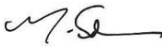


Ireby Church of England Primary School

Handwriting Policy

Signed by:

_____ 

_____ Head Teacher

Date: September 2026

Next review date: January 2028 or sooner if required

School Governance:

Responsibility of the school leadership

Christian vision: 'Created to do Good' Ephesians 2:10

By instilling our values through our learning and play, it is our hope that our children

develop a deeper understanding of themselves and the world around them.

We want our children to know that they are part of our local, national and global community and that, in their own way, they can help to make our world better place.

Our Aim

Good handwriting increases children's motivation: their belief in themselves as writers is predicated on this, particularly in their first years at school. Writing involves many processes, so having fluent handwriting is one less thing to think about.

"Pupils can gain great satisfaction and pleasure in learning how to write if the teaching is explicit, cumulative and engaging. As they see progress and sense growing competence, their motivation to improve increases. Gaining a new skill becomes a source of pride, in the same way as learning to play a musical instrument. It gives them freedom to express their ideas without being hampered by an uncomfortable pencil grip, poor letter formation or inaccurate spelling." **Writing Framework 2025**

Our teaching is grounded in one important principle: We always help children 'visualise to memorise'. We use 'picture hooks' to help them build a picture of the letter or join before they write.

We never ask children to copy letters, joins or words. Copying results in children writing what they think they see – often starting in the wrong place or writing an approximation of the letter or join.

Our aim is to build children's writing fluency and help all children enjoy putting pencil to paper!

Handwriting

Implementation

At Ireby Church of England Primary School, we follow the RWI programme for the early stages of taught handwriting and aim to make the physical process of writing – handwriting – enjoyable from the start, so that children can see themselves as 'writers'.

Structure of Read Write Inc. Handwriting

We teach children to read and write Set 1 sounds from the start of Reception as part of their Read Write Inc. Phonics lessons. Children first learn to form letters while they learn to read Set 1 letter-sounds in Reception.

As soon as they can read Set 1 sounds, we teach a separate daily 10-minute handwriting lesson.

These handwriting lessons are at different times from the Read Write Inc. lesson. Sometimes teachers teach handwriting first thing in the afternoon – it's a great way to settle children after lunchtime.

In Read Write Inc., we teach handwriting in four stages.

Read Write Inc. Handwriting – the four stages

Stage 1 begins as soon as most children can read Set 1 sounds. We continue to teach children to form letters correctly.

Stage 2 begins during Year 1. Children learn the relative size of letters and form letters that will flow easily into a joined style.

Stage 3 follows straight on. Children learn how to join letters using two basic joins – the 'bridge' join, the 'hill' join and the two variations on each.

Stage 4 helps children develop a mature and speedy style.

Each stage ensures pupils meet the National Curriculum requirements for handwriting from Reception to Year 4.

Handwriting essentials for all stages

Children who have never held a pencil before:

Some children haven't held a pencil before however; we don't wait before teaching them correct letter formation as it doesn't take long for children to develop the finger and hand strength to press a soft pencil on to the paper. Even children whose spidery letters take up a whole page at the beginning learn to use bolder strokes after a few weeks of daily practice.

Where we sit to write:

First, we arrange tables and chairs so all children can clearly see the board/whiteboard. Children practise sitting comfortably at a table to write. This is much more comfortable than sitting cross-legged, hunched over a whiteboard.

We teach children that when we say 'perfect handwriting position' they quickly:

- put two feet on the floor
- push their bottom to the back of their chair
- tuck their chair under the table
- hold their pencil in a tripod grip
- place their other hand on their book or paper, so it doesn't move around.

What our children use to write?

Our children use a standard HB pencil. For some, a soft 2B pencil might help in the early stage as it requires less pressure on the page.

We teach children how to hold a pencil in a tripod grip. We check their grip at the start of every handwriting lesson – and in all other writing activities. Some children benefit from using a triangular rubber grip on their pencil.

We make sure pencils are sharpened before handwriting lessons!

