



St Philip Westbrook C of E Primary School

"Together we aim high and with God's love we can fly"

Handwriting Policy

Date of Review

April 2025

Action

Updated

Primary School Handwriting Policy

1. Introduction

At St Philip's, we recognize that handwriting is a fundamental skill that supports literacy development. Our handwriting policy aims to ensure consistency in teaching, promote legibility, and develop pupils' confidence in written communication.

2. Aims and Objectives

- To develop a neat, legible, and fluent handwriting style.
- To ensure consistency in handwriting expectations across the school.
- To provide children with the necessary skills to write clearly and efficiently.
- To foster pride and enjoyment in written work.
- To ensure that handwriting does not hinder the quality of written expression.

3. Teaching and Progression Handwriting is taught explicitly following a structured and sequential approach.

Foundation Stage:

- Developing fine motor skills through activities such as tracing, threading, and mark-making;
- Learning correct pencil grip and posture;
- Introducing letter formation using a print script, including teaching letter families.

Key Stage 1:

- Continuing the teaching of letter families and consistent letter formation;
- Introducing joined-up handwriting by Year 2;
- Reinforcing correct spacing and letter size;
- Encouraging correct sitting position and pencil grip;
- Children who are ready begin to write in pen.

Key Stage 2:

- Consolidating joined handwriting;
- Developing fluency and speed;
- Encouraging pupils to use a consistent handwriting style in all written work;
- Preparing pupils to write with pen (a pen licence is given in year three when the children are ready).

4. Classroom Practice

- Daily handwriting lessons are timetabled.
- Letter formations/joins are displayed in all classrooms.
- Teachers model correct letter formation and joins in every handwriting lesson.
- Pupils receive constructive feedback on handwriting in every lesson where they are struggling with letter formation or joins (not only in handwriting lessons).
- Handwriting is embedded in all written work, not just during handwriting lessons.
- Published work celebrates pupils' progress and achievement in handwriting.
- Staff model neat and legible handwriting in marking and classroom displays which follows the school handwriting style (see below):

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

abcdefghijklmnopqrstuvwxyz

5. Supporting Pupils with Additional Needs

- Additional support and interventions are provided for pupils struggling with handwriting.
- Alternative resources, such as pencil grips, writing slopes and larger-lined paper, are used when necessary.
- Handwriting targets are included in individual learning plans where appropriate.
- Accurate letter formation is modelled during lessons.
- Handwriting friezes are provided to individual pupils who need it to demonstrate accurate letter formation.
- Where needed the SENCO will liaise with professionals such as occupational therapists and the visual processing department to personalise support.

6. Handwriting Interventions For pupils requiring additional handwriting support, the school implements targeted interventions, including:

- Focused teacher feedback during handwriting sessions and other lessons where children are writing;
- Fine motor skill development activities (e.g., pencil control exercises, hand strengthening tasks);
- Use of multi-sensory approaches, such as tracing in sand, air writing, and tactile letter formation;
- Individualized programs with specific handwriting goals;
- Close monitoring of progress and adjustments to interventions as needed.

7. Assessment and Monitoring

- Handwriting is assessed as part of overall writing assessments.
- Teachers regularly monitor progress and provide targeted support where needed, including feedback in writing lessons.
- Handwriting standards are reviewed in book scrutinies and moderation sessions.