

# Strike Lane Primary School



## Handwriting Policy

Policy Review	Date	Personnel
	Sept 19	RK
	March 21	RK
	Sept 21	Ks/RK
	Sept 22	RK
	Nov 25	RK

Our aim at Strike Lane Primary School is that handwriting is taught with a sequential and progressive approach once children have developed the necessary fine-motor skills to support this.

Handwriting will be taught at the beginning of Reception and handwriting lessons will continue to Year 6. We believe that children's self-esteem and pride in their work can be raised by good quality presentation. Our aim is to teach children correct letter formation, joining and good handwriting habits, so that they can write fluently and legibly and by the end of KS2 to begin to develop a distinctive style.

Each aim is considered equally important:

- To teach children to write with a flowing hand that is legible, swift and pleasant to look at.
- To enable children to develop their own style of handwriting as they progress through Key Stage 2.
- To support the development of correct spelling and to aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters.
- To ensure that children of differing abilities are provided with appropriate and achievable goals.
- To assist children in taking pride with the presentation of their work.
- To teach correct letter formation
- To appreciate handwriting as an art form.
- To display excellent examples of handwriting in every classroom and around the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the IWB, or on displays/resources.

In order to achieve these aims, the following principles are followed:

### The Writing Framework (2025)

- In July 2025, the Department for Education (DfE) published the new "Writing Framework", a guidance document intended to support the National Curriculum's writing aims across Reception through Year 6. [GOV.UK+2GOV.UK+2](https://www.gov.uk/government/publications/national-curriculum-2024/writing-framework)
- The Framework presents a research-informed, structured approach: writing is framed as two interdependent components — transcription (handwriting + spelling) and composition (putting ideas into sentences, structuring text). Both must be

developed systematically. [nha-handwriting.org.uk+2leadingenglish.co.uk+2](https://nha-handwriting.org.uk+2leadingenglish.co.uk+2)

- A notable change: under the new guidance, daily handwriting practice continues through to Year 6. That is, handwriting isn't treated as something to drop off after early years or lower primary — instead, there's an explicit expectation of consistent handwriting instruction (or practice) even in upper primary.

## Teaching and Organisation

We seek to fulfil the requirements of the National Curriculum 2014 and EYFS Curriculum (2025). Planning is based on objectives taken from these, which ensures a progressive structure. In their short term planning teachers outline specific objectives for groups of children and individuals in order to ensure progress. Handwriting is taught regularly and at least weekly through spelling and literacy lessons and explicitly throughout all year groups. During lessons we ensure that children sit, position their paper/book and hold their pen/pencil correctly using their other hand to hold their work firmly. Chair height is checked to ensure it is correct. It is important that in the Early Years and at Key Stage 1 children are observed closely during the lesson to ensure that letter formation is correct. In addition to specific handwriting lessons children are expected to apply their learning in their exercise books and to show care for the presentation of their work. Regular opportunities for children to produce presentation work are also planned, for example in topic books or for display. Staff model the handwriting style, demonstrating the fluency and legibility of the style. Children are expected to show care for their workbooks, present their work with care, date work, underline where necessary and not make any marks on the covers.

## Handwriting Progression

**Key Stage 1 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 practise to these.

**Key stage 2 Pupils should be taught to:**

- Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing

are spaced sufficiently so that the ascenders and descenders of letters do not touch. 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.

As a school we have decided on the formation phrases linked to the Red Rose Letters and Sounds Planning Programme.

a	Round the anchor and down the rope (written a not typed a)
b	Down the bat and round the ball
c	Curl round the cat
d	Back round the dog's body, up to his ears and down to his tail
e	Across the shelf and over the elf
f	Follow down flamingo and fly
g	Go round the gorilla and swing from the vine
h	Down the hill and over the hedge
i	Down the insect and don't forget his cap
j	Jump off the jetty and don't forget your cap
k	Down the koala's body, arm and leg
l	Down the long ladder
m	Down the mound and over the moles
n	Down the nose and over the nostril
o	Back around the octopus
p	Down the path, up the path and round the pond
q	Quick! Back round the pond, down and splash
r	Rain down to the ground and over the rainbow
s	Slip down the slide
t	Down the tress and across the branch
u	Down under the sea, up for breath and down again
v	Down the vase and up the vase
w	Down the wave and up the wave. Down the wave and up the wave
x	Cross the box and cross the box
y	Down the yo-yo, up the yo-yo and swing

z

Zip, zap, zoom!

