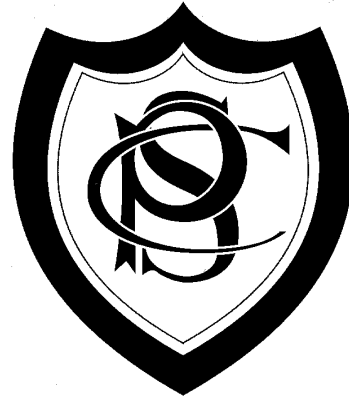


**CAVERSHAM PRIMARY
SCHOOL**



HANDWRITING POLICY and PROGRESSION

Date: March 2025

To be reviewed: March 2026

PHILOSOPHY

As a Rights Respecting school we believe:

Article 28

You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.

The School aims to help children to develop a consistent, legible, free-flowing and comfortable handwriting style so they can record their ideas and communicate clearly. In addition, handwriting is closely linked with spelling; a good free-flowing handwriting style assists with spelling.

AIMS

- To develop a flowing and legible handwriting
- To produce work which is logically set out and organised
- To enable them to communicate their meaning effectively when writing for different purposes
- To use a range of handwriting for different purposes

TEACHING AND LEARNING

The school has adopted a whole school approach so that teaching is consistent. Children are taught to write using a cursive script from Reception and new parents are given a copy of the school's handwriting style (see Appendix 1). Every new teaching member of staff also receives a copy of the handwriting style during their induction. Ways of helping children to develop fine motor skills are shared with parents.

Teachers' own handwriting, when marking work, writing on boards or displays and producing activity resource material should provide a good role model for the children.

Special attention is paid to ensure that the children work at appropriate height desks with appropriate posture, and adequate working space is available. Children are encouraged to use their 'spare hand' to prevent their work from moving. Children are taught to adopt a comfortable and efficient grip and pencil grips are provided for those children who need it.

Handwriting is taught through phonics, spelling lessons and specific handwriting lessons within English. Initially, letter formation will be taught alongside the teaching of the letters of the alphabet in the Reception classes, using a multi-sensory approach. In order to develop a legible style, children at Key stage 1 are taught:

- how to hold a pencil
- to write from left to right and top to bottom of a page
- to start and finish letters correctly in a cursive style
- to form letters of regular size and shape
- to put regular spaces between letters and words
- how to form lower and upper case letters
- how to join letters

At Key Stage 2 this work is continued plus the children are taught to:

- write legibly with increasing fluency and speed
- use different forms of handwriting for different purposes [for example, print for labelling maps or diagrams; a clear, neat hand for finished presented work; a faster script for notes].

Displayed in every KS2 classroom are two posters to remind and encourage staff and children of how to produce neat handwriting:

- 4 Ps: posture, pencil, paper and pressure.
- 'S' factors for success: style, shape, space, size, sitting on the line, sitting together, slant, speed.

WRITING IMPLEMENTS

KS1 - the children use a pencil for all written work.

Lower KS2 (Years 3 & 4) - children continue to develop their writing fluency and legibility using pencil. At the end of Year 4, the curriculum states that children 'should be using joined handwriting throughout their independent [pieces of] writing'.

Upper KS2 (Years 5 & 6) - Children transition from pencil to pen. The children write in blue ink. The use of biro and gel-pens is discouraged.

Support of left-handed learners

Left-handed pupils are supported by:

- encouraging the child to place the paper/book to their left side so that they can see what they have already written;
- encouraging the child not to hold the pencil too near to the point;
- sitting the child next to a right-hander (avoids arms colliding);
- teaching children to cross 't', 'f' away from the body.

ASSESSMENT AND RECORD KEEPING

- Children need to be supported and encouraged to develop a neat and legible handwriting style. This may need a sensitive approach by the teacher to ensure motivation and progress. Hence, in line with the marking policy, not

every error needs correcting every day. This needs to be balanced with the need to unlearn errors as soon as possible before they become too entrenched.

- Teachers pay special attention handwriting features such as finger spaces, the extension of ascenders (e.g. 'b' and 'd') and descenders (e.g. y and g) above and below the line of writing.
- If a teacher deems necessary, a child might receive specific handwriting intervention on different elements of the process. This gives a child a clear, manageable and measurable target to focus on rather than the vague target of 'improve handwriting'.
- Any child who is having significant difficulties with hand or fine motor control should be monitored closely. If initial concerns continue, the Special Education Needs Co-ordinator should be alerted and a plan put in place. Parents will be advised and their support will be sought in order to help their child.
- Children who come from other schools, with confident, legible handwriting should keep their own style.
- Years 2, 3 and 4 use resources from the Letter-join scheme to support their teaching of handwriting. The exact resources selected is at the discretion of the class teacher to support the needs of their specific class.
- Laptops are available in class to support children with handwriting difficulties but this is not considered as an option until Year 4. Any child using a laptop to aid the recording of their writing will also have access to Nessy Fingers (a program used to develop quick, accurate typing skills).

