



Handwriting Policy

Status of policy: Non-Statutory
Signed: S Morris

Handwriting Policy

Parkgate Primary School

Intent

At Parkgate Primary School, we are committed to enabling every pupil to develop a fluent, legible, and confident handwriting style. We recognise that effective handwriting supports academic achievement across all subjects and promotes self-esteem and independence. Using the 'Letter join' scheme, our intent is to:

- Establish a consistent, progressive, and engaging approach to handwriting from Reception through to Year 6.
- Equip children with handwriting skills that allow them to write fluently and efficiently for a range of tasks and purposes.
- Foster pride in the presentation of written work.
- Support fine and gross motor development, particularly in EYFS and KS1.
- Prepare pupils for the demands of secondary school and later life by developing stamina and fluency in writing.

Implementation

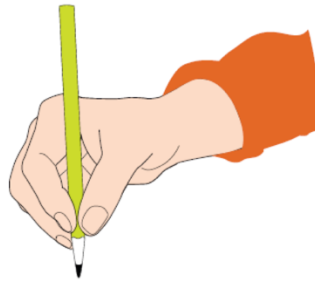
Our handwriting curriculum is taught through Read, Write, Inc for EYFS and KS1. In KS2, we will be following 'Letter Join's' online programme, which provides a multi-sensory approach including interactive animations, handwriting patterns, phonics links, and cross curricular worksheets.

Teaching and Progression

EYFS and KS1: Daily explicit handwriting sessions using Read, Write, Inc resources, with focus on letter formation and fluency.

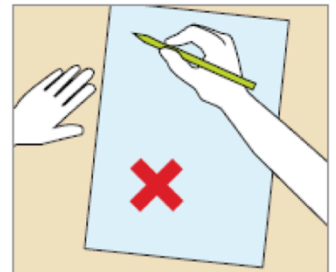
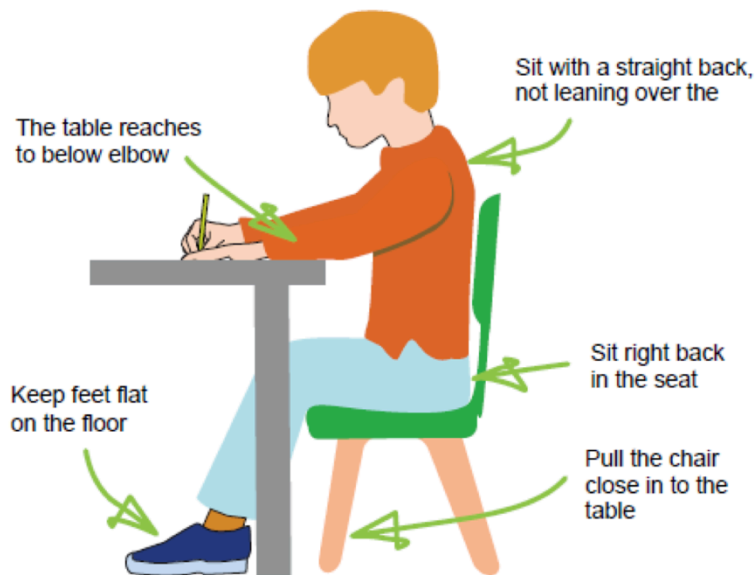
KS2: Three weekly explicit handwriting sessions using Letter-join resources, with increasing focus on joins, fluency, and presentation. Additionally, handwriting skills are applied during two further sessions each week through other tasks.

- **EYFS:** Emphasis on pencil grip, posture, basic letter formation, and early fine motor skills. Children will be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil, as shown below.



Children will also be encouraged to adopt the correct posture when writing, as shown below. Children who are left-handed should reposition the paper the other way.

SITTING POSITION



Paper position for right-handed children

Year 1 (Age 5–6)

Children learn to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Form lowercase letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0–9.
- Understand handwriting 'families' (e.g. curly caterpillar letters).
- Leave spaces between words.

Year 2 (Age 6–7)

Children learn to:

- Form lowercase letters of the correct size relative to one another.
- Begin using diagonal and horizontal strokes needed to join letters.
- Understand which letters are best left unjoined.
- Write capital letters and digits of the correct size and relationship to lowercase letters.
- Use spacing between words that reflects the size of letters.

Year 3 (Age 7–8)

Children learn to:

- Use the strokes needed to join letters and know when not to join.
- Improve legibility, consistency, and quality of handwriting (e.g., parallel downstrokes, spacing between lines).

Year 4 (Age 8–9)

Children continue to:

- Refine joins and spacing for improved legibility and presentation.
- Maintain uniformity in size, slant, and line alignment.

Years 5 and 6 (Age 9–11)

Children develop:

- A personal, fluent, and joined style.
- Discretion in joining (e.g., choosing not to join 'r' or 'z' where appropriate).
- The ability to select appropriate writing tools for different tasks.
- Presentation skills for different audiences and purposes.

Resources and Support

- All classrooms display correct letter formation.
- Staff use consistent modelling.
- Targeted interventions are provided for children needing additional handwriting support.

Assessment and Monitoring

Handwriting is monitored through book scrutiny and moderation.

Impact

Handwriting is a skill which affects written communication across the curriculum. Our aim is that children are able to write with ease, speed and legibility. By the end of Key Stage 2, children will show confidence, pride and independence in their written work using cursive handwriting. This should be demonstrated across all areas of the curriculum. Writing should be fluid in style to allow children to apply their energy into the content of their writing as opposed to the formation of the letters themselves.