



St John's Church of England Primary School

Handwriting Policy

Date Approved: Autumn 2025

Headteacher: Anna Pyatt

Chair of Governors: Robin Davis

Review Date: Autumn 2028

Love, Respect, Value

St John's Church of England Primary School is committed to high expectations for all and to embracing equality.

At St John's we aim for our pupils to have a sense of pride as they work towards and gain their cursive handwriting style. We use the Letter-join programme as the basis of our handwriting policy that covers all the requirements of the National Curriculum. Handwriting is a basic but essential skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

School Aims

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

Method

To ensure the consistent and progressive approach to handwriting the teachers and staff at St John's are encouraged to use neat handwriting appropriate to their classes stage. In EYFS and Key Stage one staff use neat printed handwriting. In Key Stage Two staff use joined-up cursive writing for all writing tasks as they are a constant model for

the pupils.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our aim is to help pupils enjoy learning and developing their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting will be taken into consideration during all lessons. Formal teaching of handwriting is to be carried out weekly and systematically to ensure Key Stage targets are met.

When do I teach handwriting in EYFS and KS1?

- Letter formation is taught as part of handwriting and English lessons.
- We follow the Reading framework's guidance and have children sitting comfortably at a table for handwriting lessons. These lessons focus on correct pencil grip (tripod grip), letter formation and orientation, and correct posture. (See appendices)

Early Years

For our youngest pupils we aim to have many opportunities across each day that support:

- Movements to enhance gross motor skills such as air-writing, pattern making, dancing, climbing, sweeping and digging.
- Exercises to develop fine motor skills such as making marks on paper, whiteboards, blackboards, sand trays and tablets. As well as using tweezers, pegs, scissors, play dough.
- Letter rhymes to be shared during phonics lessons. During phonics letter formation is to be modeled and children to have the opportunity to write the letter shape in the air, on their leg, on their hand ect using their finger.
- Handwriting is part of the focus of group writing sessions during English lessons

Years 1 to early 3:

Learning will continue in short direct sessions and individual support with:

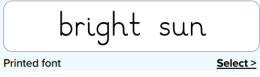
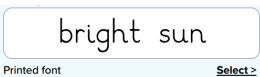


- Gross and fine motor skills exercises.
- Correct letter formation reinforcement, learning and practice.
- Numerals, capitals and printed letters: where and when to use, learning and practice.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing - linked with spelling.



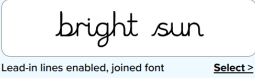
Once letter formation is correct, letters are of equal size with consistent spacing and ascenders and descenders joined letter formation will then be taught.

Years 3 to 6:

Once children have mastered correct letter formation with consistent sizing and spacing more advanced handwriting techniques will be taught during two or three weekly sessions totalling 30 to 45 minutes teaching:

- Cursive handwriting teaching re-enforcement.
- Form-filling/labeling using printed and capital letters.
- Dictation exercises to teach the need for quick notes and speedy handwriting writing

<p>Reception Letter join print plus</p>  <p>Printed font Select ></p>	<p>Module 1</p> <p>At the beginning of this module, children are introduced to the gross and fine motor skills warm-up exercises.</p> <p>Pupils will learn the vocabulary associated with handwriting and letter shapes. Air-writing and other actions are modelled where patterns and letter shapes can be practised on a large scale. Children will be shown how to sit comfortably and how to hold a pencil correctly and will be encouraged to make marks on paper using pencils and crayons.</p> <p>Lessons will progress through Letter-join's range of fun, pre-writing shapes to familiarise children with all the actions needed for joined handwriting using a variety of classroom resources.</p>
<p>Year 1 Letter join print plus</p>  <p>Printed font Select ></p>	<p>Module 2</p> <p>Print to Cursive begins with warm-up exercises for fingers, hands and bodies as well as ensuring the correct posture and grip for handwriting. This module starts with familiarisation of the lower-case letters of the alphabet and learning the different Letter Families. Children will then learn how to write capital letters, when to use printed letters for labelling etc, numbers and symbols. After this, they will progress from printed handwriting to Pre-writing patterns and cursive letter formation, using Letter-join's online and printed resources.</p>
<p>Year 2 Letter join no lead</p>  <p>Lead-in lines disabled, joined font Select ></p>	<p>Module 3</p> <p>The purpose of Module 3 Starting Cursive is to introduce cursive letters and how to join them in words and sentences. To begin with, children will become familiar with the formation of the letters and how to join them. As they progress through the module, pupils will have plenty of opportunity to consolidate letter formation and practise joining their handwriting.</p> <p>This section covers the different letter families (Long Ladder, Curly Caterpillar, One Armed Robot and Zig-zag letters) to strengthen the children's ability to form the letters accurately. It provides regular practice in writing high frequency words to support reading and spelling. To encourage correct joining, children will practise writing the letters which join both diagonally and horizontally. Further practice in joining to and from other letters is offered in Letter-join's Extra Letter Formation worksheets.</p> <p>Letter-join's dictation exercises are introduced in this section to enable children to develop speed and confidence in joining their handwriting, as well as improving their listening and editing skills. A colourful set of sequencing sentences combines learning to order a short narrative with building handwriting fluency.</p>
<p>Year 3 Letter join plus</p>  <p>Lead-in lines enabled, joined font Select ></p>	<p>Module 4</p> <p>In lower KS2, 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.</p> <p>Module 4 is designed to improve the legibility, consistency and quality of the children's handwriting through a variety of resources which link handwriting to other areas of the curriculum.</p> <p>Through the handwriting activities in this module, children will be able to explore advanced vocabulary and become more independent in their writing and spelling.</p>
<p>Year 4 Letter join plus</p>	<p>Module 5</p> <p>Module 5 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English,</p>

	<p>maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and also provides depth to the curriculum. Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons. By the end of this module, children should be well prepared to aim for the handwriting quality, speed and stamina required in upper KS2.</p>
<p>Year 5 Letter join plus</p> 	<p>Module 6 Module 6 continues to build on combining fluent handwriting with other subjects across the curriculum. In this module, your learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. By the end of this module, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.</p>
<p>Year 6 Letter join plus</p> 	<p>Module 7 The aim of Module 7 is to ensure that handwriting is neatly presented and clear in readiness for KS2 SATs and is the expected standard of handwriting for Year 6. In this module, your learners will consolidate the stamina and skills required to write at length, with accurate spelling and punctuation. They will now begin to develop more of a personal handwriting style as they write with automaticity. They will learn to write at different speeds and with different attention to neatness, depending on the task. By the end of this module, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters. All of these writing styles are covered in this module.</p>

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. (See appendix)

Left Handed Children

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

Inclusion

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given support to help achieve their optimum handwriting level.

Pens and pencils


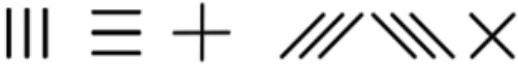

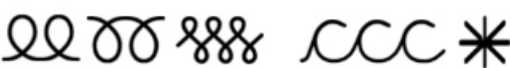
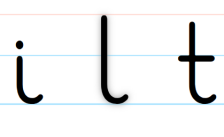
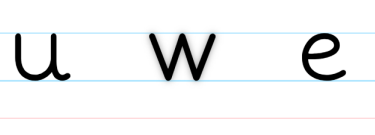

Children start handwriting using a soft pencil. Children transition to handwriting pens when fine motor skills have been established and the class teacher has assessed the individual.

Core skills -

Reception

- Hold a pencil in a tripod grip for writing and be encouraged to correct any errors in grip or stature.
- Hold and position the paper correctly (see appendix 1)
- Maintain a comfortable sitting position when writing (see appendix 1)
- Improve fine and gross motor skills through daily physical and busy fingers activities.
- Children are given the opportunity to practise their mark making skills in a variety of ways.
- Understand where letter formations start e.g. start at the top/middle and words are written from left to right, top to bottom.
- Follow letter formation rhymes to understand how the pencil should move to form the letters.
- Begin to form some recognisable letters and numerals.
- Begin to understand that some letters sit on the base line and some letters swing underneath.
- Begin to understand the need for spaces between words.

Letter join Module 1

Term	Focus	Formation used in year group
Autumn 1 Lessons 1- 10	Circles and Spirals	
	Lines and Diagonals	
Autumn 2 Lessons 11 - 20	Jellies and Zig-zags	
	Loopies and Waves	
Spring 1 Lessons 21-	i, l and t	
	u, w and e	
Spring 2 Lessons 26- 40	c and o	

	a and d	a d
	n, m and h	n m h
Summer 1 Lessons 48- 50	j and y	j y
	g and q	g q
Summer 2 Lessons 51- 60	b, p and k	b p k
	v, s and r	v s r
	f, x and z	f z x

Key Stage 1

Year 1

- Hold a pencil in a tripod grip for writing and be encouraged to correct any errors in grip or stature.
- Hold and position the paper correctly (see appendix 1)
- Maintain a comfortable sitting position when writing (see appendix 1)
- Write legibly using upper and lower case letters without joining .
- Ensure that letters sit on the base line.
- Ensure that ascending letters go up to the line and descending letters go below the line
- Form capital letters and use where appropriate and understand that they do not join to lower case letters.
- Form numerals that are consistent in size and sit on the base line.
- Begin to form printed letters and understand when they are to be used.

Letter join Module 2

Term	Focus	Formation used in year group
Autumn 1	Letter families Long letters: i, l, t, u, j and y	i l t u j y

	Letter families Curly caterpillars: a, d, c, o, f, e, s, g and q	a d c o f e s g q
	Letter families Long armed robots: b, h, k, m, n, p, r	b h k m n p r
Autumn 2	Letter families Zig zag letters: v, w, x, z	v w x z
	Capital letters A- E	A B C D E
	Capital letters F- J	F G H I J
Spring 1	Capital letters K- O	K L M N O
	Capital letters P- T	P Q R S T
	Capital letters U- Z	U V W X Y Z
Spring 2	Repeat a, b, c, d and e printed	a b c d e
	Repeat f, g, h, i and j printed	f g h i j
	Repeat k, l, m, n and o printed	k l m n o
	Repeat p, q, r, s and t printed	p q r s t
	Repeat u, v, w, x, y and z printed	u v w x y z
Summer 1	Variety of worksheets. Mixed based on letters learnt.	'Shapes' and 'Colour Wheel' 'Parts of a Face' 'Filling in a Form: My Favourite Things' 'Address Labels'
Summer 2	Numbers 0-4	0 1 2 3 4
	Numbers 5-9	5 6 7 8 9

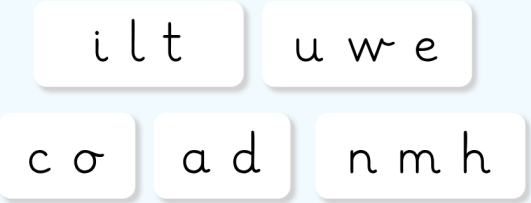
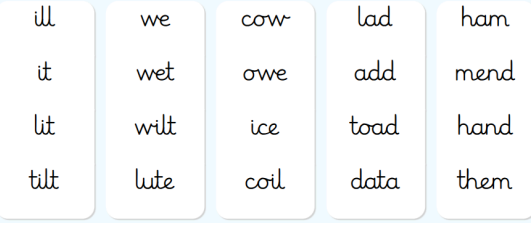
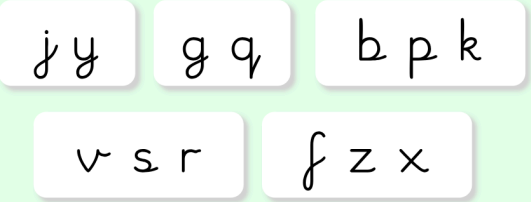


	Punctuation marks	
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Other symbols to be taught if extra time.

