

Handwriting Policy

Document Summary

Staff Lead:	Alex Knight
Link Governor:	Andrew Norman
Version Number:	1.0
Document Status:	Approved
Date Last Approved:	December 2025
Date of Next Review:	December 2026
Frequency of Review:	Annually
Model Policy?	No
Statutory Policy?	No
On School Website?	Yes

FYI: Version control should be used for all formal documents and managed as:-

- ▶ 0.1 (1st draft version)
- ▶ 0.2 (2nd draft and so on..... 0.3. 0.4 etc)
- ▶ 1.0 (Once document has been approved)
- ▶ 1.2 (during review/approval of a lifecycle document i.e. policies)
- ▶ 2.0 (2nd approved document) and so on.

Amendment History

Version	Amendment Date	Author	Amendment Summary
V0.1	15.11.25	Alex Knight	New Policy
V0.2	05.01.26	Alex Knight	Amendment after consultation with governors
V1.0	13/01/26	Ruth Owen	Updated following approval at FGB

Handwriting at FCCE

Intent

At Frampton Cotterell Primary School, we recognise the importance of children being able to write legibly, fluently and at a reasonable speed. As part of a high-quality English curriculum, we believe that promoting high standards of written language are essential in giving children the confidence to communicate competently and always be prepared for the next stage of their education. With these skills, children have a much greater chance of being able to reach and demonstrate their true potential throughout their school careers and in their lives beyond school.

In the EYFS, children are taught to write in print with a focus on correct letter formation; alongside this there are opportunities for applying their phonics knowledge to write words in ways which match their spoken sounds, as well as some common exception words with irregular spellings. In line with the most recent guidance, at first, children are not taught to join letters because these practices cause unnecessary difficulty for beginners. Planned opportunities are provided for the children to develop writing simple sentences which can be read by themselves and others and apply writing skills during continuous provision. Children develop the use of effective pencil grip throughout their time in reception.

In Key Stage One, handwriting continues to be taught discretely and daily, and practice focuses on ensuring that children form lower-case letters of the correct size relative to one another. In Year 1, children start to develop their use of lead in and lead out strokes and the diagonal and horizontal strokes. They also develop accuracy in writing capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters and use spacing between words that reflects the size of the letters.

Throughout Key Stage Two, emphasis is placed on children's development of a cursive script. Children are taught to use the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, can be left un-joined (most frequently descending letters where the pencil finishes below the line such as g, j, y). There is a focus on writing legibly, fluently and with increasing speed.

Implementation

How handwriting is planned and taught:

To ensure a consistent approach, the school follows an agreed progression in skills and knowledge and teaching through the Letter-join handwriting scheme. Teachers use the Little Wandle letter mnemonics when teaching print and the Letter-Join website and resources for further guidance and to support their planning and direct instruction. Children are discretely taught handwriting from EYFS, through Key Stage 1 and into Lower Key Stage 2.

In Upper Key Stage 2, handwriting continues to be modelled and taught through English lessons and where necessary small groups of children may access handwriting intervention to further support them in reaching age-related expectations. Where needed in KS2, whole class handwriting lessons

will take place. Across the school, high expectations for handwriting are carefully modelled by the teacher and support staff; this can be seen in their day-today teaching, displays and marking. Handwriting should be modelled by the teacher in every handwriting lesson.

EYFS

We recognise the importance of high-quality teaching of handwriting from Reception onwards. Because of this, handwriting is the first thing the children do when they come into class in the morning. They practise handwriting everyday at 8.50 for 10-15 minutes. The class teacher delivers this and the children sit on the carpet using their mini whiteboards. To record the children's progress, every Friday the children will move from their mini-whiteboards to their places to record their handwriting in a handwriting book. From the start of term 4, children record their handwriting from their daily handwriting lessons in their handwriting books, not on mini whiteboards.

The children follow the Letter-join scheme and they learn printed, not cursive letters. The children start the Letter-join scheme at the same time that the children start to follow the Little Wandle phonics scheme on the first day of the first full week that the children are in school fulltime. At the start of the year, the focus is on developing children's gross and fine motor skills. The focus then shifts to letter formation in term 2 and short words.

The children have regular opportunities to apply their handwriting skills during literacy lessons and during continuous provision. The children also complete regular handwriting Letter-join sheets every week.

Children in Reception have Letter-join home learning packs sent home for the October and February half-terms. Reception teachers need to collect in children's completed packs and give a list to the writing lead of the children who did not engage with this.

Key Stage 1

During Key Stage 1, children have daily handwriting practice at the start of the afternoon between 1.10 and 1.30. The children follow the Letter-join scheme, working in their handwriting books. The children learn to write letters using lead in and lead out strokes and the use a cursive script. The children form their letters as prescribed in Appendix 1.

Children in Key Stage 1 have Letter-join home learning packs sent home for the Christmas and Easter holidays. Teachers need to collect in children's completed packs and give a list to the writing lead of the children who did not engage with this.

Key Stage 2

Until Christmas, children in LKS2 have handwriting lessons 3 times per week. After Christmas, at the discretion of the teacher, this can go down to 2 times per week depending on the presentation and handwriting skills of the class. IN UKS2, handwriting may still need to be taught discreetly or it may need to be delivered to small groups as an intervention. At the start of each day,

during the register, children in UKS2 practise their spellings in the back of their writing books. This doubles up as handwriting practice. Children in Key Stage 2 have Letter-join home learning packs sent home for the Christmas and Easter holidays (apart from year 6 who have their handwriting homework in the October and February half terms). Teachers need to collect in children's completed packs and give a list to the writing lead of the children who did not engage with this.

Handwriting pens may be awarded by class teachers from year 4 onwards. Each academic year, children have to earn a new handwriting pen. Handwriting pens are to be given out after each piece of writing at the discretion of the class teacher but only children who write cursively and form their letters as per the handwriting policy may be awarded a handwriting pen. Most teachers will give out 1-2 handwriting pens per piece of writing. Handwriting pens can be withdrawn if the class teacher feels that a child's handwriting standards have slipped.

Inclusion and SEND

In line with our school vision, we believe every child should have an equal opportunity to achieve their full potential. If a child has a special educational need or disability, we will do our very best to ensure we meet that child's individual needs when learning to write. This may mean that for some children the approach is adapted, or children are offered alternate ways to record their work through the use of technology. We comply with the requirements set out in the SEND Code of Practice. If a teacher has concerns about the progress of a child, then they will liaise with the school SENDCO and parents to arrange appropriate assessment of their need.

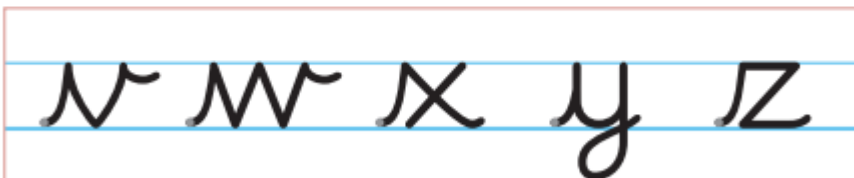
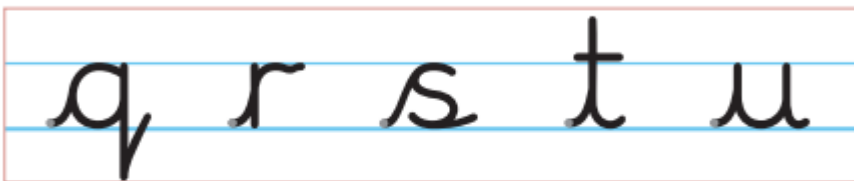
Impact

Standards in handwriting will be monitored by the writing lead and SLT. This may be through learning walks, lesson observations or book scrutinies. If SLT feels that standards of handwriting are not as high as could be reasonably expected, then we may increase the number of handwriting sessions, especially for KS2.

Appendix 1

Agreed lower case cursive letter formation:

Cursive lowercase letters



Letter-join 