SEN AND EQUAL OPPORTUNITIES

Our policy is monitored and reviewed to ensure that all pupils have equality of access to a range of writing opportunities and that all pupils achieve to the best of their potential regardless of gender, race or culture.

MONITORING AND EVALUATING

The standards of teaching and learning in handwriting are regularly monitored and reviewed. The Headteacher and English leaders review children's handwriting termly during book scrutinies. The English leaders also regularly observe lessons and provides feedback. Evidence gathered is used to form an action plan which the English leaders will subsequently implement.

Caversham Primary School Handwriting Progression Map



At Caversham Primary School we believe that handwriting is a fundamental skill which, like reading and spelling, impacts written communication across the curriculum. We recognise the importance of developing and securing accuracy and automaticity in transcription skills in order that pupils are able to pay more attention to higher level processes of composing, planning, writing and revising. We strive to equip our children to be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Children are taught handwriting skills regularly and methodically.

































































































In EYFS children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger through a range of multi-sensory activities. Children begin to learn how to correctly hold a pencil, then how to use a pencil, and hold it effectively to form identifiable letters most of which are correctly formed. We give our children every opportunity to develop their handwriting, using correct letter formations linked to phonics learning, to their full potential. Pupils in EYFS are taught unjoined handwriting. Beginning readers and writers need to recognise the features of each letter. Delaying teaching joined handwriting gives teachers and pupils time to focus on forming letters correctly.

In Key Stage One children continue to develop their fine and gross motor-skills and handwriting is linked to phonics sessions. Caversham Primary School teachers and support staff continue to guide children on how to write letters correctly, using an efficient and comfortable pencil grip. Children are supported to accurately leave spaces between words. By the end of Key Stage 1 our children will be able to write legibly, using upper and lower-case letters appropriately and leave correct spacing between words using a cursive style to

join some letters.

Throughout Key Stage Two, our children continue to have direct teaching and regular practice of handwriting. Our aim for all children is to develop a clear, fluent, cursive style and by the end of Year 6 be able to adapt their handwriting for different purposes. Our children will be able to use a neat, legible script for their final, presented work and a faster hand for note making.

At Caversham Primary School children are empowered to take pride in the presentation of their work and therefore approach handwriting with a sense of pleasure and accomplishment; they understand the importance of this in order to communicate meaning clearly. We believe that handwriting accuracy and speed will support how children are able to express themselves imaginatively and creatively across the curriculum and for a range of writing purposes. We believe these lifelong skills will equip our children with confidence and achievement in real life situations.