What our children write on:

For **Stage 1**, children write in an unlined exercise book. This is so they can focus on correct letter formation.

For **Stages 2 and 3**, children write in 15mm-lined books or books with handwriting tram lines – 21mm outside lines, 6mm inside lines.

For **Stage 4**, children write in 8mm-lined exercise books.

We do not use children's whiteboards to teach handwriting.

How we support children who are left-handed

When children who are right-handed write, they pull their hand away from their writing. This allows them to see what they have written.

Children who are left-handed cover up their writing with their writing hand, so they are less likely to notice if they miss a space between words or make a spelling error.

This is how we help children who are left-handed:

- We give them more space to write by placing them to the left of a child who is right-handed so their arms don't nudge each other.
- We show them how to slant their paper to the right so they can see more of their writing.
- We show them how grip the pencil at a slightly higher point so they can see around their fingers.

Handwriting in the Read Write Inc. Phonics lessons

We teach children to read letters in the order that will generate the most words for reading: **m a s d t i n p g o, etc.**

We connect the letters they read with the shape they write:

Children read a: a-a-a-apple; they write a: round the apple down the leaf.

The picture mnemonics have been primarily designed to help the children read the letters easily. The handwriting phrase supports the letter formation.

We teach letter-sounds at the speed that children can read them, not the speed they can write them. **We do not slow down the teaching of Set 1 and 2 sounds** – even if children's letter formation is poor.

Guidance for handwriting in the Read Write Inc. Phonics lessons

Children follow the same handwriting routine every day for each letter they learn to read. This routine is embedded in every Speed Sounds lesson. For example:

The teacher air-writes a, saying: *Round the apple, down the leaf.*

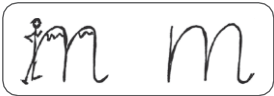
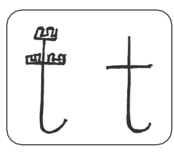
The children copy.

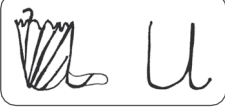
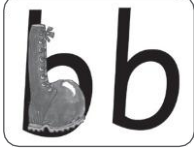
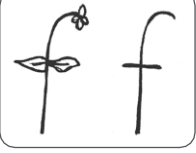
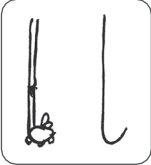
The teacher writes a on the board, saying: Round the apple, down the leaf.

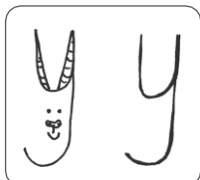
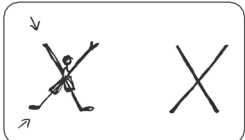
The children say the phrase as they write a on paper, at their tables.

These are the letter-formation phrases to use while you are teaching children to read the Speed Sound cards.

Individual letter formation plans

Speed Sound Card	Letter	Picture name	Phrase
		mountain	Maisie, mountain, mountain
		apple	Round the apple, down the leaf
		snake	Slither down the snake
		dinosaur	Round the dinosaur's bottom, up its tall neck, down to the feet
		tower	Down the tower, across the tower
		insect	Down the body, dot the head
		net	Down Nobby, over his net
		pirate	Down the plait and over the pirate's face
		girl	Round her face, down her hair and give her a curl

Speed Sound Card	Letter	Picture name	Phrase
		orange	All around the orange
		caterpillar	Curl round the caterpillar
		kangaroo	Down the kangaroo's body, tail and leg
		umbrella	Down and under, up to the top and draw the puddle
		boot	Down the laces to the heel, round the toe
		flower	Down the stem and draw the leaves
		egg	Lift off the top and scoop out the egg
		leg	Down the long leg
		horse	Down the head to the hooves and over its back

Speed Sound Card	Letter	Picture name	Phrase
		robot	Down its back, then curl over its arm
		jack-in-a-box	Down its body, curl and dot
		vulture	Down a wing, up a wing
		yak	Down a horn, up a horn and under its head
		worm	Down, up, down, up
		zip	Zig-zag-zig
		x ray	Down the arm and leg and repeat the other side
		queen	Round her head, up past her earrings and down her hair

Handwriting Stage 1

We start teaching separate handwriting lessons as soon as children can **read** Set 1 sounds. We now teach letters in handwriting families. Each family has a common formation.

a d g o c q

u y

b p

h n m r

e s f i

l t k j

v w x z

Children continue to write on plain paper.

