



Sebert Wood Primary School

Handwriting Policy

Date reviewed: Spring Term 2026

Date to be reviewed: Spring Term 2028 *(or as and when required)*

Approval by: Headteacher

Signature of Headteacher:

Purpose

At Sebert Wood Primary School, we are committed to providing all children the ability to master their own handwriting style which will prepare them for later life. Handwriting is a movement skill and one which is best taught directly by demonstration, explanation and practice. This policy sets out a framework which can be followed by teaching and non-teaching staff on how we deliver this.

Our Vision

We believe that it is crucial that a child's handwriting becomes a skill that requires little effort and thought, so that their creative and physical energy can focus on the content of their writing rather than the act of writing. We want children to develop pride and ownership over their handwriting and presentation across the curriculum and take it into their future lives.

Intent

Our aims in handwriting are that all children will:

- develop a fluent, legible and, eventually, speedy handwriting style;
- master a clear standard of handwriting that is appropriate for a range of different tasks, e.g. quick notes, final write up;
- develop flow and speed to express themselves creatively and imaginatively across the curriculum;
- automatically use clear formed and joined up writing in all of their pieces of writing.

EYFS

In **nursery**, children combine fine and gross motor skills to develop good pen grip and control. Activities to develop gross motor skills include 'Squiggle Whilst You Wiggle' and 'Dough Disco' for fine motor skills. Opportunities for mark making are planned in both the inside and outside environments, using a range of materials and experience (e.g. in sand, using chalk). Children who are ready to form letters follow the Twinkl Phonics scheme, writing rhymes in the order taught at level 2 (s, a, t, p etc.) (see [Appendix B](#)). To ensure that correct formation is used, the children use 'nip, flip and grip' (see [Appendix D](#)).

In **reception**, children are introduced to letter patterns and formation using the Twinkl Phonics scheme. They follow the order of level 2 and 3 (see [Appendix B](#)). Rhymes are used in phonic sessions for forming letters, such as 'around the apple and down the leaf' for letter 'a'. This is taught and reinforced during handwriting lessons and writing activities. At an early stage, the children are encouraged to mark make and form letters using a variety of tools and multi-sensory methods to ensure they understand the correct formation (writing in the air, rainbow writing, crayons, sand writing).

To ensure that correct formation is used, the children use 'nip, flip and grip'. A clear focus on correct holding of the pencil and sitting at a table are enforced from the beginning. This is reinforced by adults and posters around the learning areas. Children continue their development of fine motor skills with a 'Moving Monday' session to develop fine motor skills and increase the muscles in their hands which they need to write. There are also fine motor activities to explore in learning areas all week. During registration each morning, small groups of children practise name writing, handwriting skills and letter formation with a member of staff, to ensure correct grip and formation is used.

Key Stage 1

As a whole school we follow the Twinkl Planit Continuous Cursive scheme of work (see [Appendix C for guidance](#)). Before the children begin their journey to continuous cursive, we ensure they have good letter formation, positioning and pre-cursive attributes. Key Stage 1 have at least two whole class handwriting sessions per week, where the children practise their joins and formation in their handwriting book.

Key Stage 2

Key Stage 2 pupils also follow the Twinkl Planit Continuous Cursive plan, which takes pupils on a journey through the progressive stages outlined in the National Curriculum (see [Appendix A](#)). It is expected that handwriting is taught discretely by teachers at least two times a week in years 3 to 6 and additional time, where possible, is given for pupils to practise their skills independently in their handwriting books.

The letter 'x'

It is possible to join the letter 'x' but we have decided not to teach this, as joined 'x's' tend to be awkward to form and can detract from the overall fluency and legibility of handwriting.

Font used

Teachers should model the Twinkl Continuous Cursive style when writing in front of their class and can use the 'Twinkl Cursive Looped Thin' font when presenting work to pupils electronically.

Example of font:

The quick brown fox jumps over the lazy dog

Provision for Left-Handed Writers

Left-handed children are encouraged to find a comfortable orientation for their paper, tilted to the right, with their 'helper hand' placed on the right side of the paper. Pens and pencils with specific grips for left-handed writers will be provided, if necessary, to avoid smudging.

Presentation

All written work should be dated by the child, at top, right-hand side using full date (e.g. Thursday 3rd September 2023), and underlined. Maths to use numbered date, e.g. 3.9.2023
All straight lines will be drawn with a ruler. Younger pupils will need to be taught how to do this.

