



Handwriting Policy

Date policy last reviewed: March 2026

Signed by:

Rebecca Don-Duncan Subject Leader Date: March 2026

Charlotte Hopkins Headteacher Date: _____

Chair of governors Date: _____

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Statement of Intent, Implementation and Impact

Intent

At Quinton Primary School, we believe handwriting is a fundamental component of effective communication and a vital skill that directly supports pupils' success across the curriculum. We are committed to ensuring that all children develop the ability to write fluently, legibly and with increasing speed so that handwriting becomes an automatic skill that supports, rather than hinders, the composition of ideas.

We aim to ensure that handwriting is taught in a systematic, progressive and consistent way from EYFS through to Year 6, using the structured progression of the Twinkl Handwriting Scheme. This ensures that pupils develop secure foundations in letter formation before progressing to joined handwriting, fluency and eventually a personal, efficient style.

We recognise that handwriting is closely linked to fine motor development, physical coordination, and cognitive load in writing. Therefore, we aim to provide all pupils with high-quality teaching, regular practice and appropriate support so that every child, including those with SEND, can achieve success and take pride in their written work.

By the end of their primary education, pupils at Quinton Primary School will be able to produce handwriting that is legible, correctly formed, appropriately joined, and sustained over longer pieces of writing across all subjects.

Implementation

Handwriting is taught through a structured whole-school approach using the Twinkl Handwriting Scheme. Pupils progress through the four letter families: Ladder, One-Armed Robot, Curly Caterpillar and Zigzag Monster, ensuring consistency and clear progression across all year groups.

In EYFS, children develop the physical foundations for writing through fine and gross motor activities, correct pencil grip, posture and early letter formation linked to phonics. In Key Stage 1, pupils focus on accurate letter formation, sizing and spacing before beginning to develop joining skills. In Key Stage 2, teaching focuses on joining, fluency, consistency and presentation, enabling pupils to write efficiently and legibly across the curriculum.

Teachers model correct handwriting, provide regular opportunities for practice and reinforce high expectations in all written work. Pupils who require additional support are identified through teacher assessment and work scrutiny. Targeted interventions may be provided to develop fine motor skills, pencil control, letter formation, joins and handwriting fluency, ensuring that all pupils can make progress and achieve success in handwriting.

Additional support and adaptations are provided where necessary to ensure all pupils, including those with SEND, can access and engage fully with the handwriting curriculum.

Impact

The impact of this policy is that all pupils at Quinton Primary School develop the ability to write with increasing confidence, accuracy and fluency, enabling them to communicate effectively in all areas of learning.

Pupils will leave Key Stage 2 with handwriting that is legible, well-formed and consistent, allowing them to present their ideas clearly and without unnecessary cognitive effort. As a result, pupils are able to focus more fully on the content and composition of their writing rather than the mechanics of handwriting.

Progression through the Twinkl handwriting scheme ensures that pupils develop secure foundations in EYFS and Key Stage 1, which leads to confident joining and fluency in Key Stage 2. This progression ensures that handwriting standards are consistent across the school and that expectations are high for all learners.

Evidence of impact will be seen through:

- Consistently neat and legible presentation across all subjects
- Correct letter formation and spacing from an early stage
- Fluent joined handwriting in Key Stage 2
- Increased writing stamina and confidence
- Reduced cognitive load when writing longer texts
- Pride in presentation and written outcomes

Teachers will observe that pupils are better able to express their ideas in writing because handwriting has become an automatic and secure skill. Work across the curriculum will demonstrate clear, consistent and well-presented handwriting that reflects high expectations across the school.

1. Legal framework

This policy has due regard to all relevant legislation and guidance including, but not limited to, the following:

- This policy is informed by:
- DfE National Curriculum for English (KS1-KS2)
- Statutory Framework for the EYFS
- DfE English Programmes of Study
- DfE Writing Assessment Guidance
- Primary English Policy

2. Roles and responsibilities

Governors

- Ensure handwriting is consistently taught and monitored.

Headteacher

- Ensures a whole-school approach to handwriting progression.
- Monitors teaching standards and outcomes.