Stage 1 lesson plans

We use the following routine for every lesson.

1. **MTYT** to say the handwriting phrase: *Round the apple, down the leaf.*
2. **TOL** as you use the checklist below to write the letter on the board. For example:
 - ✓ start at the stalk
 - ✓ go round the apple
 - ✓ go back up to the stalk, then down
 - ✓ curl the leaf at the bottom.

We ask the children say the checklist with us as we write the letter a few times.

Children practise writing the letter

1. We check that the children are still sitting in the perfect handwriting position – above.
2. We rub out the picture and any letters from the board – the children must visualise the letter, not copy.
3. We ask the children to write one letter, slowly and carefully. (We do not ask them to draw the handwriting picture.)
4. We model again how we repeat writing the letter, getting a bit quicker each time.
5. We go round the room supporting children who need help and don't sit with one child.

Review the letter

1. We write the letter on the board and make one error, choosing a common error children have made.
2. Then ask the children to **TTYP** to find your 'two best bits', for example, you remembered to start at the stalk, and you went back up to the stalk.
3. Then we ask children to **TTYP** to find 'one to fix', for example, you made the leaf too curly.
4. We rewrite the letter perfectly.
5. We ask children to practise again.

On the next day, choose a new focus letter or review one or two previously taught letters.

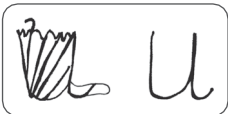
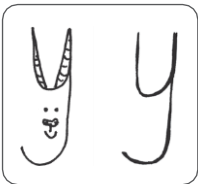
Note: We help children learn to visualise the letter as a picture and not the written checklist. We do not write the checklist on the board, though sometimes we may need a sticky note to help you remember to start with

Individual letter formation

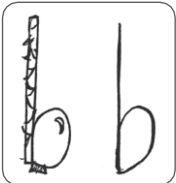
a d g o c q

Letter	Handwriting Phrase	Checklist
	Round the apple, down the leaf	✓ start at the stalk ✓ go round the apple ✓ go back up to the stalk, then down ✓ curl the leaf at the bottom
	Round the dinosaur's bottom, up its tall neck, down to the feet	✓ go round his bottom ✓ up the tall neck ✓ down the straight line to the feet ✓ make a curl for the feet
	Round her face, down her hair and give her a curl	✓ start at her bobble ✓ go round her face ✓ go back to her bobble ✓ go down her straight hair ✓ draw a curl
	All around the orange	✓ start at the stalk ✓ go around the orange back to the stalk
	Curl round the caterpillar	✓ start at the caterpillar's head ✓ curl round the body
	Round her head, up past her earrings and down her hair	✓ start at the back of her crown ✓ go round her face ✓ go back up to her crown ✓ go down her hair ✓ give it a sharp flick

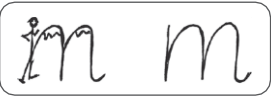
u y

Letter	Handwriting Phrase	Checklist
	Down and under, up to the top and draw the puddle	✓ start at the handle ✓ go down the straight handle ✓ go underneath the umbrella and back up the other side ✓ go down the umbrella ✓ add a little curl for the puddle
	Down a horn, up a horn and under its head	✓ start at the top of the first horn ✓ go down the straight line for the first horn ✓ go underneath the horns ✓ draw a straight line up for the second horn ✓ go down and curl under its head

b p

Letter	Handwriting Phrase	Checklist
	Down the laces to the heel, round the toe	✓ start at the top of the boot ✓ go straight down the boot ✓ go up over the toe ✓ back to the heel
	Down the plait and over the pirate's face	✓ start at the top of the plait ✓ go down the plait ✓ go over the face ✓ finish under the chin

