

Moreton Church of England Primary School



Handwriting Policy

Written by: A Mead

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Next Review Date: June 2028

Agreed by Governors (Date):

Signed (CoG):

'Growing Together in Faith, Knowledge and Love'

Mission Statement

We endeavour to ensure that we provide an inclusive education of the highest possible quality within the context and ethos of Christian belief. Our vision and values drives our school to be a place of excellence where all are valued as individuals as God's children. At Moreton we pride ourselves on fostering a culture of aspiration and self-belief and on providing a supportive and challenging learning environment. We have high expectations at Moreton in everything we do and in the way we behave.

Aims

For children to:

- Understand the importance of neat presentation in order to communicate their ideas clearly.
- Take pride in the presentation of their work and gain a sense of achievement
- Use the correct letter formation
- Develop a fluent, legible and eventually speedy handwriting
- Have stamina to write at length

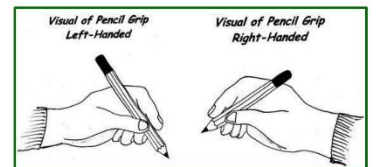
This policy links with: Literacy Policy, Curriculum Policy, EYFS Policy, Assessment, Marking and Feedback Policy and is to be used alongside the RWI Handwriting Handbook 2026. These are available on our website and for staff on the school server: T:\## NEW CURRICULUM PLANNING\Literacy\Handwriting

Introduction

At Moreton, we teach handwriting by using the Read Write Inc scheme, Handwriting is taught progressively and in line with the requirements of the National Curriculum. This begins in EYFS where pupils are taught single letter formation with mnemonics (appendix A)

In EYFS and the early stages of their writing children are taught:

- How to hold a pencil correctly and how to correctly form letters and numbers of a regular size and shape
- Write from left to right and top to bottom of a page
- Start and finish upper and lower case letters correctly (See guide for teaching capital letters)
- Put regular spaces in between letters and words
- The importance of clear and neat presentation in order to communicate meaning effectively



In the later stages children build upon this and are taught to write legibly in a joined style with increased fluency and speed.

Teaching

Teachers use a variety of strategies for the teaching of handwriting including but not limited to:

- Direction
- Demonstration
- Modelling
- Scaffolding
- Explanation

Basic structure of a handwriting session will follow the videos on the [Ruth Miskin Portal](#) and the adults should support those identified whilst children follow along. See Handwriting Handbook for structure of the lessons for each stage.

In EYFS and KS1, children use a pencil in their handwriting lessons. In KS2, they will begin using a pen, which will be at the discretion of the teacher and the headteacher. At this point, the children will begin to use black biro pens. If the standard of handwriting slips, then the children will return to using pencil.

The use of worksheets is discouraged for the majority of children in KS1 and KS2 who should be able to form their handwriting by observing and then copying.

Expectations of Staff

All adults in the classroom are expected to:

- Watch the [videos](#) on Ruth Miskin portal for relevant stage of handwriting for their year group
- Model the school handwriting style in their own handwriting
- Teach the correct grip and ensure support is in place for children not using the correct grip
- Ensure that handwriting tasks are completed in books or on paper. Handwriting tasks should not be completed on whiteboards
- Ensure that children have a suitable pencil (or pen) and are sat at a desk / table when completing handwriting tasks
- Ensure correct formation of letters and numbers
- Ensure correct posture with children sitting comfortably and upright, with feet flat on the floor
- Ensure good lighting
- Ensure each child has a suitable writing implement before they begin, pencils are adequately sharpened, and pens are appropriate and suitable for fluent writing
- Where possible link handwriting to spelling patterns

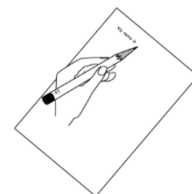
Role of the Teacher

- Handwriting should be taught in line with the school policy
- Handwriting is a movement skill and demonstration is essential
- As children practice their handwriting, teachers should observe them carefully and intervene with support and encouragement if necessary
- In the early stages of learning to write, the process is more important than the product. Irregular letter forms starting in the correct place with movement in the correct direction are to be preferred to uniformly regular letters achieved through wrong movements
- Every effort should be made to prevent significant faults becoming ingrained habits that will be difficult to break
- Common faults include: faulty pencil grip, incorrect letter formation, reversals or inversions, poor posture and paper positioning; these faults must be corrected by an adult on every occasion
- Consistent terms to be used by teachers: beginning with those from the RWI stages such as hill join, bridge join and when confident terms such as: clockwise, anticlockwise, vertical, horizontal, diagonal, parallel, ascender, descender, consonant, vowel, joined, sloped, tall, small, short letters
- In EYFS and KS1 all teachers should use the mnemonic RWI handwriting phrases to aid the correct formation of letters (appendix A)

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. Left-handed pupils should receive specific teaching to meet their needs.