Subject Leader

- Leads implementation of the Twinkl handwriting scheme.
- Provides training, monitoring and resources.
- Ensures clear progression from EYFS to Year 6.

Teachers

- Teach handwriting explicitly and regularly.
- Model correct formation, joins and posture.
- Ensure progression and presentation expectations are met.

Pupils

- Take care with presentation and apply taught handwriting rules.

3. Curriculum and Progression Overview

Handwriting is taught through a structured sequence of letter families:

- Ladder Family
- One-Armed Robot Family
- Curly Caterpillar Family
- Zigzag Monster Family

Pupils progress from pre-writing patterns to fluent joined handwriting.

EYFS – Pre-Handwriting Foundations

In EYFS, handwriting begins with physical and pre-writing development linked to early mark making and letter readiness.

Pupils will be taught to:

- Develop gross and fine motor control through structured play activities
- Use correct pencil grip (tripod grip introduced and modelled through the pinch and flip technique)
- Develop shoulder, arm and finger strength for writing readiness
- Form basic pre-writing patterns (lines, circles, zigzags, loops)
- Engage in early letter formation linked to phonics
- Begin forming recognisable lower-case letters using printed style
- Sit correctly at a table with appropriate posture

By the end of EYFS, most children will be able to:

- Form a range of lower-case letters correctly
- Hold a pencil comfortably and effectively
- Show control in drawing and early writing
- Begin writing simple words linked to phonics knowledge

Year 1 – Letter Formation & Families

Assessment focus: correct letter formation and introduction to letter families

Children follow the structured sequence of letter families:

- Ladder Family: l, i, u, t, y, j
- One-Armed Robot Family: n, m, h, k, b, p, r
- Curly Caterpillar Family: c, a, d, e, s, g, f, q, o
- Zigzag Monster Family: z, v, w, x

Pupils will be taught to:

- Use the correct pencil/pen grip
- Sit correctly and hold pencil comfortably
- Form lower-case letters correctly and consistently
- Understand letter families and patterns
- Begin using correct starting and finishing points
- Begin diagonal and horizontal strokes for joining

Year 2 – Size, Positioning & Introduction to Joining

Assessment focus: letter sizing, spacing, and early joins

Pupils will:

- Use the correct pencil/pen grip
- Form letters of correct size relative to each other
- Use correct spacing between words

- Practise correct orientation and consistency
- Consolidate all letter families with increasing fluency

Year 3 & Year 4 – Joining & Fluency Development

Assessment focus: joined handwriting and consistency

Pupils will:

- Use the correct pencil/pen grip
- Use diagonal and horizontal joins correctly
- Decide when letters should be joined or left unjoined
- Ensure parallel downstrokes and consistent spacing
- Improve legibility and consistency across writing
- Develop fluency in joined handwriting across all subjects

Year 5 & Year 6 – Fluency, Style & Speed

Assessment focus: fluent, legible and efficient handwriting

Pupils will:

- Use the correct pencil/pen grip
- Write fluently, legibly and at speed
- Choose appropriate letter forms for context
- Develop personal handwriting style
- Maintain consistency across extended writing
- Ensure handwriting supports composition and presentation

4. Teaching and Implementation

Handwriting is taught through:

- Regular discrete lessons (EYFS–KS2)
- Short focused modelling and guided practice
- Cross-curricular application in all subjects
- Use of Twinkl family progression resources
- Consistent modelling by staff using agreed handwriting style

Teachers ensure:

- Correct posture, pencil grip and paper position
- Clear modelling of letter formation
- Immediate feedback and correction

5. Assessment

Assessment is ongoing and includes:

- Teacher observation
- Work scrutiny

- Progress against Twinkl progression expectations
- Termly writing assessments
- End-of-year judgements recorded in line with school assessment policy

6. Equal opportunities

All pupils are supported to achieve success in handwriting through:

- Adaptive resources and scaffolding
- SEND support where required
- Additional motor skills support where needed
- Challenge opportunities for rapid progress writers

7. Monitoring and Review

This policy will be reviewed on an annual basis by the literacy lead and the headteacher.

Any changes made to this policy will be communicated to all teaching staff and other key stakeholders.

The next scheduled review of this policy is March 2027