

Girton Glebe Primary School: Handwriting Policy



Intent

At Girton Glebe Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use **Little Wandle Handwriting** in EYFS and KS1 and **Letter-join** in KS2, providing a progressive approach to handwriting that meets the requirements of the National Curriculum.

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 to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

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. Pupils should 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. Our objective is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride. Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Children will start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place, including interventions where necessary.

Implementation in EYFS & KS1

In **EYFS and KS1**, handwriting is taught explicitly through the **Little Wandle Handwriting programme**. We recognise that fluent, automatic handwriting is an essential transcription skill: when letter formation becomes automatic, pupils can focus their attention on the content and composition of their writing.

Handwriting is taught through **short, focused sessions** based on direct instruction, clear modelling, repeated practice and precise feedback. Adults consistently model correct letter formation, size and orientation, alongside appropriate pencil grip and writing posture. Little Wandle formation phrases are used consistently when teaching letters.



The **Little Wandle 'Ready to Write' checklist** establishes our whole-school expectations for pencil grip, posture and positioning. These expectations are reinforced not only during handwriting lessons but whenever pupils write across the curriculum.

Reception

Children initially develop the physical foundations for handwriting through patterns that support pencil control, appropriate pressure and fluency of movement. They then learn accurate letter formation through **letter families**, grouping letters with similar movements and formation patterns. Handwriting is taught separately from phonics so that sufficient attention can be given to developing accurate formation.

Year 1

Children continue to secure the correct formation of lower-case and capital letters, developing increasing consistency in size, orientation and spacing. The priority remains **accurate, fluent unjoined handwriting**.

In Year 1, handwriting builds on the foundations laid in Reception and progresses to focus on:

- consolidation of letter formation
- sizing and spacing of letters
- formation of punctuation marks and digits 0–9
- practice linked to phonics

National Curriculum statutory requirements for handwriting: Year 1

Pupils should be taught to:

- 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
- Form digits 0–9
- Understand which letters belong to which handwriting 'families' and to practise these.

Year 2

Pupils move towards joined handwriting **only when they can form unjoined letters correctly and consistently**. This will typically begin in Year 2. Teaching then focuses increasingly on developing a fluent, legible and efficient handwriting style while maintaining accurate formation.

In Year 2, handwriting builds upon the skills introduced in Year 1, moving on to focus on:

- sizing of letters
- spacing of letters
- joining letters using the two main joins
- practice linked to spelling patterns

National Curriculum statutory requirements for handwriting: Year 2

Pupils should be taught to:

- 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 and understand which letters, when adjacent to one another, are best left unjoined
- 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.

Expectations for Teaching

Handwriting sessions are led by a teacher or trained teaching assistant for 10-15 minute four times weekly. Adults actively monitor practice and provide immediate feedback, addressing incorrect letter formation, starting points, pencil grip or posture before these become habitual. Across all subjects, pupils are expected to apply the handwriting skills they have been taught. Teachers maintain consistent expectations for presentation while recognising that fluency and legibility, rather than decorative handwriting, are the ultimate goals.

Teachers in EYFS and KS1 are expected to use the Little Wandle formation phrases when teaching.

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Curl around the cat.		Around the queen's face, down her robe and a flick at the end.		Down the lollipop stick.		Down the jellyfish and dot its head.
	Around the astronaut's helmet and down into space.		Around the elephant's eye and curl down its trunk.		Down the iguana and dot the leaf.		Down and around the umbrella and back to the ground.
	Around the duck's body, up to its head and down to its feet.		Down the snake from head to tail.		Down the tiger and across its neck.		Down, around the yo-yo and curl around the string.
	Around the goat's face and curl under its chin.		Down the flamingo to its foot and across its wings.		Down, up and over the mouse's ears.		Down the bear's back, up and around its tummy.
	All around the octopus.				Down, up and over the net.		Down the penguin's back, up and around its head.
					From the cloud to the ground and over the rainbow.		Down, up and over the helicopter.

Implementation in KS2

In KS2, we follow the LetterJoin handwriting program.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue **twice a week** in Lower Key Stage 2.

Lesson Planner Module 4 for Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

Completion of Module 4 should ensure improvement in the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.

Lesson Planner Module 5 for Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, Maths, Science, Geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.



FONT: Letter-join Air Plus and Letter-Join Pus

Upper Key Stage 2: Years 5 and 6

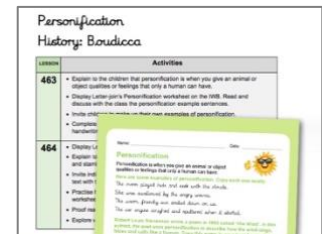
More advanced handwriting techniques will be taught during **two weekly lessons**:

- reinforcing cursive handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting 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.



FONT: Letter-join Plus

Cursive Letterforms

a b c d e

f g h i j k

l m n o p

q r s t u

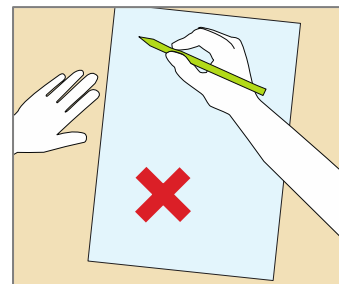
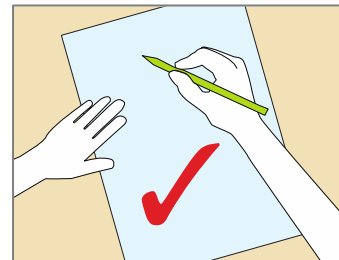
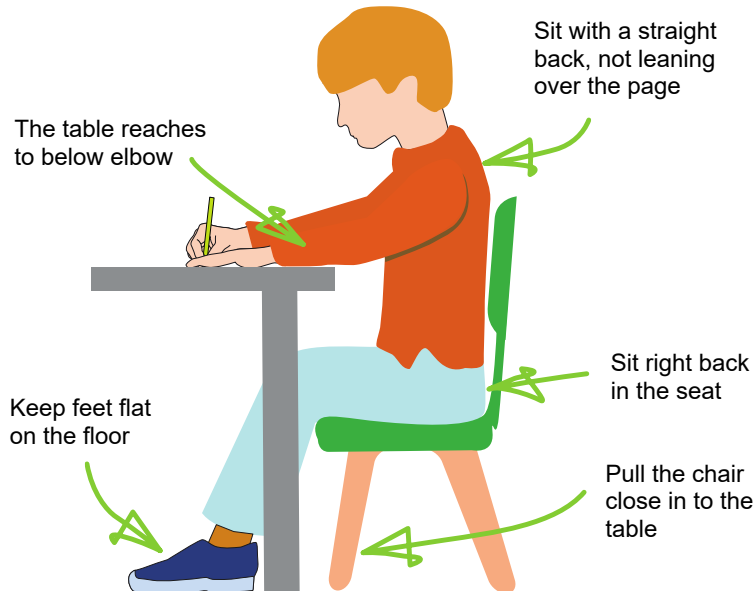
v w x y z

Letter-join 

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

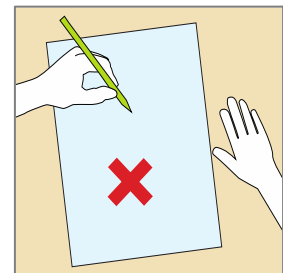
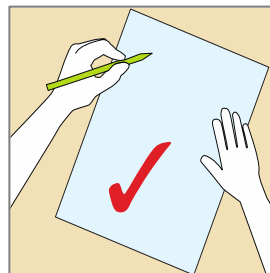
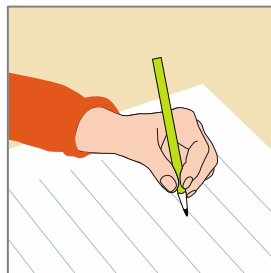


Paper position for right-handed children.

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.

Impact

Through consistent and progressive handwriting teaching, pupils will develop a handwriting style that is **legible, fluent and increasingly automatic**, enabling them to focus their attention on the content and composition of their writing rather than the physical process of transcription.

By the end of Key Stage 2, we aim for pupils to:

- write fluently and legibly with increasing speed and stamina;
- use joined handwriting confidently where appropriate;
- maintain consistent letter formation, sizing and spacing;
- adapt their handwriting appropriately for different purposes, including using print and capital letters where required;
- take pride in the presentation of their written work across the curriculum.

Teachers monitor handwriting through **ongoing assessment of pupils' writing across the curriculum**, alongside observation during explicit handwriting teaching. Where pupils are not developing the expected fluency or accuracy, additional teaching, practice or targeted support is provided.

Ultimately, pupils leave Girton Glebe with handwriting that is **functional, fluent and automatic**, supporting them to communicate their ideas effectively and confidently.