Considerations for left-handed children

- Seating: sit to the left of another child, at the edge of a table - right handed children will not be seated on the left-hand side of a left-handed child.
- Grip: hold the pencil/pen at least 2cm from the point so the children can see what they are writing.
- Position of paper: to left of the body at an angle, with right hand corner nearer to the body than the left (see illustration). The right hand can be used to steady the paper above the writing line.
- When joining letters some left-handed children may find it more appropriate to leave 'f' and 't' unjoined.



Inclusion

The vast majority of children will be able to write fluently and legibly. However, some children may need additional support to develop a fluent, legible style of handwriting. Provision will be made through additional sessions that are focused on the child's identified specific difficulty with handwriting. Teachers who are concerned about a child's progress in handwriting should seek advice from the SENDco.

Presentation

It is important to ensure consistency towards presentation of work across the school, in all subjects in all writing, so that the children are clear about what is expected of them as they move through the school. The SENDco can provide pencil grips and coloured books or paper to aid presentation for identified children. All staff should refer to the Presentation policy to ensure consistency, taking into account the age and ability of the children. In Year 1 children will use the 'sponge cake' paper which can be found on the last page of the RWI Handwriting Handbook.

Homework

Children are expected to take the same standard of care with homework as they do with the work they produce in school. Parents are encouraged to support their children to produce quality work by following the guidance set out by the school. Videos to support in class teaching should be sent home from Ruth Muskin portal once taught in class.

Assessment

Teachers assess handwriting and presentation as part of their routine marking in line with the marking policy. The quality of handwriting is assessed as part of the overall quality of writing as explained in the English section of the National Curriculum. Teachers will also assess if children are using the correct pencil grip and it is the teachers responsibility to notify the SENDco and to ensure that any child not using the correct pencil grip has the required intervention such as pencil grips, handwriting intervention etc.

Monitoring

Class teachers, Subject Leaders, SENDco and the Headteacher will monitor handwriting and presentation through work scrutiny during the year to ensure the policy is being implemented consistently. Inconsistencies will be brought to the teacher's attention and any inaccuracies must be dealt with within an agreed timeframe. Follow-up monitoring will take place.

Progression in handwriting across the school (For a table of Progression see appendix C)

Read Write Inc. Handwriting – the four stages

Stage 1 begins as soon as most children can read Set 1 sounds. We continue to teach children to form letters correctly.

Stage 2 begins during Year 1. Children learn the relative size of letters and to form letters that will flow easily into a joined style.

Stage 3 follows straight on. Children learn how to join letters using two basic joins – the 'bridge' join, the 'hill' join and the two variations on each.

Stage 4 helps children develop a mature and speedy style.

EYFS

For children in EYFS to meet the appropriate ELGs they need to be able to:

- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons
- 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 fast, 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. Sequences outlined through the Read Write Inc phonics & letter formation

Through specifically planned activities and experiences over the week, children in our EYFS develop the following skills to enable them to become fluent in handwriting:

- Good gross motor control
- Good fine motor control
- A language to talk about shapes and movements
- The handwriting movements involved in letter shapes

As the children progress through EYFS, they will be encouraged to:

- Learn letter formation alongside phonics using Read Write Inc letter mnemonics (appendix A)
- Use a pencil and hold it comfortably and effectively to form recognisable letters
- Write their first name correctly, beginning with a capital letter
- Form lower case letters using the correct sequence of movements, aided by the Read Write Inc. formation
- Form capital letters in the correct direction ([See Capital Letter guide](#)) and appendix B
- Form digits 0-9 ([See Digit guide](#))

Throughout the Early Years Foundation Stage, the children will be provided with a range of activities to develop their fine and gross motor skills needed for handwriting. Children in reception will have the opportunity to practise letter formation in a range of contexts. They are taught how to form letters in line with the RWI phonics programme. They are not taught to join at this stage. When teaching children digraphs, emphasis should not be placed on joining letters.

Children progress best when provided with a variety of different strategies to practise their handwriting so opportunities provided may look like but are not limited to:

- Tracing
- Sky writing
- Talking through the letter formation as it is being modelled
- Practice on paper
- Practice in handwriting books

Yearly teaching overview EYFS

Autumn 1	Spring 1	Summer 1
All 26 letters	a d g o c q u y b p 0 6 8 9 5	Stage 2 of Handwriting for those ready and know all 26 letters Capital letters
Autumn 2	Spring 2	Summer 2
Revise letters Introduce numbers	h n m r e s f i t k l j v w x z 2 3 1 4 7 Introduce capitals	Stage 2 of Handwriting for those ready and know all 26 letters Capital letters

Statutory requirements – Year 1

In Year 1, the children have daily handwriting practice. Sequences below are outlined through the Read Write Inc phonics & letter formation Stage 2.

The National Curriculum states that in Year 1 children should be taught the following in handwriting:

- 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 correctly (appendix b)
- form digits 0 to 9 correctly
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)

Following on from their learning in Reception, in Year 1 children recap letter formation in pure handwriting lessons in the following order learning the relative size and position on the line using the 'jam sponge' paper.