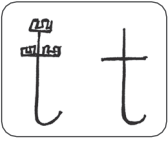
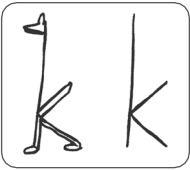
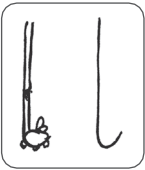
h n m r

Letter	Handwriting Phrase	Checklist
	Down the head to the hooves and over its back	✓ start at the horse's head ✓ go down its straight neck ✓ go down to its feet ✓ go round its back ✓ draw a back leg ✓ add a little curl of dust as the horse runs away
	Down Nobby, over his net	✓ start at the top of Nobby's head ✓ go straight down Nobby ✓ go over the net ✓ add a curve for the grass
	Maisie, mountain, mountain	✓ start at Maisie's head ✓ go straight down Maisie ✓ go over the mountains ✓ check the mountains are the same height as Maisie ✓ add a small curl for the grass
	Down its back, then curl over its arm	✓ start at the robot's head ✓ go straight down its body ✓ go over the robot's arm

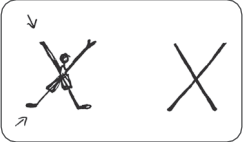
e s f i

Letter	Handwriting Phrase	Checklist
	Lift off the top and scoop out the egg	✓ go up around the shell that needs to be cut off the egg ✓ draw underneath the egg
	Slither down the snake	✓ start at the snake's head ✓ curl one way ✓ curl the other
	Down the stem and draw the leaves	✓ start at the top of the flower ✓ go round and down the flower stem – then lift the pencil off the page ✓ draw a straight line across the leaves
	Down the body, dot the head	✓ start at the top of the insect's neck ✓ go down the body ✓ draw a tail ✓ add a dot for the head

t k l j

Letter	Handwriting Phrase	Checklist
	Down the tower, across the tower	✓ start at the top of the tower ✓ go straight down the tower ✓ add a curve ✓ make a straight line across the tower
	Down the kangaroo's body, tail and leg	✓ start at the kangaroo's head ✓ go down its body ✓ draw a tail to the body ✓ draw a straight back leg
	Down the long leg	✓ start at the top of his leg ✓ go down his long leg ✓ add a curl for the shoe
	Down its body, curl and dot	✓ start at the top of the jack-in-a-box's neck ✓ go down the long straight body ✓ draw a smooth curl for the legs ✓ add a dot for the head

V W X Z

Letter	Handwriting Phrase	Checklist
	Down a wing, up a wing	✓ draw two straight lines for the wings – down, up
	Down, up, down, up	✓ draw four lines, all the same length – down, up, down, up
	Down the arm and leg and repeat the other side	✓ start at the top left ✓ go to the feet ✓ start at the bottom left ✓ go up to the arms
	Zig-zag-zig	✓ draw three straight lines – across, down, across

Handwriting Stage 2

At Stage 2 we teach a mature handwriting style that will flow easily into joined writing.

We introduce new 'picture hooks' to help children 'visualise to memorise' the shape of the letters.

This is important. We do not ask children to copy. Copying means they haven't memorised and will likely copy what they **think** they see – often starting in the wrong place and writing an approximation of the letter.

When we start Stage 2

We start children in our Year 1 class when they can write with correct basic formation.

Children in Year 2 and above will also benefit from following these lessons before they begin learning to join letters.

Why don't we use Set 1 mnemonics for teaching handwriting in Year 1?

In Reception, we connect the letters they read with the shape they write. Children read a: a-a-a-apple; they write a: round the apple down the leaf. The mnemonics are designed to help children read quickly – with an accompanying phrase to establish correct basic formation.

By Year 1, children should be confident to read and write the letters with the correct formation.

You can be confident that children no longer need the Set 1 mnemonics once they can read the letters.