Year 2

- Hold a pencil in a tripod grip for writing and be encouraged to correct any errors in grip or stature.
- Hold and position the paper correctly (see appendix 1)
- Maintain a comfortable sitting position when writing (see appendix 1)
- Ensure that letters are consistent in size with ascenders and descenders that are the correct length and formation.
- Write legibly using upper and lower case letters with confident letters formation.
- Improve the speed of writing and begin to write automatically so promoting creativity in independent writing.
- Learn to join letters to aid speed and automaticity

Letter join Module 3

Term	Focus	Formation used in year group
Autumn 1	Letter-join's Easy Letters	
	Letter-join's Easy Words	
	Letter-join's Harder Letters	
	Letter-join's Harder Words	
Autumn 2	Letter families (long ladder letters), high frequency words and dictation exercises	

	Letter families (curly caterpillar letters), high frequency words and dictation exercises	a d c o f e s g q
	Letter families (one armed robot letters), high frequency words and dictation exercises	b h k m n p r
Spring 1	Letter families (zig zag letters), high frequency words and dictation exercises	v w x z
	Diagonal joins, high frequency words and dictation exercises	an co di ei hu im ka li ma np ui
	Horizontal joins, high frequency words and dictation exercises	vi wo ru wa oc ro wn ve re oe
Spring 2	The letter 'f', high frequency words and sequencing sentences	f ff
	The letter 'k', high frequency words and sequencing sentences	k
	The letter 'b' and 'd', high frequency words and sequencing sentences	b d
Summer 1	The letter 'w', high frequency words and sequencing sentences	w
	The letter 's', high frequency words and sequencing sentences	s
	The letter 'z', and high frequency words	z
Summer 2	Catch up on any of the above Select from the following: Dictation exercises and high frequency words Dictation and times tables KS1 Spelling, Punctuation and Grammar practice	

Key Stage 2

Lower Key Stage 2

- Hold a pencil in a tripod grip for writing and be encouraged to correct any errors in grip or stature.
- Hold and position the paper correctly (see appendix 1)
- Maintain a comfortable sitting position when writing (see appendix 1)
- Quality: Ensure letters are consistently sized with equal word spacing and that ascenders and descenders are parallel and do not touch words on the lines above and below.
- Speed: Improve speed of handwriting to allow creative writing to take precedence over the task of handwriting

and be able to take 'quick notes' at a faster pace.

- Improve quality, speed and stamina of handwriting.
- Stamina: Have the strength and mobility to be able to write for longer periods of time without fatigue.

Upper Key Stage 2

- Hold a pencil in a tripod grip for writing and be encouraged to correct any errors in grip or stature.
- Hold and position the paper correctly (see appendix 1)
- Maintain a comfortable sitting position when writing (see appendix 1) Have full knowledge and ability of the different forms of handwriting for different purposes:
- Neat, joined, cursive letters for writing passages and large amounts of text, lists and letters.
- Printed or capital letters for posters, notices, headings, labeling, and form filling.
- Speedy handwriting for note-taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and', can be used.

Letter formation and joins are the same from Year 3- Year 6

Example of what a Key Stage 2 unit of work looks like:

Term	Focus	Formation used in year group
Autumn 1	Graffiti wall DIY dictation 1 (Regular verbs: i)	
	Double letters: bb DIY dictation 2: Regular verbs: ii	bb
	Double letters: cc DIY dictation 3: Verbs ending in 'e': i	cc
	Double letters: dd DIY dictation 4: verbs ending in 'e': ii	dd
	Double letters: ee DIY dictation 5: Irregular verbs: 1	ee
Autumn 2	Irregular verbs: 2 Ascenders	
	Double letters: ff Number operations	ff
	Double letters: gg Number names and Roman numerals	gg
	Double letters: ll Odd and even numbers	ll