## **Early Years Foundation Stage**

During their Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, storytelling, signs, labels etc.

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, through tracing, use of ribbons, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. For those children that are ready for handwriting practice, large pencils can be used in conjunction with lined/unlined paper. Pencil grips for correction of pencil hold are also used where appropriate. Children are taught to form individual letters correctly and letter joining patterns may be practised with wide-lined paper and thinner pencils being introduced where appropriate. Teachers model correct letter formation and children practise this alongside their phonics programme. Correction of letter formation takes place on an individual basis and is taught explicitly a minimum of twice per week as well as through phonics and literacy. Those children who are ready and able will be introduced to entry strokes in preparation for Year 1 where children will be taught entry strokes and lead out.

## **Presentation in Books**

Children must ensure that all work is presented neatly. The full date must appear at the top of the page and must be neatly underlined. Any mistakes must be neatly crossed out. Any drawings in books must be done in pencil. Rulers should always be used to draw straight lines.

## **Provision for Left-Handed Children**

At least 10% of the population are left-handed. All teachers are aware of the lefthanded pupils in their class and make appropriate provision:

- Paper should be positioned to the left for right handed pupils and to the right for left handed pupils and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- pupils should be positioned so that they can place their paper to their left side;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;

- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically. Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

### **Capital Letters**

Capital letters stand alone and are not joined to the next letter. This should be modelled by the teacher during Literacy and Phonics and spelling sessions.

### **Inclusion**

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in school support plans or Individual Education Plans [IEP's also known as Plan Do Review Cycles]. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should liaise with the SENDCO to develop a programme designed for the individual child.

### **Monitoring and Evaluation**

It is the role of the English subject leader, Rachel Kershaw, to monitor the teaching and learning of handwriting throughout the school. This is done through regular work sampling, analysis of assessment pieces and lesson observations. Feedback from this monitoring is used to inform staff of necessary developments in order to raise standards. Monitoring will be shared at SLT meetings.

### **Review**

This policy will be reviewed in line with the school's policy review programme and in light of new research evidence or publications. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Policy Updated: November 2025

 <p>Round the anchor and down the rope.</p>	 <p>Down the bat and round the ball.</p>	 <p>Curl round the cat.</p>	 <p>Back round the dog's body, up to his ears and down to his tail.</p>
 <p>Across the shelf and over the elf.</p>	 <p>Follow down the flamingo and fly.</p>	 <p>Go round the gorilla and swing from the vine.</p>	 <p>Lead in, up the hill, down the hill and over the hedge.</p>
 <p>Down the insect and don't forget his cap.</p>	 <p>Jump off the jetty and don't forget your cap.</p>	 <p>Down the koala's body, arm and leg.</p>	 <p>Down the long ladder.</p>
 <p>Down the mound and over the moles.</p>	 <p>Down the nose and over the nostril.</p>	 <p>Back round the octopus.</p>	 <p>Down the path, up the path and round the pond.</p>
 <p>Quick! Back round the pond, down and splash.</p>	 <p>Rain down to the ground and over the rainbow.</p>	 <p>Slip down the slide.</p>	 <p>Down the tree and across the branch.</p>
 <p>Down under the sea, up for breath and down again.</p>	 <p>Down the vase and up the vase.</p>	 <p>Down the wave and up the wave. Down the wave and up the wave.</p>	 <p>Cross the box and cross the box.</p>
 <p>Down the yo-yo, up the yo-yo and swing.</p>	 <p>Zip, zap, zoom!</p>		