At Stage 2, we now group letters that have a similar formation:

a d g o c q

u y

b p

h n m r

e s f i

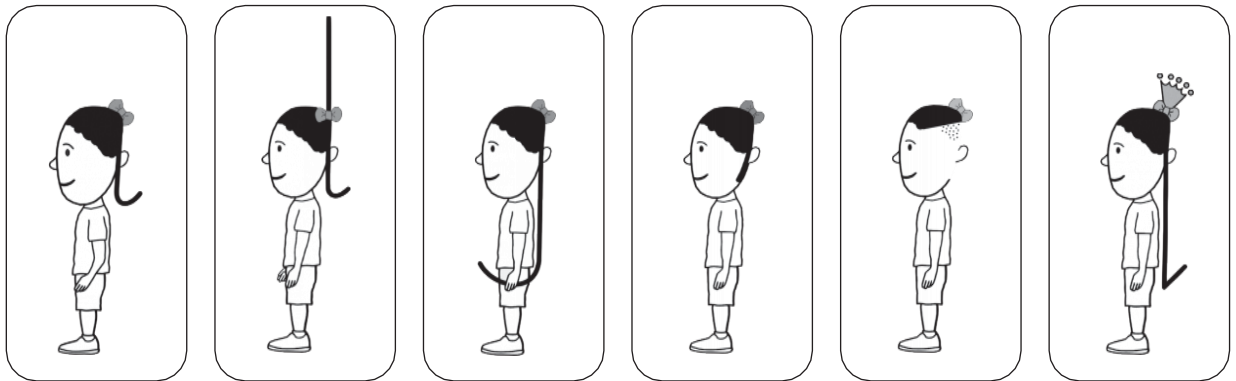
l t k j

v w x z

These new handwriting 'picture hooks' focus on each group's shared similarities.

For example, here's the first group of letters – a d g o c q.

You can see that the shape of all six sisters' heads is identical – except for their hair.



Sponge cake layers and how we use them?

We use an imaginary sponge cake so children can visualise where to place each letter on the line: the jam in the middle and a layer of sponge on the top and bottom.

Sponge cake layers correspond with the lines in their exercise book.

We remind children of the layers at the start of each lesson. Some schools start by using handwriting tram lines to help children visualise the jam sponge.

How our children sit

Children sit at tables for the whole of the lesson.

We arrange tables and chairs so all children can clearly see the whiteboard.

Children are placed in partners side-by-side; they **check** each other's letters at key points in the lesson.

Stage 2 lessons

Stage 2 lessons teach children step-by-step how to develop joined handwriting in a daily ten-minute lesson.

Children write in a wide-lined handwriting book or a book with handwriting tram lines.

Each film follows the same structure:

1. Introduce the story with a letter and a rap.
2. **Show** children how to write the letter.
3. Children **practise** writing the letter.
4. Children **check** their letters with their partner.
5. Repeat steps 2, 3 and 4.
6. **Review** the new letter and previous letters by asking children to practise writing words containing them.

While our children are writing we support children who need extra help.

When we expect children to use their new handwriting skills in other lessons

When children write outside of a handwriting lesson, it is too challenging for pupils to use a newly learned letter straightaway.

Once children have practised all the new letters, we explain that they can start writing the title and first sentence in their new handwriting.

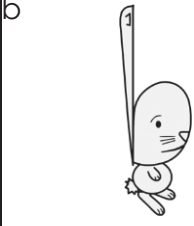
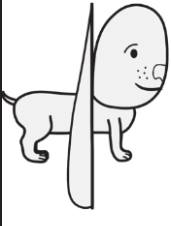
You can increase the number of sentences week by week. This makes it feel like a privilege rather than an order!