	Letter formation, placement and positioning	Joining letters	Teaching sequence																																									
EYFS	<p>Reception:</p> <ul style="list-style-type: none"> Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD) Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD) Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD) <p>Form lower case and capital letters correctly. (LIT)</p> <p>ELGs:</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases. (PD) Write recognisable letters, most of which are correctly formed. (LIT) 	<p>Pupils in EYFS are taught <u>unjoined</u> handwriting. Beginning readers and writers need to recognise the features of each letter. Delaying teaching joined handwriting gives teachers and pupils time to focus on forming letters correctly.</p>	<p>Letters introduced in the order set out by Rocket Phonics scheme:</p> <table border="1"> <tr> <td colspan="6" data-bbox="1272 304 1406 411">  </td> <td data-bbox="1406 304 1541 411"> s  sun </td> <td data-bbox="1541 304 1675 411"> a  apple </td> <td data-bbox="1675 304 1809 411"> t  tap </td> <td data-bbox="1809 304 1944 411"> i  insect </td> <td data-bbox="1944 304 2078 411"> p  pan </td> </tr> <tr> <td data-bbox="1272 411 1406 523"> n  net </td> <td data-bbox="1406 411 1541 523"> m  mouse </td> <td data-bbox="1541 411 1675 523"> d  dog </td> <td data-bbox="1675 411 1809 523"> g  goat </td> <td data-bbox="1809 411 1944 523"> o  octopus </td> <td data-bbox="1944 411 2078 523"> c  cat </td> </tr> <tr> <td data-bbox="1272 523 1406 635"> k  kite </td> <td data-bbox="1406 523 1541 635"> ck  duck </td> <td data-bbox="1541 523 1675 635"> e  elephant </td> <td data-bbox="1675 523 1809 635"> u  umbrella </td> <td data-bbox="1809 523 1944 635"> r  rabbit </td> <td data-bbox="1944 523 2078 635"> h  hat </td> </tr> <tr> <td data-bbox="1272 635 1406 746"> b  bat </td> <td data-bbox="1406 635 1541 746"> f  frog </td> <td data-bbox="1541 635 1675 746"> ff  cliff </td> <td data-bbox="1675 635 1809 746"> l  ladder </td> <td data-bbox="1809 635 1944 746"> ll  shell </td> <td data-bbox="1944 635 2078 746"> ss  dress </td> </tr> <tr> <td data-bbox="1272 746 1406 858"> j  jug </td> <td data-bbox="1406 746 1541 858"> v  van </td> <td data-bbox="1541 746 1675 858"> w  web </td> <td data-bbox="1675 746 1809 858"> x  fox </td> <td data-bbox="1809 746 1944 858"> y  yellow </td> <td data-bbox="1944 746 2078 858"> z  zebra </td> </tr> <tr> <td data-bbox="1272 858 1406 970"> zz  fizzy </td> <td data-bbox="1406 858 1541 970"> qu  queen </td> <td colspan="4"></td> </tr> </table>							s  sun	a  apple	t  tap	i  insect	p  pan	n  net	m  mouse	d  dog	g  goat	o  octopus	c  cat	k  kite	ck  duck	e  elephant	u  umbrella	r  rabbit	h  hat	b  bat	f  frog	ff  cliff	l  ladder	ll  shell	ss  dress	j  jug	v  van	w  web	x  fox	y  yellow	z  zebra	zz  fizzy	qu  queen				
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<p>Year 1</p>	<p>Handwriting expectations from the National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these <p><i>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</i></p> <p><i>Left-handed pupils should receive specific teaching to meet their needs.</i></p>	<p>Some pupils will begin to use the diagonal and horizontal strokes needed to join letters.</p>	<ol style="list-style-type: none"> 1. The Ladder Family (l, i, u, t, y, j) 2. The One-Armed Robot Family (n, m, h, k, b, p, r) 3. The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o) 4. The ZigZag Monster Family (z, v, w, x) <p>See guidance below for order of teaching letter joins.</p>
<p>Year 2</p>	<p>Handwriting expectations from the National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these <p><i>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i></p>	<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<ol style="list-style-type: none"> 1. The Ladder Family (l, i, u, t, y, j) 2. The One-Armed Robot Family (n, m, h, k, b, p, r) 3. The Curly Caterpillar Family (c, a, d, e, s, g, f, q, o) 4. The ZigZag Monster Family (z, v, w, x) <p>See guidance below for order of teaching letter joins.</p>

Year 3	<p>Handwriting expectations from the National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are 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, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.
Year 4	<p><i>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i></p>	To use confidently diagonal and horizontal joining strokes throughout their independent writing to increase fluency.	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.
Year 5	<p>Handwriting and presentation expectations from the National Curriculum Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	To use confidently diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.
Year 6	<p><i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</i></p>	To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).	Teachers follow the needs of their class (and continue to use the suggested order of teaching joins below) and recap any letter formations that need further practise.

Pupils who are not yet fluent handwriters by the end of Year 4

Pupils who need additional support with handwriting must be given regular opportunities to practice in order to gain fluency. Where handwriting is not yet fluent, teachers should use diagnostic assessment (under the guidance of the English Leader and SENCo as appropriate) to identify where additional support and practice should be focused. Identify whether the issue with the handwriting is due to:

- Gross motor difficulties
- Fine motor difficulties
- Letter Formation
- Pencil control
- Alignment
- Spacing
- Pencil Pressure
- Paper Position
- Posture
- Visual perception
- Handwriting speed and size
- Pencil grip

Interventions should focus on addressing the particular area of need.

Caversham Primary School- Handwriting Progression

When beginning to teach joined handwriting the following order should be used:

1. Base joins

Set 1	ll li ti il it ill ut at ull
Set 2	all in un an im um am ine ime
Set 3	ar aw iv hu ti ki du ay ey
Set 4	ip up ib ub th ck ch ent ant

2. Top joins

Set 1	ou ov ow op
Set 2	re ri rt rk
Set 3	ob ol ot of if
Set 4	ve we wh
Set 5	fe fi fu fl ft

3. Joins to anti- clockwise letters

Set 1	ac ad ag ca da ha
Set 2	oa od og oo
Set 3	fa fo va wa ws
Set 4	ea ed

4. Other joins

Joins to e
Joining from t
Joining from p
Joining from b
Descenders
Descenders joined to e
qu
ff
ss
sw
us
ix

Initial unjoined script in EYFS

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

Cursive script used once pupils are joining letters

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz