

Our Lady of the Rosary Catholic Primary School



Handwriting Policy

2025-26

1. Rationale

Handwriting is a key component of transcription, alongside spelling, as identified in the National Curriculum for English. The Writing Framework (2025) highlights that secure transcription frees working memory, enabling pupils to focus on composition, vocabulary, and grammar.

This policy ensures handwriting is taught progressively and systematically, so all pupils develop a fluent, legible, and joined style by the end of Key Stage 2, supporting them in meeting national writing expectations.

2. Aims

We aim to:

- Ensure all pupils develop a neat, fluent, and legible handwriting style.
- Teach handwriting in a structured sequence, following developmental stages from EYFS to Year 6.
- Embed handwriting across the curriculum so it is practised in all subjects, not only English.
- Model high-quality handwriting consistently using the visualiser and classroom displays.
- Provide pupils with instant feedback through live marking so errors can be addressed immediately.
- Support pupils with additional needs through interventions, resources, and adaptations.

3. Teaching and Learning

- Handwriting is taught explicitly and regularly in all year groups.
- Teachers model correct letter formation, joins, and presentation using the visualiser, enabling pupils to see the live process.
- Live marking is used in lessons to give pupils immediate, constructive feedback, allowing misconceptions to be corrected before they become embedded.
- Lessons follow a clear sequence: teacher modelling → guided practice → independent application.
- Exemplar handwriting is displayed in every classroom.
- Pupils are encouraged to use their best handwriting in all subjects, not just English.

4. Progression

Early Years Foundation Stage (EYFS)

- Focus on gross motor skills (climbing, balancing, large-scale mark making) to develop shoulder and core strength.
- Development of fine motor skills (threading, cutting, playdough) for finger strength and control.
- Correct pencil grip established.
- Introduction to correct letter formation (unjoined), with attention to size and orientation.

Key Stage 1 (Years 1–2)

- Secure correct letter formation, size, spacing, and orientation.
- Pupils learn which letters belong to handwriting “families.”
- Lead-in strokes are introduced in Year 2 to prepare for joining.
- Pupils begin to use some diagonal and horizontal strokes needed to join letters.

Lower Key Stage 2 (Years 3–4)

- Children develop a joined handwriting style, increasing fluency and consistency.
- Emphasis on regularity of size, spacing, and clear joins.
- Focus on stamina and writing at greater length.

Upper Key Stage 2 (Years 5–6)

- Pupils refine a fluent, legible, and speedy style appropriate for all writing tasks.
- They develop the ability to adapt handwriting for purpose (e.g. notes, drafting, final presentation).
- Pupils write with automaticity, supporting success in the end of KS2 writing assessments.

5. Expectations

- Pupils take pride in their presentation across all curriculum areas.
- Pupils use pencil until handwriting is fluent and consistent; pens are given out in Year 2 once there is evidence of correct sizing and clear evidence of lead-ins. All children from Year 3 onwards use pens.
- Teachers and staff model the agreed handwriting style in marking, displays, classroom writing, and visualiser demonstrations.

6. Inclusion

- Pupils with additional needs (fine/gross motor difficulties, SEND, or left-handed pupils) can be given tailored support and resources, such as pencil grips, adapted paper, or sloped writing boards.

- Additional interventions (e.g. fine/gross motor programmes) are provided where appropriate.
- Some pupils use laptops or other assistive technology for writing due to significant needs, such as visual impairments or specific physical difficulties.
- Progress is celebrated at every stage to build confidence and motivation.

7. Monitoring and Review

- Handwriting will be monitored through book scrutiny, lesson observations, and progress reviews.
- Pupils' handwriting is assessed for legibility, fluency, consistency, and speed.
- The policy will be reviewed every two years, or sooner if national guidance changes.

8. Roles and Responsibilities

- Teachers: deliver explicit handwriting instruction, model expectations using visualisers, and provide live marking for instant feedback.
- Pupils: strive for their best handwriting in all tasks.
- Parents/Carers: encourage and support good handwriting habits at home.
- Writing Lead: ensure progression and consistency across phases.
- Senior Leadership Team: monitor implementation and provide staff training where needed.