



Blueberry Park Primary School

Handwriting Policy



Handwriting Policy

Blueberry Park Primary School's Handwriting Policy aims to ensure that children develop legible, fluent and efficient handwriting suited to their tasks. This policy emphasises a consistent style of handwriting throughout the school, with explicit teaching and modelling of handwriting skills. Our goal is to make handwriting an automatic process that supports a child's ability to express their thoughts clearly and creatively.

In line with the National Curriculum and the DfE Writing Framework 2025, handwriting is taught precisely and progressively, following a clearly sequenced progression from Reception through to Year 6. Pupils are gradually guided through each stage of handwriting development, ensuring they acquire the necessary skills in a structured, supportive and engaging way. This includes the explicit teaching of both letter formation (controlling the size, speed and direction) and the physical elements of writing (correct pencil grip, body posture and paper positioning).

Early Years Foundation Stage (EYFS)

In Reception, pupils are taught to:

- Engage in frequent handwriting practice in a playful and purposeful context.
- Sit correctly at the table, holding a pencil comfortably and correctly by using the handwriting song.
- Develop fine motor control and a tripod pencil grip through daily activities.
- Produce controlled straight lines to support early letter formation.
- Write letters a–z and digits 0–9, using correct movement sequences linked to Read Write Inc. letter formation rhymes.
- Begin to write their own name independently.
- Recognise and group letters into shape families.

Year 1 pupils are taught to:

- Sit correctly at a table, with feet flat on the floor, holding a pencil comfortably and correctly by using the handwriting song.
- Begin forming lower-case letters in the correct direction, using the appropriate start and end points as guided by Read Write Inc. rhymes.
- Leave appropriate spacing between words.
- Form capital letters.
- Form digits 0–9.
- Recognise and practise letter families—groups of letters with similar formations.
- Begin to lead out of letters using the Letter-join scheme Air No-Lead font.

Year 2 pupils are taught to:

- Write legibly using correctly formed upper and lead out of lower-case letters following Letter-join.
- Ensure letters sit on the base line and maintain consistent sizing, with accurate use of ascenders and descenders.
- Leave clear spacing between words and form numerals consistently.
- Use capital letters appropriately and form printed letters where necessary.
- Begin to develop automaticity in handwriting, supporting creative and independent writing.
- Begin to lead in and out of letters using the Letter-join scheme Air Plus font .

Key Stage 2

Pupils continue to refine their handwriting through focused teaching that develops quality, speed and stamina:

- Letters are consistently sized, with even word spacing.
- Ascenders and descenders are parallel and do not touch lines above or below.
- Pupils improve their writing speed, enabling ideas to flow more freely during extended writing.
- They learn to take quick notes where appropriate.
- Pupils develop the physical endurance and motor control to write for extended periods without fatigue.

In addition, pupils gain full awareness of when to use different handwriting styles for different purposes:

- Neat, cursive handwriting for extended writing tasks, stories and letters.
- Printed or capital letters for posters, labels, headings and form filling.
- Fast, functional handwriting or shorthand for note-taking and dictation.

Year 3 and Year 4

- Pupils use joined, cursive handwriting consistently across independent work, using the Letter-join scheme Plus font.
- Handwriting continues to be taught explicitly to improve fluency, which supports spelling and composition.
- Pupils develop increasing confidence and ease in transcribing their ideas efficiently.

Year 5 and Year 6

- Pupils write legibly, fluently, and with increasing speed.
- They begin to make decisions about personal style, including:
 - o Which letter shapes to use when given a choice.
 - o Whether or not to join specific letters for clarity or speed.
 - o Pupils choose the most appropriate writing implement for a given task (for example, pencil for note-taking, pen for final drafts).

Continuity and Progression

Alongside the Read Write Inc. Phonics programme, we follow the Letter-join scheme of work. Each stage refers to a module and is linked to the appropriate year group; however, some pupils may take longer to develop their skills and so may need to remain at a certain step for longer and will receive additional adaptive teaching strategies to support this.

Stage 1: (EYFS)

At this stage, the children will follow the guidance linked with the Read Write Inc Phonics programme. They will be introduced to new sounds each day and will be taught how to form these letters. They will use a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage. These activities include:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities.
- exercises to develop fine motor skills such as mark-making in sand trays, on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and vocabulary.

At this stage, for those children who are ready for handwriting practice, they will also follow Module 1 of the Letter-join programme which teaches non-cursive print of lower-case letters using the Printed font. Staff will use the Read Write Inc. letter formation rhymes alongside the Letter-join

programme to support the correct formation of letters. The Letter-join module for this stage starts with Getting Ready for Handwriting which includes fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip. At this stage, staff will also refer to the Stages of Emergent writing document to help monitor progress.

By the end of Stage 1, children will have been taught to:

- Have the correct pencil grip.
- Have the correct posture and position.
- Write most printed lower-case letters of the alphabet in line with the phonics programme.
- Use pattern-making, and letter and number formation in various media.
- Write from left to right.

Stage 2: (Year 1)

At this stage, children will continue to use the Read Write Inc. programme alongside Module 2 of the Letter-join programme. This module contains lessons for teaching how to write capital letters, printed letters, numbers and symbols and introduces children to pre-cursive patterns and cursive letters using the Air No-Lead font. The children will also continue to practise and consolidate the print style of lower-case letters.

