



Steeple Claydon School

Handwriting policy

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Steeple Claydon School handwriting policy.

At Steeple Claydon School we believe in the importance of clear and neat presentation in order to communicate effectively. We follow The Read Write Ink letter village handwriting scheme. Pupils should be able to write legibly, in both joined and printed styles with increasing fluency and speed by:

- daily handwriting sessions, until pupils can write legibly and easily
- taught in small steps, with lots of opportunity for practice
- cumulative: teachers should build on what pupils have learned previously
- consolidated before teaching moves on so that pupils do not practise letters incorrectly
- revisited when further practice is needed
- demonstrated by the teacher
- additional to any handwriting that forms part of teaching phonics

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters.

Year Group Progression

In Reception, pupils should be taught to:

- Develop their fine motor skills so that they can use a range of tools competently, safely and confidently.
- Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.
- Develop the foundations of a handwriting style, which is accurate and efficient.
- Hold a pencil effectively in preparation for fluent writing - using the tripod grip (in almost all cases).
- Write recognisable letters, most of which are correctly formed

In year 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 to practise these

In year 2, 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 unjoined
- 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, so that later joins do not create extra, confusing shapes

To join letters easily and legibly, pupils first need to form the shape of each letter correctly, starting and finishing each one at the correct point and ensuring that its size is properly related to other letters in the same family.

In key stage 2, the national curriculum focuses on increasing the legibility, consistency and quality of pupils' handwriting, with the aim of increasing the fluency and speed with which they are able to write down what they want to say.

Once pupils are fluent writers, teachers should make their expectations clear about the nature of the handwriting that is appropriate for a particular task, for example, quick notes or a final handwritten version. In writing tasks other than in English, it is too challenging for pupils to use a newly learnt letter or letter join straightaway. But they might be asked to write the title and the first line in joined writing, and increase, week by week, the number of sentences written in this way.

Some children will be targeted for more intensive intervention sessions.

Model used

Lower case letters:

abcdefghijklmnopqrstuvwxyz

Capitals:

ABCDEFGHIJKLMNOPQRSTUVWXYZ

Numbers:

0123456789

Diagonal and horizontal joins:

Pupils should be taught two basic joins: diagonal joins and horizontal joins.

The diagonal join connects:

- letters from the line to small letters
- letters from the line to tall letters
- letters from the line to a, d, g, c, o, q (These letters need an extra stroke backwards across the top of a, d, g, c, o.)

The horizontal join connects:

- v, w, x, f, r to small letters
- v, w, x, f, r to tall letters
- v, w, x, f, r to a, d, g, c, o, q

For order of teaching the letters formation and joins, see appendices.

Lower case joined letters:

abcdefghijklmnopqrstuvwxyz

The break letters (letters that aren't joined from) are:

b g j p q x y z s z

Handwriting books

In reception, year 1 and year 2 children use wide lined books.

Towards the end of year 2 and in key stage 2 pupils will use narrower lined books.

Teaching sequence (ideas)

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teachers writing or laminated cards
- Under teacher's writing
- Independence

Getting ready to write

Seating and posture (also see appendix 1 and 2):

- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left.

Left handers:

- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handers may need to use a different pen to avoid smudging on the page (See SENCO for resources)
- Left handed pupils should sit to the left of their partners

Pencil grip:

- Children should write with a pencil (or pen in upper KS2) with a rounded nib. Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil or pen and this should be encouraged in early writing.

Assessment

- Is the writing legible?
- Are letters correctly shaped and proportioned?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?

Children should be observed as they write during handwriting sessions - the teacher should circulate, monitor and intervene.

Display

Where possible, lesson slides, displays, letters home and worksheets should be written using the Linkpen 17a font.

Appendix 1:
Warming up to write

Here's a warm up that's great for posture and a positive attitude. Use it before cursive handwriting lessons and during th
refreshing and can be done even in a crowded class. If it's manageable, let your students jump in place first. **Art-CI**



Push palms



Pull hands



Hug yourself tightly



Reach high, one hand, then other
Reach - make circles in the air

* BLOCKS



Pull up on chair



* Stack your blocks



Assume an outrageous posture



Stack your blocks again!

Appendix 2:

Order of teaching the letters

Pupils should be taught to develop a consistent style by paying attention to how letters in each family are formed.

The 'families' are grouped according to where each letter starts.

Read Write Ink Letter Village families are:

- a d g o c q
- u y
- b p h n m r
- e s
- i l t k
- j v w x z

Pupils should be taught to write each 'family' of lower-case letters correctly on the line, and then to write words that include letters from that family.

Supporting activities

- Fine motor activities to promote accurate tripod pencil grip
- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins Y2 (going into Y3)

Introduction of the four handwriting joins

- First join- to letters without ascenders; ai mi nu un
um ig id ed eg an or ing ung
- Second join- to letters with ascenders; du ch sh th
tl ll ill sli slu ck ack st sti ink unk
- Third join- horizontal joins; od re ve oon oom
- Fourth join- horizontal joins to letters with
ascenders ; wl vl of ff fl flo
- Practise the break letters b p g q y j z x s
- Practise capital letters

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering
- Towards the end of year 2 children will be practising joining the words they are learning to spell.

Year 3 going into Year 4

- Practise the break letters b p g q y j z x s
- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all

the joins)

Supporting activities

- copy words
- copy sentences
- copy poem
- match questions to answers practice joining the words they are learning to spell

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af

- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? - " " , ' ,

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions
- Practice the words they are learning to spell

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the word
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t
- Ensuring letters are consistent in height and size
- Practising with punctuation

- Practising break letters
- Practising joining from the letter
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising speed writing
- Revision
- Looking at different handwriting styles