Impact

The intended impact of this Handwriting Policy on our school is:

- pupils will be able to master the continuous cursive handwriting style and express their ideas in a neat format;
- pupils will establish a flow and speed which will enable them to write at a speed, as to keep up with their creative thoughts;
- that children will produce a clear standard of handwriting in a natural manner, therefore allowing them to concentrate on the content of their writing;
- within children's books, and across their Sebert Wood journey, there will be a noticeable improvement in their handwriting standard, which will be built upon in each year.

Roles and Responsibilities

- The subject is led by the Writing Lead, who reviews standards, monitors curriculum provision and ensures training and resources are up to date.

Monitoring

- Monitoring takes place regularly by the Writing Lead, through sampling children's work, talking to children about writing and lesson observations. Feedback will be given to the members of staff, SLT and link governor.
- Link governors will carry out monitoring visits and activities and speak to the Writing Lead. Information gathered will be reported to the Writing Lead, SLT and the governing body.

Handwriting Progression

Early Years Foundation Stage	KS1			KS2		
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Physical Development</p> <p>Fine Motor Skills</p> <ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools including scissors, paint brushes and cutlery. Begin to show and care when drawing. <p>Literacy</p> <p>Writing</p> <ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. 	<ul style="list-style-type: none"> To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form the digits 0-9. To understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. 	<ul style="list-style-type: none"> To use a neat, joined handwriting style with increasing accuracy and speed. 	<ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<ul style="list-style-type: none"> 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 and by choosing the writing implement that is best suited for a task.
Letter Formation, Placement and Positioning						
Joining Letters		<ul style="list-style-type: none"> To begin to use the diagonal and horizontal strokes needed to join letters. 	<ul style="list-style-type: none"> To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency. 	<ul style="list-style-type: none"> To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way. 	<ul style="list-style-type: none"> To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).

Appendix B

EYFS – Order of teaching handwriting (in line with Twinkl phonics)

Level 2	1	s, a, t, p
	2	i, n, m, d
	3	g, o, c, k
	4	ck, e, u, r
	5	h, b, f, l

Level 3	1	j, v, w, x
	2	y, z,

Letter families (Twinkl handwriting scheme)

The ladder family (l, i, u, t, y, j) 


l down from the top
i down, lift and dot
u down, round, up and down
t down from the top, curve, lift and across
y down, round, up, down and round
j down to the bottom, around, lift and dot

The one-armed robot family (n, m, h, k, b, p, r) 

n down and up, around, down and stop
m down and up, around, down and up around, down
h down from the top, up, around and down
k down from the top, up and right round, kick
b down from the top, and around
p down from the top, up and around
r down, up, around and stop



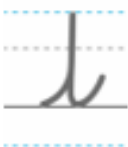
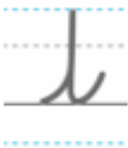



The curly caterpillar family (c, a, d, e, s, g, f, q, o) 

c curve around and stop
a curve around, up and down
d curve around, up to the top and down
e up and diagonal across, curve round and stop
s curve around, curve around
g curve around, up, down to the bottom and around
q curve, down and cross
o curve around, up, down to the bottom and flick
f curve around and up around

The zigzag monster family (z, v, w, x) 

z across, diagonal down, across
v diagonal down, diagonal up
w diagonal down, diagonal up, diagonal down and diagonal up
x diagonal down, lift, diagonal down

Appendix C

Year group (Guidance*)	Twinkl Continuous Cursive Scheme - Steps		Examples
Nursery/ Reception	Step 1	Let's Get Ready to Write!	Mark making, developing gross and fine motor skills
	Step 2	Forming Letter Families	
Y1	Step 2	Forming Letter Families	
	Step 3	Positioning and pre-cursive	
Y2	Step 3	Positioning and pre-cursive	
	Step 4	Joining Letters	
Y3 Y4	Step 4	Joining Letters	
Y5 Y6	Step 5	Increasing Fluency, Style and Speed	

*These steps are not designed to be taught to a specific age group. Each step provides ideas to develop a specific area of handwriting that would work well with all primary age children.

Note: Pupils should master each step before moving onto the next stage. In year groups, where there are two steps, the class may not move onto the second step until the latter half of the school year, for example the Summer Term. In some cases, the step may not be started until the following year.

