X Y Z