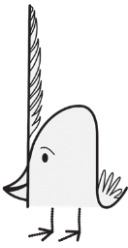
Individual letter formation

Letter	Name	Checklist
a 	Annie	✓ start at the bow on the top of her head ✓ over the top of her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ straight hair down ✓ add a curl (not too curvy)
d 	Dina	✓ start at her bow on the top of her head ✓ over the top of her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ spiky hair – up to the top sponge and down ✓ add a curl (not too curvy)
Review: a d		
g 	Gaia	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her bow ✓ down her long hair to the bottom sponge ✓ add a round curl
Review: a d g		
o 	Olive	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ and up to her bow
Review: d g o		
c 	Cara	✓ start at her bow ✓ over her head ✓ curve down her face ✓ round her chin and stop
Review: g o c		

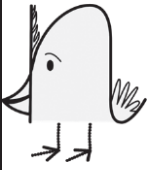
q 	Queenie	✓ start at her crown ✓ over her head ✓ curve down her face ✓ round her chin ✓ up to her ear ✓ up to her crown ✓ down her long hair ✓ sharp flick
Review: o c q		

Letter	Name	Checklist
u 	Uncle Umberto	✓ start at the top of the jam ✓ down to the bottom ✓ round his chin ✓ up to his ear ✓ up to the top of his head ✓ back down ✓ add a curl on the line (not too curvy)
Review words: dug, dog, add		
y 	Uncle Yan	✓ start at the top of the jam ✓ down his face – to the bottom of the jam ✓ round his chin ✓ join the chin by his ear ✓ up to the top of his head ✓ down his very straight long hair – to the bottom sponge ✓ add a nice round curl
Review words: day, daddy, cod		

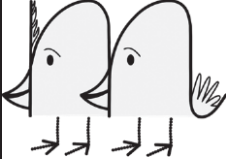
Letter	Name	Checklist
b 	Bunnie B	✓ start at the top of the sponge ✓ down his straight ears ✓ over his head ✓ curve down his face ✓ make a round chin ✓ join his chin to his ears
Review words: bad, bug, body		
p 	Puppy P	✓ start at the top of the jam ✓ go down her straight long ears – to the bottom of the sponge ✓ back up again ✓ over the top of her head ✓ curve down her face ✓ make a round chin ✓ join her chin to her ears
Review words: yap, puppy, good		

Letter	Name	Checklist
h 	H hen	✓ start at the top of the sponge ✓ straight down her long feather - back up to the top of her beak ✓ slope up her forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather

Review words: hug, hop, happy

n 	N hen	✓ start at the top of the jam ✓ straight down her feather ✓ back up to the top of her beak ✓ slope up her forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather
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Review words: and, bun, hand

m 	M hen	✓ start at the top of the jam ✓ straight down their feather ✓ back up to the top of the beak ✓ slope up the forehead ✓ curve round her head ✓ straight down ✓ back up to the top of the beak ✓ slope up the forehead ✓ curve round her head ✓ straight down ✓ add a curl for the tail feather
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Review words: map, mug, man

r 	R hen	✓ start at the top of the jam ✓ straight down her feather ✓ back up to the top of her beak ✓ slope up her forehead ✓ curve round her head and stop
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Review words: egg, queen, deep

Letter	Name	Checklist
e 	egg	✓ start in the middle of the jam ✓ scoop and loop up to the top of the egg at the top of the jam ✓ round the egg back to the middle of the jam

Review words: egg, queen, deep

s		snake	✓ start at the snake's tongue at the top of the jam ✓ slither round the back of the egg ✓ slither round the front of the egg ✓ and round the bottom of the jam
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Review words: sunny, soggy, dress

f		flower	✓ start at the flower in the middle of the top sponge ✓ curve gently round ✓ straight down the stem to the middle of the bottom sponge ✓ curve gently over the root ✓ go the leaves left to right – across the top of the jam
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Review words: fluffy, floppy, huff

i		insect	✓ start at the top of the jam ✓ straight down its body to the bottom of the jam ✓ add a curl for its tail – not too sharp, not too round ✓ dot for the eye in the middle of the top sponge
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Review words: flip, spin, igloo

Letter	Name	Checklist
l	Long-legged Layla	✓ start at the top of the sponge ✓ straight down her legs to the bottom of the jam ✓ add a curl – not too sharp, not too round

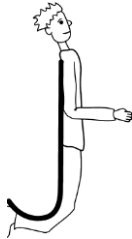
Review words: long, well, smelly

t	Top hat Taylor	✓ start at the top of her hat in the middle of the top sponge ✓ down to the bottom of the jam ✓ add a curl – not too sharp, not too round ✓ go the rim of the hat left to right on top of the jam
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Review words: trap, teeth, attic

k	Kay the Clown	✓ start at the top of the sponge for Kay's tall hat ✓ straight down to the bottom of the jam up to the middle of the jam ✓ around the hoola hoop – keep it in the jam!
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		✓ make a diagonal line to the bottom of the jam ✓ add a curl – not too sharp, not too round
Review words: knock, kitten, kick		

j		Jumping Jay ✓ start at the top of the jam ✓ straight down Jay's body to the bottom of the sponge ✓ add a round curl for his legs ✓ dot for the eye in the middle of the top sponge
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Review words: jump, jacket, jolly

Letter	Name	Checklist
v	V- Acrobat	✓ start at the hand at the top of the jam ✓ diagonal line down to the feet at the bottom of the jam ✓ diagonal line up to the hands at the top of the jam the same both sides

Review words: love, have, give

w	W- Acrobat	✓ start at the hand at the top of the jam ✓ diagonal line down to the feet at the bottom of the jam ✓ diagonal line up to the hand at the top of the jam ✓ diagonal line down to the feet again ✓ diagonal line up to the hand at the top of the jam ✓ all lines are the same length
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Review words: what, when, which

x	X- Acrobat	✓ start at the left hand at the top of the jam diagonal line down to the feet at the bottom of the jam ✓ lift your pencil ✓ diagonal line up to the hand at the top of the jam ✓ hand, feet, feet, hand
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Review words: fox, box, extra

z		Z- Acrobat ✓ start at the hand at the top of the jam go across the jam to his head ✓ diagonal line down to his knees at the bottom of the jam ✓ across the bottom of the jam to his feet ✓ hand, head, knee feet
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Review words: zebra, zoo, quiz

Handwriting Stage 3

Children return to Letter Village for Stage 3. They will learn two joins: the 'hill' join and the 'bridge' join. There are three variations of both joins:

Hill to jam letter

Hill to top sponge letter

Hill to 'sister' letter



Bridge to jam letter

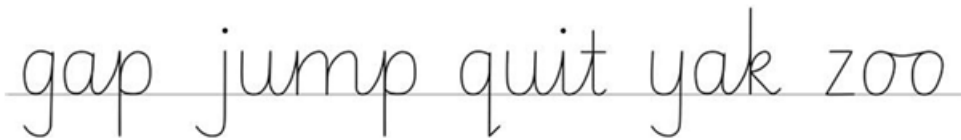
Bridge to top sponge letter

Bridge to 'sister' letter



Children practise each join with specific letter combinations. Then they write words with the joins they have practised.

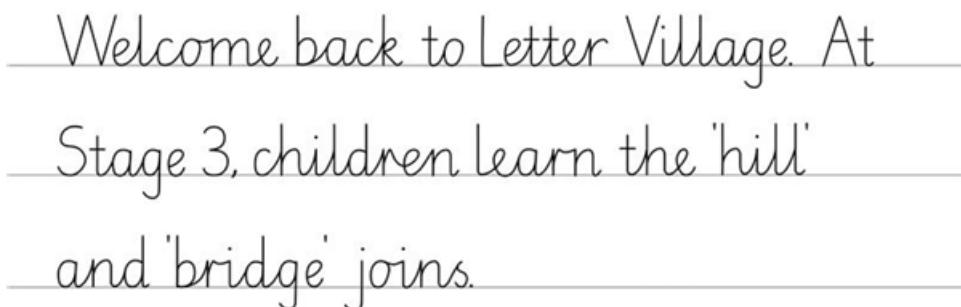
We teach children that all letters are joined with the 'hill' or 'bridge' join with the exception of g, j, q, y and z:



We modify some letters to allow them to join. For example, r, e and s.