	Double letters: mm Palindromes 1	mm
Spring 1	Double letters: nn Tongue twisters 1	nn
	Double letters: oo Number Names and Roman Numerals	oo
	Double letters: pp Spanish: Colours 1	pp
	Double letters: rr Spanish: Colours 2	rr
	Double letters: ss Spanish: Animals	ss
Spring 2	Double letters: tt Spanish: Fruit and veg	tt
	Double letters: zz Spanish: The weather	zz
	Onomatopoeia Spanish: Parts of the body	pop whizz sizzle plop
	Similes DIY dictation 7 (Regular comparative adjectives: i)	tall taller tallest
	Word of the Week 1 DIY dictation 8 (Regular comparative adjectives: ii)	kind kinder kindest
Summer 1	Word of the Week 2 DIY dictation 9 (Comparative adjectives ending in 'e': i)	late later latest
	Word of the Week 3 DIY dictation 10 (Comparative adjectives ending in 'e': ii)	large larger largest
	Word of the Week 4 DIY dictation 11 (Comparative adjectives ending in 'y': i)	happy happier happiest
	DIY dictation 12 (Comparative adjectives ending in 'y': ii) Copying and labelling	lazy lazier laziest
	Word of the Week: 5 DIY dictation 13 (Comparative adjectives needing a double letter: i)	wet wetter wettest

	Word of the Week: 6 DIY dictation 14 (Comparative adjectives needing a double letter: ii)	hot hotter hottest
Summer 2	Word of the Week: 7 DIY dictation 15 (Irregular comparative adjectives: i)	little less least
	Word of the Week: 8 DIY dictation 16 (Irregular comparative adjectives: ii)	many more most
	Word of the Week: 9 Collective Nouns	
	Word of the Week: 10 Synonyms for 'said'	

Appendix 1 -

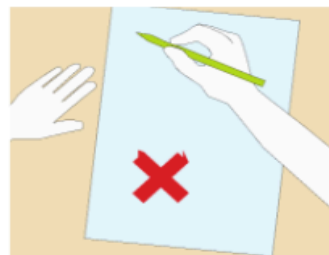
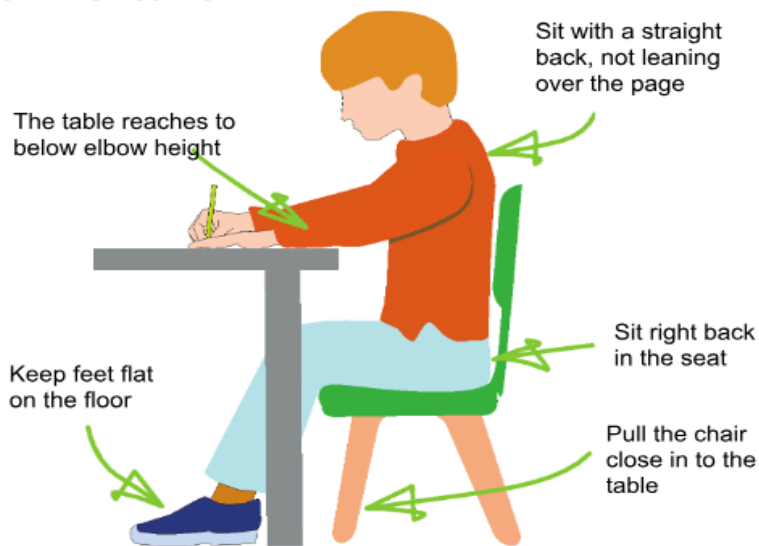
Correct posture for handwriting.

In line with the reading framework we encourage children to sit in this posture for handwriting and do not teach handwriting on whiteboards on laps.

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



Paper position for right-handed children.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow the movements of right-handed

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil,



Pinch it near the tip,



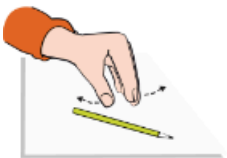
Lift it off the table, Spin it round...



and grip.



Left-handed pencil grip



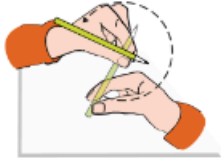
Point away the pencil,



Pinch it near the tip,



Lift it off the table, Spin it round...



and grip.

