

# Halton Lodge Primary School



## Handwriting Policy

**Last Reviewed: by the Senior Leadership Team,  
Teachers and Teaching Support Staff – February 2025**

**To be presented to and ratified by the Local Education Committee – on 12<sup>th</sup> March  
2025**

**Review Cycle: No Recommendation (Suggested Every 3 Years)**

**Approval Level: Non Statutory Policy**

**Date of next review: by the Local Education Committee in Spring Term 2028**

## Handwriting Policy - Halton Lodge Primary School

### Aims

- For all staff to have an awareness of how children's handwriting develops and to ensure handwriting is taught in a clear, consistent and progressive way, as outlined in this document (**Appendix 1**).
- To ensure that we teach a consistent style of legible handwriting throughout the school (**Appendix 4**).  
With our pupils:
  - Having the correct pencil/pen grip;
  - Knowing the right size and orientation of letters;
  - Forming all letters correctly;
  - Using spacing between words that reflects the size of the letters; and
  - Moving onto joining letters, when appropriate.
- For all staff to have an understanding that handwriting progresses differently. (Teachers will assess and plan differentiated learning for individual children who are struggling with particular formations and joins.)
- For all staff to respond immediately when incorrect letter (or number) formation - or pencil grip - is observed (across all writing); to prevent children from embedding these mistakes.

### Teaching Time

The development of fine and gross motor skills is key to supporting good handwriting. There should be plenty of opportunities for children to access activities which support in the development of these skills in EYFS and KS1 (**Appendix 2**).

- **All adults** need to familiarise themselves with the letter formations and joins used at Halton Lodge Primary School (see Handwriting Progression Grid (**Appendix 1**), Number and Letter Formation Guide (**Appendix 3**) and videos on Little Wandle website.
- Explicit teaching and regular handwriting practice is essential to ensure that children are revising the correct forms and joins:
  - **Reception** – The children are to engage in daily handwriting practice, in line with Little Wandle Phonics sessions and additional weekly sessions, focusing on letter families.
  - **Year 1**
    - **Autumn Term**: Consolidation of single letter formation. High expectations from all adults, reinforcing correct formation explicitly taught 5 x weekly (as part of Little Wandle phonics sessions).
    - **Spring Term**: Following an assessment at the end of Autumn 2, children who are correctly forming all letters should be taught exit strokes (see **Appendix 1**).
    - **Summer Term**: Continue with above. Final assessment of children's handwriting progression to be shared with next teacher during transition meeting.
  - **Year 2 & 3** - Children to receive a 10-15 minute discrete handwriting session daily - focusing on correct letter formation and joining.
  - **Year 4 to 6** - Children to receive a 10-15 minute discrete handwriting session daily – focusing on the End of Key Stage 2 expectation: *To maintain legibility in joined handwriting when writing at speed.*

### **Assessment (Evidence of Learning)**

- **Reception** – Evidence of handwriting practice in individual books. Evidence of mark making (photos, written learning etc.).
- **Year 1 – 3** – Evidence of **targeted** handwriting support in individual handwriting books.
- **Year 4 – 6** – Evidence of accurate letter formation and sizing, neat handwriting in writing books. Any handwriting taught throughout the year to be evidenced in individual books.
- All children on handwriting interventions will require a personalised handwriting book with appropriate use of handwriting practice sheets and/or teacher created resources, targeting area of concern.
- Evidence in of teachers highlighting incorrect formations/joins and expecting children to have a go at rewriting at least one letter, join and/or word, where relevant.
- **SLT** will monitor handwriting throughout the year and feedback to individual year groups/phases.

### **Home Learning**

From Year 1, parents should be informed about the handwriting focus (letter formations, lead ins and/or joins) for the week. To support handwriting at home, parents should be directed to Little Wandle ('For Parents' section) for support on how we teach handwriting at Halton Lodge Primary School.

### **Left-handed writers**

Children who write left-handed may feel more comfortable sitting at the left-hand corner of the table - so that there is plenty of elbow room and space to tilt paper. Teachers must talk to the child about their preference when planning seating positions.