Children will learn a style that looks like this:



Handwriting Stage 4

At Stage 4 we help children to develop a mature and speedy handwriting style – that looks like this.

*At stage 4, children practise writing
the 'hill' and 'bridge' joins, and build
speed writing words and sentences*

There are 60 lessons we teach at stage 4 that maximise practice time and help children develop the automaticity needed to write with speed.

At stage 4, children visualise to memorise, we do not ask children to copy. Stage 4 when children are assessed at completing level 3, using the 'hill' and 'bridge' joins.

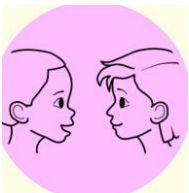
At stage 4 we continue to use an imaginary sponge cake so they can visualise where to position letters and joins that correspond to the lines in the children's exercise book.

Children sit at tables for the whole lesson. Children can clearly see the whiteboard – children work in partners and check each other's joins at key parts of the lesson.

The children are taught a 10-minute film each day which follow the same structure. They practice writing a letter join, check with a partner, practice writing a word containing the letter join and build speed writing the same word, practise writing a sentence containing the word, check their own sentence, build speed writing their own sentence and check with their partner.

The sentence builds over two lessons to include the word and letter-join from the lesson before.

During this teaching time, teachers support children who require support.



We use this symbol to show when partners need to work together to check each other's joins. At stage 4 we no longer model how to choose two best bits and one to fix (which happens at stage 2 and 3).

Using their handwriting skills across the curriculum:

We don't expect children to write with speed and accuracy straight away across all lessons. We ask them to write the first sentence in the new joined handwriting. As time passes, we increase this number and the level of expectation.

Impact

Our expectation is that all children will leave Key Stage 1 having achieved stage 2 and be fully fluent at stage 4 by the end of Year 4.

Organisation

EYFS are taught in their class, Year 1 and 2 are taught together, Year 3 and 4 are taught as a class and Year 5 and 6 are taught as a class.

Handwriting endpoints: Key Stages 1 and 2

	Statutory Requirements	Non-Statutory Notes and Guidance
Year 1, Age 5–6	Pupils should be taught to: • sit correctly at a table, holding a pencil comfortably and correctly • begin to 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' (i.e. letters that are formed in similar ways) and to practise these.	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.
Year 2, Age 6–7	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 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.	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.
Years 3–4, Age 7–9	Pupils should be taught to: • 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 (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing	Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

	are spaced sufficiently so that the ascenders and descenders of letters do not touch).	
Years 5–6, Age 10–11	Pupils should be taught to write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task.	Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra; and capital letters, for example, for filling in a form.

Monitoring and evaluation of effectiveness of this policy

The headteacher and English subject leader are responsible for monitoring and evaluating the effectiveness of this policy towards meeting our stated vision and aims. This will be achieved through:

Activity	Frequency
Lesson observations	Our English leader will sample English lessons during the year
Pupil voice	Samples on English during year, Governors reading to children weekly including PPG
Collecting and evaluating summative assessment	Termly Teachers will review learning towards 'end points' and record data on Arbor for evaluation by the subject leader

The role of governors

Our governors determine, support, monitor and review the school's approach to teaching and learning. In particular they:

- support the use of appropriate teaching strategies by allocating resources effectively;
- ensure that the school buildings and premises are used optimally to support teaching and learning;
- check teaching methods in the light of health and safety regulations;
- seek to ensure that our staff development and our performance management both promote good-quality teaching;

- monitor the effectiveness of the school's teaching and learning approaches through the school's self-review processes, which include reports from the headteacher, senior leaders and subject leaders, and a review of the continuing professional development of staff.

Monitoring and review of this policy

Senior leaders monitor the school's English policy so that we can take account of new initiatives and research or any changes in the English curriculum, developments in technology or changes to the physical environment of the school. We will therefore review this policy every two years or sooner if required.