



## Handwriting Policy 2026

*The CFLP English Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board.*

*Chair of Local Advisory Board:*

*Mrs T.Drinkwater*

*Responsible Officer:*

*Headteacher: Mr L.Anderson-Pugh*

*Agreed and ratified by the Local Advisory Board on:*

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*To be reviewed:*

*February 20...*

## Castlechurch Primary School

### Handwriting Policy 2026

The overall intent of our school curriculum is to:

**Recognise uniqueness:** in our pupils, staff, resources and whole school community.

**Be Inclusive:** recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

**Engage and Inspire:** through knowledge rich, highly enriched, progressive and purposeful contexts.

**Promote Aspiration:** offering challenge, accountability and responsibility for their learning.

**Create citizens of the Future:** who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

#### **Intent:**

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

#### **Implementation:**

We use the **National Curriculum** programme of study for Reading, Writing, Spelling, Grammar and Punctuation alongside the **Writing Framework (July 2025)**.

## **Year Group Expectations:**

### **EYFS expectations:**

Pupils should be taught to:

- Use a pencil and hold it effectively.
- Sit correctly at a table and position paper effectively to build strong foundations.
- Begin to form single letters correctly, starting and ending in the correct place, using the Little Wandle Letters and Sounds Revised formation phrases to reduce cognitive overload.
- Write their own name and other things such as labels and captions.
- Attempt to write short sentences that are dictated by a teacher whilst transcriptional skills are developed.

### **Year 1 expectations:**

Pupils should be taught to:

- Sit correctly at a table and hold a pencil comfortably and correctly.
- Form lowercase letters in the correct direction, starting and finishing in the correct place, using the Little Wandle Letters and Sounds Revised formation phrases to reduce cognitive overload.
- Form capital letters and digits 0–9.
- Understand handwriting “families” (letters formed similarly) and practise these.
- Pupils should receive frequent, direct teaching of letter formation.
- Practise transcriptional fluency through dictated sentences to reduce cognitive overload and support automaticity.
- Pupils should receive adjustments based on need. For example, left handed pencils, thicker pencils or pencil grips.

### **Year 2 expectations:**

Pupils should be taught to:

- Form lowercase letters of the correct size relative to each other.
- Write capital letters and digits of appropriate size and orientation.
- Use spacing between words that reflects the size of the letters
- Begin using some diagonal and horizontal strokes needed to join letters only once they have secured accurate letter formation and orientation.
- Understand which letters, when adjacent to one another, are best left un-joined.
- Pupils should receive frequent revision and practice of correct letter formation.
- Practise transcriptional fluency through dictated sentences to reduce cognitive overload and support automaticity.

### **Year 3 and 4 expectations:**

Pupils should be taught to:

- Use diagonal and horizontal strokes required for letter joins.

- Recognise which letters should not be joined.
- Increase the legibility, consistency and quality of their handwriting. By ensuring that the down strokes of letters are parallel and equidistant; those lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)
- Practise transcriptional fluency through dictated sentences to reduce cognitive overload and support automaticity.
- Use joined handwriting in independent writing.

### **Teaching and Learning Methods:**

- In Nursery, handwriting begins with the development of gross and fine motor skills, which are essential for building the strength, coordination and control needed for effective writing. Children engage in purposeful activities that strengthen their core muscles, shoulders, arms, and fingers, laying the foundations to manipulate writing tools effectively. We use Squiggle While You Wiggle as a key approach to support gross motor development and to teach the pre-writing patterns that develop into letter formation in Reception This program combines music, movement, and mark-making to help children develop the physical skills required for writing. Children use large movements to draw shapes in the air with ribbons or scarves while following music and instructions. After the gross motor activity, children transfer these movements to paper, reinforcing the link between large-scale and small-scale mark-making. Alongside this, children participate in Dough Disco sessions to develop fine motor control. Using a tub of dough, they roll, punch, pinch, flatten, and squeeze the dough into different shapes while listening to music. These actions strengthen finger muscles, improve dexterity and support the development of a functional tripod grip. The enabling environment in Nursery offers plentiful opportunities for developing fine motor skills.
- In Reception, children take part in daily letter formation practice, which is reinforced through the daily phonics sessions using the Little Wandle programme. This ensures that handwriting is closely linked to phonics and early reading development. Children also have access to Funky Fingers activities to strengthen fine motor skills and improve pencil control. Where needed, targeted intervention is provided through additional gross and fine motor activities, such as Squiggle While You Wiggle and Dough Disco. The enabling environment in Reception offers plentiful opportunities for mark-making, letter formation and writing through dedicated formation stations and writing areas. These areas encourage children to practise and apply their skills independently and creatively across the curriculum. Staff provide high-quality modelling of correct letter formation and use assessment to give timely feedback and corrections to ensure children develop accuracy and fluency, offering repeated practice where necessary.
- In Year 1, handwriting teaching builds on the foundations established in the Early Years and focuses on developing accuracy, fluency and stamina. Children continue to practise the formation of letters daily using the formation phrases from the Little Wandle programme. The order in which these letters are taught, differs from the GPC progression in phonics sessions so that children practise letters from the same families. To do this, we follow the Squiggle Whilst You Wiggle letter progression. This ensures