By the end of this stage children will have been taught to:

- Sit correctly at a table (correct posture and position), holding a pencil comfortably and correctly (correct pencil grip).
- Use a pencil of an appropriate size.
- Write most letters of the alphabet in line with the phonics programme, beginning to form the letters in the correct direction, starting and finishing in the right place.
- Have some awareness of ascender and descender letters.
- Form capital letters – making consideration for their size in relation to other letters.
- Letters sit on the line.
- Write from left to right.
- Be consistent with the size and shape of letters and the spacing of letters and words.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Stage 3: (Year 2)

At this stage, children will continue to use the Read Write Inc. programme alongside Module 3 of the Letter-join programme. This module includes lessons to practise cursive letter formation and orientation of letters through regular practice and also helps to support spelling, grammar and punctuation. This module covers: dictation exercises, joining techniques, letter families, cursive letters and words, times table facts, sequencing sentences etc. During this stage children will continue to practise cursive formation of letters and will be introduced to joined writing techniques using the Air Plus font. This is started once children seem secure in the coordinated movements associated with each letter and have a good control over letter orientation, formation and proportion.

By the end of this stage children will have been taught:

- All previously listed objectives from stages 1 and 2, ensuring to revise, practice and consolidate these earlier skills and allow for growing independence and confidence with these skills.

- Develop fluency and speed with their writing.
- 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 un-joined.
- 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.
- To begin to write with a joined style as soon as they can form letters securely with the correct orientation.

Stages 4 and 5 (Years 3 and 4):

During these stages, children will follow Modules 4 and 5 (respectively) of the Letter-join programme using the Plus font. Here, students should be using a cursive style throughout their independent writing in all subjects. These modules cover topics such as dictation, double letters, number vocabulary and statutory spellings, amongst others and allow children to make links to other areas of the curriculum. These stages allow for improvement in the legibility, consistency, fluency and quality of the children's handwriting through a variety of resources.

By the end of Stages 4 and 5, children will have been taught:

- All previously listed objectives from Stages 1 to 3, ensuring to revise, practice and consolidate these earlier skills and allow for growing independence and confidence with these skills.
- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.
- Increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- Use joined handwriting throughout their independent writing.
- Increase their handwriting fluency to be able to write down what they want to say, which in turn, will support their composition and spelling.
- Apply size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Stage 6 and 7 (Years 5 and 6):

At these stages, children will continue to develop their fluency, stamina and skills to write at length, with accurate spelling and punctuation. The children will produce cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing. They will produce consistently neat and well-presented handwriting in all curriculum subjects. During Stage 7, children will engage with tasks that will support them in deciding an appropriate style of handwriting. At this stage, they 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. 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 activities will give pupils the opportunity to practise writing at length and activities focused on KS2 SATs revision will support them in meeting expected standards for spelling, punctuation and grammar.

By the end of stage 6 and 7, children will have been taught:






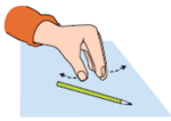




- All previously listed objectives from Stages 1 to 5, ensuring to revise, practice and consolidate these earlier skills and allow for growing independence and confidence with these skills.

- Increase the speed of their handwriting, so that problems with forming letters do not get in the way of their writing down what they want to say.
- Know when to choose the writing implement that is best suited for a task and be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes, letters)
- Know when to use an un-joined style (e.g. for labelling a diagram or data, writing an email address or for algebra) and capital letters (e.g. for filling in a form).
- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding (as part of their personal style) whether or not to join specific letters.

All children will have the opportunity to earn a pen licence when their handwriting is consistently neat, joined and legible.

Handwriting Interventions

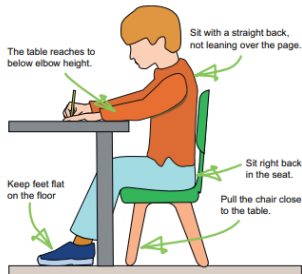
Handwriting is taught for all children at their level. Where necessary, for those children who require further support and intervention, there is a recovery programme available on Letter-join with further activities to address target areas. Staff are also able to refer to Read, Write Inc., use Letter Village or Bubble Writing, which involves placing a bubble on either side of the line to support letter formation, ensuring uniformity in height and width.

<u>Letter Formation</u>	<u>Cursive style</u>
<p>a b c d e f g h i j k l m</p> <p>n o p q r s t u v w x y z</p> <p>A B C D E F G H I J K L M</p> <p>N O P Q R S T U V W X Y Z</p>	<p>a b c d e f g h I j k l m</p> <p>n o p q r s t u v w x y z</p> <p>A B C D E F G H I J K L M</p> <p>N O P Q R S T U V W X Y Z</p>
<p>Tripod Pencil Grip How to hold a pencil correctly for handwriting.</p> <p>Right handed grip</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>1. Point away the pencil,</p> </div> <div style="text-align: center;">  <p>2. Pinch it near the tip,</p> </div> <div style="text-align: center;">  <p>3. Lift it off the table,</p> </div> <div style="text-align: center;">  <p>4. Spin it round...</p> </div> <div style="text-align: center;">  <p>5. ...and grip.</p> </div> </div> <hr style="border: 0.5px solid black; margin: 10px 0;"/> <p>Left handed grip</p> <div style="display: flex; justify-content: space-around; align-items: flex-end;"> <div style="text-align: center;">  <p>1. Point away the pencil,</p> </div> <div style="text-align: center;">  <p>2. Pinch it near the tip,</p> </div> <div style="text-align: center;">  <p>3. Lift it off the table,</p> </div> <div style="text-align: center;">  <p>4. Spin it round...</p> </div> <div style="text-align: center;">  <p>5. ...and grip.</p> </div> </div>	

Comfortable Sitting Position and Correct Paper Position

Right-handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper



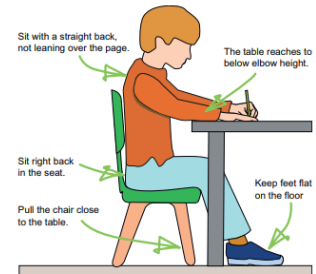
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left-handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper

