



Handwriting policy

Key Document details:

Author: **Craig Richardson**

Approver:

Owner: **Bryony Bardwell - Headteacher**

Version No.: **3**

Date: **19.01.2026**

Next review date:
September 2027

Ratified:

At Drove, we are very proud of our pupil's handwriting and take particular care in our cursive handwriting style. We use TWHF Progression Framework for Developing Handwriting to inform our handwriting policy. Our overall aim is to make handwriting an automatic process that does not interfere with creative and mental thinking. We believe that handwriting is a basic skill that influences the quality of work throughout the curriculum. It is important for pupils to be able to write clearly and develop a fluent and legible handwriting style.

The 2025 Writing Framework suggests embedding nine key handwriting routines, nine steps to success that we follow:

1. Handwriting is taught explicitly and regularly across the school to all pupils. This begins early in reception and is in addition to writing in phonics lessons.
2. Pupils across the school are taught consistent routines for handwriting that support a comfortable writing position and enable them to form letters legibly and to develop fluency. Routines consider posture, paper positioning and pencil hold (including for left-handed pupils).
3. All adults who work with pupils expect consistently high standards of handwriting and provide good models of handwriting that align with the school's agreed style, across all areas of the curriculum.
4. Handwriting instruction focuses on letter formation, size, orientation, spacing and consistency.
5. Teachers make sure all pupils in every year group regularly practise handwriting to develop physical skill and control, and maintain fluency and legibility.
6. Teachers teach pupils how to hold the pencil using the tripod grip, and support and encourage them to use it when they write.
7. Pupils who need support have access to appropriate resources and equipment to enable them to make progress in handwriting in line with their peers.
8. Teachers routinely model handwriting in the writing lesson to enable pupils to see how letters are formed.
9. Teachers seek advice and work with the SENCO and other adults to support pupils needing adaptations or further support.

School aims

We aim for our pupils to develop a neat and legible handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

From Reception to Year 1, children are taught and encouraged to use print handwriting which leads in to cursive during year 2.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.

We aim for pupils to be able to:

- Form letters correctly
- Use upper- and lower-case letters appropriately
- Begin to use a joined style during Year 2
- Use a correct and comfortable pencil/pen grip
- Foundation Stage to use appropriate tools for their writing according to their developmental stage
- In KS2, when a child is ready, they may use a black handwriting pen for writing and a blue handwriting pen for editing

Handwriting Policy

EYFS

To build strong foundations, handwriting instruction will start in term 1 of reception. The early learning goal for Fine Motor Skills sets out that children at the expected level of development will be able to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.

In Drove we will:

- Provide daily fine motor activities such as threading, playdough, cutting, and drawing in our Early Years provision.
- Embed multisensory approaches to support pencil control and letter formation.
- Model writing in meaningful contexts.
- Ensure children have access to tools and materials that promote dexterity and precision.
- Observe and support grip development, from palmar grasp to tripod grip.

Print alphabet – Introduced 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

Little Wandle support for letter formation

								
Around the astronaut's helmet and down into space.	Down the bear's back, up and round its hump.	Curly around the cat.	Round the duck's body, up to its head and down to its feet.	Around the elephant's eye and curl down its trunk.	Down the flamingo to its foot and across its wings.	Round the goat's face and curl under its chin.	Down, up and over the helicopter.	Down the iguana and dot the leaf.
								
Down the jellyfish and dot its head.	Down the kite, up to the top corner and down to the bottom corner.	Down the lollipop stick.	Down, up and over the mouse's ears.	Down, up and over the net.	All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick of the end.	From the cloud to the ground and over the rainbow.
								
Down the snake from head to tail.	Down the tiger and across its neck.	Down and around the umbrella, and back to the ground.	Down to the bottom of the volcano and back up to the top.	Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl round the string.	Across the top of the zebra's head, zig-zag down its neck and along.	

Year 1

Handwriting is explicitly taught at least 3 times per week and children will learn the exit/lead out strokes for all letters. Across the year, teachers will plan and create activities to ensure that the children will cover:

- Consolidating pre-writing patterns
- Long ladder letters, one-armed robot letters, curly caterpillar letters and zig-zag letters using the current letter formation in line with our progressive, school handwriting policy.
- Practising easy words
- Practise handwriting alongside words taught in Phonics in line with our SSP (Little Wandle)
- Use of Handwriting Repeater for whole class instruction and practise



Year 2

Handwriting is explicitly taught at least 3 times per week and children will begin to learn and practice the entry/ lead in stroke into each letter. Across the year, teachers will plan and create activities to ensure that the children will cover:

- Long ladder letters, one-armed robot letters, curly caterpillar letters and zig-zag letters using the current letter formation in line with our progressive, school handwriting policy.
- Practising easy words
- Practise handwriting alongside words taught in Phonics in line with our SSP (Little Wandle)
- Practise handwriting alongside Year 2 spelling rules and common exception words.
- Use of Handwriting Repeater for whole class instruction and practise
- For those children that are ready to progress onto cursive handwriting, the joins can be explicitly taught



Key Stage 2

In Key Stage 2, pupils will continue to develop a fluent, legible, and consistent handwriting style in line with the National Curriculum expectations for English. The focus will be on refining joined handwriting to ensure speed, accuracy, and presentation across all subjects. Teachers will provide regular opportunities for handwriting practice, both through discrete lessons and within wider curriculum writing tasks. Pupils will be encouraged to maintain correct posture, pencil grip, and letter formation, and to take pride in the presentation of their work. Consistency of handwriting style will be reinforced through modelled writing and clear expectations displayed in classrooms. Additional support will be offered to pupils who experience difficulties with fine motor skills or handwriting fluency, ensuring all learners can develop confidence and pride in their written work. See diagram below for progression across year groups.