### **Children with an established style of handwriting**

If a child has an established style of handwriting learnt elsewhere (e.g. children coming from a different school) that differs slightly from the agreed style used in the school, they should be free to continue to write in this style if it allows them to write clearly and neatly (e.g. looping letters).

### **Suggested use of pens and pencils**

- **EYFS** - Children should be given an opportunity to use a range of writing implements.
- **KS1** - Pencils should be used for handwriting practice. Pencil grips or triangular pencils should be available to encourage correct grip, when required.
- **KS2** – A mixture of pencils and handwriting pens will be used in Lower KS2. This will be determined by the class teacher. Handwriting pens will be used by all children in Upper KS2. However, children who might be struggling with handwriting should be given the opportunity to use a range of writing implements (e.g. pen/pencil grips and writing slopes).

## **National Curriculum Requirements**

	<b>Statutory Requirements</b>	<b>Non-Statutory Notes and Guidance</b>
<b>Year 1, Age 5–6</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0–9</li> <li>• understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil’s hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>
<b>Year 2, Age 6–7</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 un-joined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</p>
<b>Years 3–4, Age 7–9</b>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined</li> <li>• increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).</li> </ul>	<p>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. This, in turn, will support their composition and spelling.</p>
<b>Years 5–6, Age 10–11</b>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>• choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>• choosing the writing implement that is best suited for a task.</li> </ul>	<p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra; and capital letters, for example, for filling in a form.</p>

## **Appendix Contents**

**Appendix 1 :** Handwriting Progression Grid

**Appendix 2 :** Activities for Fine & Gross Motor Skill Development

**Appendix 3 :** Number and Letter Formation Guides

**Appendix 4 :** Little Wandle Formation Mnemonics

**Appendix 5 :** Rules for Good Handwriting (KS1 & KS2) – To be displayed in each class.

### Appendix 1: Handwriting Progression Grid

Reception	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Practise letters in name	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r  Letter families: caterpillar letters	Assessment week  Continue caterpillar letters
Autumn 2	h, b, f, l	ff, ll, ss, j  Letter families: one armed robot letters	v, w, x, y  Continue one armed robot letters	z, q, qu  Letter families: ladder letters	sh, th, ng, nk  Continue ladder letters	Assessment week
Spring 1	Letter families: zigzag monster letters	Continue zigzag monster letters	Capital letter formation	Capital letter formation	Assessment week	Target individual handwriting needs
Spring 2					Assessment week	Target individual handwriting needs
Summer 1	Target individual handwriting needs – whiteboards, handwriting paper/books, chalk, sand, cornflour, Message Centre					
Summer 2	Target individual handwriting needs – whiteboards, handwriting paper/books, chalk, sand, cornflour, Message Centre					

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Capital letters	Capital letters	Letter families: caterpillar letters	Letter families: one armed robot letters	Assessment week	Target individual handwriting needs
Autumn 2 Revision of 'l' and 'z' families	c, a, o	q, g, d	e, s, f	l, i, j	Assessment week	Target individual handwriting needs
Spring 1 Introduce exit strokes for r, o, v and w (for children that are ready)	Capital letters	t, u, y	r, m, n, h	b, k, p	v, w, x, z	Assessment week
Spring 2	Target individual handwriting needs	on, om, oi, op	ov, ow, ou, or	oc, oo, oa, og	Assessment week	Target individual handwriting needs
Summer 1	Target individual handwriting needs – whiteboards, handwriting paper/books					
Summer 2	Target individual handwriting needs – whiteboards, handwriting paper/books					

<b>Year 2</b>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1 Revision of taught exit strokes	r, o, v, w	n, m, p, u	c, a, g, d	t, i, l, h	Assessment week	Target individual handwriting needs
Autumn 2 Joining vowels from n and m	j, y, e,	q, b, s	f, z, x, k	Recap sounds from half term	Assessment week	Target individual handwriting needs
Spring 1	Capital letters				Assessment week	Target individual handwriting needs
Spring 2					Assessment week	Target individual handwriting needs
Summer 1	Target individual handwriting needs – whiteboards, handwriting books					
Summer 2	Target individual handwriting needs – whiteboards, handwriting books					

## Appendix 2: Activities for Fine & Gross Motor Skill Development

### Crumple Paper

Crumple a sheet of newspaper or scrap paper in the hand until it is a tight ball. *Try to do it while holding the hand in the air. That way, the fingers work harder!*

Do this whenever paper needs to be thrown away - Crumple it up and toss it in a bin!

### Dough Disco

**Dough Disco is a high tempo, high energy session with play dough.** Designed to encourage maximum participation, the sessions are created for all levels of ability, and the children develop their fine motor muscles by manipulating the dough in a variety of ways, while listening to upbeat music.

### Squiggle While You Wiggle

Children follow a range of hand movement patterns, directed by the adult, whilst listening to upbeat music. Large paper should be laid out on the floor and the children gather around with pens. The teacher demonstrates the pattern that they will draw on the paper (e.g zigzags, waves) then the children have a go.

### Walk A Ball

Use the fingers to 'walk' a small ball up and down the legs. You could walk the ball up one leg, across the tummy and down the other leg. *Make it harder by using just the tripod fingers (thumb, index and middle fingers) to walk the ball.*

### Twirl A Beanbag

Using a basic beanbag, position the fingers under the beanbag, holding it level. Keeping the bean bag level, slowly rotate the bean bag 360 degrees, using the fingers and thumb to manipulate it. You could also try using a small bag of dried beans, popcorn or rice, if you don't have a beanbag on hand!



### Weaving

Cut cardboard into any shape that you like. Then, using scissors, carefully cut short slits around the outside of the shape. Pierce a hole in the middle of your shape, thread your string through the middle and use some tape to stick the end of the string to the cardboard. Start to weave your string around the shape in any way that you like.

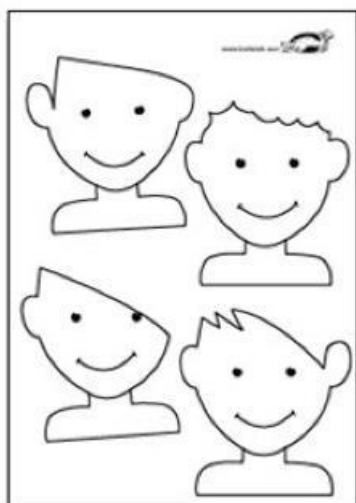


### Threading

Try putting string or spaghetti through beads or cotton reels. *Maybe you could try putting string or spaghetti through the holes in colanders.*

### Practise Scissor Skills

Try kirigami, the art of making cut out shapes, like snowflakes. <https://www.origami-resource-center.com/kirigami-for-kids.html> . Practise your hairdressing skills (on paper!) - You can use the template below - or draw your own template - cutting out different hairstyles to go on the template.



Ask if you can have some old photos or magazines and cut the pictures up to make a photo collage.

#### Bank some money

Hold some coins in your hand and then work them up to the fingers, one by one, to push them through the slots of a money bank. *Side slots get the fingers working hardest.*

*Tip:* Recycle a container to use instead of a money bank!

#### Ideas for Strengthening Arms

- Large painting and drawing at easels.
- Using equipment such as rakes, brooms and shovels.
- Bouncing and throwing a ball.
- Activities that involve climbing, pushing, pulling and large arm movements.

#### Ideas for Strengthening Hands











- Using a spoon.
- Using a spray bottle to water plants.
- Playdoh (rolling, manipulating, using a cutter, making small objects etc).
- Pouring activities (moving water from one object or container to another).
- Using tweezers and tongs to transfer small objects.
- Threading beads onto a lace.
- Building blocks including Lego.

#### Other activities

- Chair push ups - Place your hands on either edge of your chair and push your bottom off the seat with your arms straight. Do 5-10.
- Pencil push ups - Place your pencil on the paper and your arm and wrist on the table. Keeping your arm and wrist touching the table, use your thumb and two fingers to lift the pencil off the paper and back down again. Do 10 of these.
- Pencil roll ups - Hold out your hand flat with the palm facing upwards. Lay a pencil on your fingertips and try to roll it towards your wrist and back again, using just your fingers and keeping your wrist still.
- Help to hang the washing out at home using clothes pegs. (Open the pegs using your thumb and index finger only).
- Pop bubble wrap.



### Appendix 3: Number and Letter Formation Guides

 <p>Around to my left to find my hero, back to the top, I've made a zero.</p>	 <p>A downward stroke, my that's fun. Now I've made the number one.</p>	 <p>Around and back on the railroad track, that's what we do to make number two.</p>	 <p>Around the tree, around the tree, now I've made the number three.</p>	 <p>Down and across and down once more, now I've made the number four.</p>
 <p>Make a hat then down it's back, make five's tummy round not flat.</p>	 <p>Bend down low to pick up sticks. Now I've made the number six.</p>	 <p>Across the top and drop down low, you've made a seven, there you go.</p>	 <p>Make an 's' and close the gate. Now you've made the number eight.</p>	 <p>Make an circle and a line. Now I've made the number nine.</p>

a b c d e

f g h i j k

















l m n o p



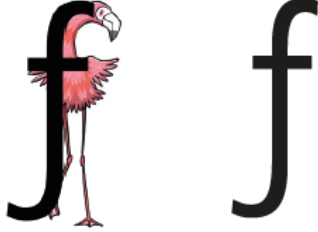
q r s t u




v w x y z

### Appendix 4: Little Wandle Letter Formation Mnemonics

Grapheme and mnemonic	Pronunciation phrase	Lowercase formation phrase	Capital letter formation phrase
 	<b>Snake:</b> Show your teeth and let the s hiss out ssssss ssssss	<b>Down the snake from head to tail.</b>	<b>From the top, under the snake's chin, slide down and round its tail.</b>
 	<b>Astronaut:</b> Open your mouth wide and make the a sound at the back of your mouth a a	<b>Around the astronaut's helmet and down into space.</b>	<b>From the top, down to the left, up to the top, down to the right. Lift up and across the middle.</b>
 	<b>Tiger:</b> Open your lips; put the tip of your tongue behind your teeth and press t t t	<b>Down the tiger and across its stripes.</b>	<b>From the top, down and stop. Lift up and from the left, make a line across the top.</b>
 	<b>Penguin:</b> Bring your lips together, push them open and say p p p	<b>Down the penguin's back, up and around its head.</b>	<b>From the top, Down the penguin's back, up and around its head.</b>
 	<b>Iguana:</b> Pull your lips back and make the i sound at the back of your mouth i i i	<b>Down the iguana and dot the leaf.</b>	<b>From the top to the bottom and stop.</b>
 	<b>Net:</b> Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	<b>Down, up and over the net.</b>	<b>From the top, down and back to the top. Down to the right, then straight up to the top.</b>
 	<b>Mouse:</b> Put your lips together and make the mmmmm sound mmmmm	<b>Down, up and over the mouse's ears.</b>	<b>From the top, down, back to the top. Down to the right, up to the right. Straight down to the line.</b>

 	<p><b>Duck:</b> Put your tongue to the top and front of your mouth and make a quick d sound d d d</p>	<p>Round the duck's body, up its tall neck and down to its feet.</p>	<p>From the top, down, back to the top. Curve right, down to the bottom.</p>
 	<p><b>Goat:</b> Press the middle of your tongue to the top and back of your mouth; push your tongue down and forward to make the g sound g g g</p>	<p>Round the goat's face and curl under its chin.</p>	<p>From the top, curl around to the line, carry on up, then straight down. Lift up and across.</p>
 	<p><b>Octopus:</b> Make your mouth into round shape and say o o o</p>	<p>All around the octopus.</p>	<p>From the top – all around the octopus.</p>
 	<p><b>Cat:</b> Make your tongue flat and move it up towards the top of your mouth to say c c c</p>	<p>Curl around the cat.</p>	<p>From the top, curl around the cat.</p>
 	<p><b>Kite:</b> Make your tongue flat and move it up to the top of your mouth to say k k k</p>	<p>Down the kite lift up, up to the top, lift up, down to the bottom.</p>	<p>From the top, down, lift up, to the middle, up to the right. Lift up. To the middle, down to the right.</p>
 	<p><b>Elephant:</b> Open your mouth wide and say e e e</p>	<p>Around the elephant's eye and curl down its trunk.</p>	<p>From the top, down, back to the top. Lift up and across the top. Lift up and across the middle. Lift up and across the bottom.</p>
 	<p><b>Umbrella:</b> Open your mouth wide and say u u u</p>	<p>Down, around the umbrella, and back to the ground.</p>	<p>From the top, down and curve right, then straight up to the top.</p>
 	<p><b>Rainbow:</b> Show me your teeth to make a rrrrr sound rrrrr rrrrr</p>	<p>From the cloud to the ground and over the rainbow.</p>	<p>From the top, down, then back up. Curve right to halfway down. Then down to the right.</p>

	<p><b>Helicopter:</b> Open your mouth and breathe out sharply h h h</p>	<p>Down, up and over the helicopter.</p>	<p>From the top and down. Space. From the top and down. Lift up and join the lines across the middle.</p>
	<p><b>Bear:</b> Put your lips together and say b as you open them b b b</p>	<p>Down the bear's back, up and round its tummy.</p>	<p>From the top, down, back to the top. Round to the middle, round to the bottom.</p>
	<p><b>Flamingo:</b> Open your lips a little; put your teeth on your bottom lip and push the air out to make the sound fffff</p>	<p>Down the flamingo to its foot and across its wings.</p>	<p>From the top, down, back to the top. Lift up and across the top. Lift up and across the middle.</p>
	<p><b>Lollipop:</b> Open your mouth a little; put your tongue up to the top of your mouth, behind your teeth, and press lllll lllll</p>	<p>Down the lollipop stick.</p>	<p>From the top, down and across the line.</p>
	<p><b>Jellyfish:</b> Pucker your lips and show your teeth use your tongue as you say j j j</p>	<p>Down the jellyfish and dot its head.</p>	<p>From the top, all the way down, then short curl to the left.</p>
	<p><b>Volcano:</b> Put your teeth against your bottom lip and make a buzzing vvvvv vvvvv</p>	<p>Down to the bottom of the volcano and back up to the top.</p>	<p>From the top Down to the bottom of the volcano and back up to the top.</p>
	<p><b>Wave:</b> Pucker your lips and keep them small as you say w w w</p>	<p>Down and up and down and up the waves.</p>	<p>From the top. Down and up and down and up the waves.</p>
	<p><b>Box:</b> Mouth open, then push the cs/x sound through cs cs (x x x)</p>	<p>Across the box down to the right. Across the box down to the left.</p>	<p>From the top, across the box down to the right. Across the box down to the left.</p>

	<p><b>Yoyo:</b> Smile, tongue to the top of your mouth, say y without opening your mouth yyy</p>	<p><b>Down, under the yo-yo and curl round the string.</b></p>	<p><b>From the top, right to the middle. From the top, left to the middle. Straight down to the bottom.</b></p>
	<p><b>Zebra:</b> Show me your teeth and buzz the z sound zzzzz zzzzz</p>	<p><b>Across the top of the zebra's head, zig-zag down its neck.</b></p>	<p><b>From the top go across the top of the zebra's head, zig-zag down its neck.</b></p>
	<p><b>Queen:</b> Pucker your mouth, then open it as you say qu qu qu</p>	<p><b>Round the queen's face, down her robe and a flick at the end.</b></p>	<p><b>From the top – all around the o. Lift off. Short line through to the line on the right .</b></p>

### Appendix 5: Rules for Good Handwriting at Halton Lodge Primary School

Capital letters are not joined on to the next letter.

Capital letters are the same height as the ascenders.

All tall letters are the same height ('t' is slightly shorter).

Capital and lower case Vs and Ws are pointed.