that children gain a strong understanding of where letters start and end and enables them to recognise letters that are formed similarly. Daily practise of letter formation in writing lessons is prioritised to secure correct letter formation and fluency so that handwriting becomes an automatic skill. Staff provide high-quality modelling of correct letter formation and use assessment to give timely feedback and corrections to ensure children develop accuracy and fluency, offering repeated practice where necessary.

- In Year 2, handwriting teaching focuses on refining accuracy and beginning to develop joined writing where appropriate. Pupils consolidate their ability to form lowercase letters of the correct size relative to each other. We use visual prompts to support the teaching of letter size. This includes giraffe letters (tall letters), tortoise letters (low letters) and monkey letters (letters with ascenders). They are taught to use spacing between words that reflects the size of their letters, supporting legibility and neat presentation. Once secure in accurate letter formation and orientation, children begin to learn the diagonal and horizontal strokes needed to join letters, while understanding which letters are best left un-joined when adjacent. 4 letter joins are taught to join 2 letters together. (One armed robot join, ladder join, curly caterpillar join and wriggly worm join) Frequent revision and practice of correct letter formation remain a priority, with teachers providing direct instruction and modelling to reinforce consistency. Pupils also practise transcriptional fluency through dictated sentences, reducing cognitive overload and supporting automaticity in writing. Adjustments and targeted support are provided where needed to ensure all pupils can progress confidently towards fluent, joined handwriting.
- In Years 3 - 6, handwriting teaching focuses on developing fluency, consistency and efficiency so that writing becomes an automatic process. Pupils continue to refine the size and proportion of letters, ensuring that lowercase letters are correctly sized relative to one another and that capital letters and digits are appropriately formed and oriented. They are taught to maintain clear and consistent spacing between words, supporting legibility across longer pieces of writing. At this stage, pupils build confidence in using joined handwriting, applying diagonal and horizontal strokes accurately and understanding which letters should remain un-joined when adjacent. Teachers provide frequent opportunities for revision and practice of correct letter formation and joins, ensuring pupils consolidate prior learning while progressing towards speed and fluency. Transcriptional fluency is further developed through dictated sentences and extended writing tasks, reducing cognitive overload and enabling pupils to focus on content and composition. Adjustments and targeted support continue to be offered where needed, such as adapted writing tools or additional fine motor activities, to ensure all pupils can achieve success. By the end of Year 6, pupils should demonstrate a legible, joined handwriting style that is efficient and sustainable for longer writing tasks.

### **Inclusivity:**

Children who are working significantly below their year group expectations will follow handwriting objectives that are appropriate to their developmental stage and where relevant, linked to their Personal Learning Plan (PLP) targets. These pupils will not be expected to join their writing until they have secured accurate letter formation. Where appropriate and where handwriting is a barrier to writing outcomes, some children will be given increased access to word processing facilities. However, discreet handwriting instruction interventions remain a priority to ensure that gaps close. In addition, suitable resources such as pencils designed to promote a correct grip, pencil grips or other adaptations will be provided to meet individual needs.

### **Impact:**

What we aim to achieve from our English curriculum across the Children First Learning Partnership;

- To raise attainment and encourage a consistent approach throughout the school
- To develop correct letter formation.
- To encourage a high standard of presentational skills in all contexts when writing.
- To enable children to produce a legible, consistent and fluent handwriting style which enables the children to write efficiently in terms of speed.
- For all handwriting to be modelled effectively by both teachers and support staff throughout the school.

### **Role of Leaders**

- Plan an effective and varied schedule of monitoring including moderation, which is triangulated through our internal school, leader and triad moderation, so that the Quality of Education in English is embedded throughout the school and the CLFP.
- Respond quickly and in a supportive manner to overcome barriers to implementation and impact. • Use assessment information to provide effective CPD and challenge.
- Provide clear updates to the Local Advisory Board, Headteacher and SLT.

## Version Control and History

Version	Review Date	Changes Made	By
	09.02.23		C.Hodson Z.Cooper
V2	06.01.25	Updated whole progression of teaching upon reflection of the new writing framework (July 2025) New visuals to support teaching. Clear milestones for each year group. Appendix updated.	A.Booth

## Appendix 1- Handwriting teaching progression

- Gross motor patterns.
- Fine motor patterns.
- Single letter formation.
- Letters formed to the correct size.
- Join two letters. 4 different types of join.
- Join 3 letters. CVC spellings.
- Writing joined up words.
- Writing joined up sentences.
- Writing joined up sentences with accuracy.

Appendix 2- Squiggle Whilst You Wiggle Letter families

l i t u y

c o a d

n m h

r b k p

g q e











j f s

v w z x

### Appendix 3

#### Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 S    s	 snake	Show your teeth and let the s hiss out <b>sssss sssss</b>	Down the snake from head to tail.
 a    a	 astronaut	Open your mouth wide and make the <b>a</b> sound at the back of your mouth <b>aaa</b>	Around the astronaut's helmet and down into space.
 t    t	 tiger	Open your lips; put the tip of your tongue behind your teeth and press <b>ttt</b>	Down the tiger and across its neck.
 p    p	 penguin	Bring your lips together, push them open and say <b>ppp</b>	Down the penguin's back, up and around its head.
 i    i	 iguana	Pull your lips back and make the <b>i</b> sound at the back of your mouth <b>iii</b>	Down the iguana and dot the leaf.

### Appendix 5: School script

School Script

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

Order to teach letters



i l t

u y

c o a d

n m h

g q e

r b k p

j f s

w v z x

Pairs of letter joins (reinforcement lessons, if not ready to join CVC)



1.	ck	cy	ec	vc	du	dg
2.	ac	aw	da	oa	ib	ob
3.	en	ef	me	te	fo	fr
4.	lh	ch	ip	ib	ki	vi
5.	if	af	ng	og	hu	hs
6.	ej	nj	ky	kl	mk	ok
7.	ll	lw	cl	al	mp	mb
8.	om	im	mf	ms	ng	nt
9.	un	wn	ok	od	vo	ho
10.	op	rp	qu	nq	cq	oq
11.	rs	vr	tr	vs	fs	ns
12.	tl	ty	ut	ot	ug	uz
13.	du	fu	va	ve	ov	iv
14.	we	wg	ew	ow	ex	ix
15.	eh	xe	vy	cy	ez	oz



Sets of words to support specific joins and spellings CVC words

at	cat	hat	pat	sat	bat
et	get	pet	net	set	jet
it	hit	bit	nit	kit	sit
o	cot	dot	hot	got	pot
u	nut	but	put	gut	hut
en	pen	den	hen	ten	men
an	ban	can	van	can	pan
in	pin	bin	fin	tin	sin
un	fun	gun	burn	nun	run
ap	cap	bap	zap	nap	map
ip	tip	pip	dip	hip	lip
op	pop	bop	mop	cop	top
as	has	past	last	fast	castle
hi	him	his	this	ship	chip
en	pen	when	then	even	eaten

Phonic pattern to continue to support joins and spellings

ss	pass	dress	grass	mass	mess
ll	pull	dull	gull	pill	fill
ff	fluff	puff	huff	shuffle	muffle
zz	buzz	fuzzy	dazzle	fuzzy	dizzy
qu	quack	quick	queen	quiz	quiet
ck	back	rack	black	track	snack
sh	shop	shake	shock	ship	hush





ch	chip	chat	chase	cheap	beach
th	think	this	that	then	thank
nk	think	stink	pink	blink	link
ng	ring	bring	thing	sing	wing
ai	rain	pain	train	again	main
ee	see	bee	tree	feet	three
igh	high	light	night	fight	might
oa	goat	boat	soak	cloak	coast
oo	boo	soon	room	roof	spoon
oo	good	foot	blood	flood	
ar	car	far	jar	are	farm
or	for	door	short	born	torch
ur	turn	fur	purse	curse	nurse
ow	cow	brown	howl	town	towel
oi	coin	spoil	point	choice	oil
ear	ear	hear	near	fear	dear
air	fair	hair	pair	chair	stair
ure	sure	pure	treasure	pleasure	cure
er	her	better	letter	litter	longer
ay	bay	may	day	play	away
ou	out	about	shout	mouth	house
ie	tie	pie	die	tried	cried
ea	eat	sea	seat	each	meat
oy	toy	boy	joy	annoy	enjoy



ir	girl	bird	first	third	whirl
ue	sue	glue	true	blue	Tuesday
aw	saw	paw	claw	draw	straw
wh	why	who	when	which	where
ph	phone	photo	graph	elephant	dolphin
ew	few	pew	stew	chew	nephew
au	launch	haunted	gaunt	caught	naughty
a_e	face	lace	race	space	place
e_e	theme	these	even	extreme	complete
i_e	time	bike	like	kite	slice
o_e	hope	note	slope	home	poke
u_e	tube	huge	brute	use	cube
ie	field	chief	grief	thief	shield
dge	edge	fridge	badge	bridge	hedge
ug	hug	smug	glug	plug	slug
um	hum	drum	pump	hump	lump
un	sun	until	under	undo	bunch