The children will also be taught to:

- Write with 'finger gaps' between words
- Develop speed and accuracy

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

Yearly teaching overview Year 1

Autumn 1	Spring 1	Summer 1
a d g o c q u y b p 0 6 8 9 5 Capital letters for the above	a d g o c q u y b p 0 6 8 9 5 Capital letters for the above	a d g o c q u y b p 0 6 8 9 5 Capital letters for the above
Autumn 2	Spring 2	Summer 2
h n m r e s f i t k l j v w x z 2 3 1 4 7	h n m r e s f i t k l j v w x z 2 3 1 4 7	h n m r e s f i t k l j v w x z 2 3 1 4 7

Statutory requirements – Year 2

In Year 2, the children have daily handwriting practice. Sequences below are outlined through the Read Write Inc Handwriting. Pupils must sit correctly at a table, holding a pencil comfortably and correctly

The National Curriculum states that in Year 2 handwriting 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 (At Moreton we use loops to join letters like y and g)*
- 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

In Year 2, 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.

The majority of children will:

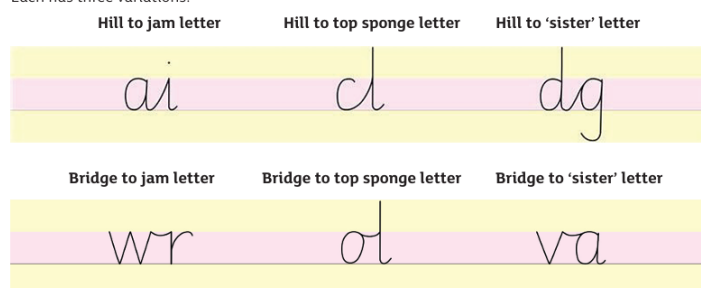
- Write legibly, using upper and lower case letters appropriately and correct spacing between words
- Form ascenders and descenders consistently and correctly.
- Practise writing at speed.

An example of the joins that children are taught sequentially in Year 2, RWI Handwriting, Stage 3

What do we teach at Handwriting Stage 3?

Children learn how to join letters using two basic joins: the 'hill' join and the 'bridge' joins.

Each has three variations:



Yearly teaching overview Year 2

Autumn 1	Rest of Year (30 sessions to be repeated)
Revise all letters in stage 2 RWI Handwriting Handbook Revise numbers	Hill to jam joins Hill to top sponge letter joins Hill to sister Bridge to jam Bridge to top sponge Bridge to sister Hill to egg Bridge to egg Joining to/from snake
There are 26 'keeping the shape' sessions to support a fluent, mature handwriting style through short repeated practice. Use these once all 30 sessions have been used, repeated and more practice is needed.	

Statutory requirements – Years 3 and 4

In Years 3 and 4, handwriting is taught in discrete sessions 2 x 15 mins weekly as a minimum. In addition to this The teaching of handwriting can also linked to the spellings being taught.

The National Curriculum states that in Year 3 & 4 handwriting, children should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- 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

And also states:

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.

By the end of Year 3 the majority of children will:

- Form and use basic handwriting joins taught to develop joined handwriting
- Further develop writing with speed and stamina
- Produce writing which sits on the line for the majority of the time

By the end of Year 4 the majority of children will:

- Use joined handwriting the majority of the time.
- Have ascenders and descenders in the correct place and on the lines
- Write with increasing speed and stamina.

For an example of the joins that children are taught sequentially in Year 3 & 4, see RWI Handwriting Handbook. Also detailed in here are the sentences children will write to practice the joins taught.

Yearly teaching overview Year 3 and 4 (Repeated in both years)

Autumn 1	Spring 1	Summer 1
Hill to jam letters x10	Hill to sister letters x10	Bridge to top sponge letters x10
Autumn 2	Spring 2	Summer 2
Hill to top sponge letters x10	Bridge to jam letters x10	Bridge to sister letters x10
Use 'keeping the shape' sessions if necessary, throughout year to ensure a fluent join.		

Statutory requirements – Years 5 and 6

In Year 5 & 6, handwriting is taught in discrete sessions 2 x 15 mins weekly as a minimum using the stages from previous year groups according to the needs to the children in the class (usually stage 3 or 4). The teaching of handwriting is also linked to the spellings being taught.

The National Curriculum states that in Year 5 & 6 in handwriting and presentation children should be taught to write legibly, fluently and with increasing speed by:

- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- Choosing the writing implement that is best suited for a task

The majority of children will:

- Write with consistent size and letter spacing
- Have a cursive, legible, accurate style
- Be able to write at steady dictation speed

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.

Appendix A

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



Appendix B – Capital Letters

a A b B c C d D e E f F g G

h H i I j J k K l L m M

n N o O p P q Q r R s S t T

u U v V w W x X y Y z Z

Appendix C - Progression in Handwriting

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<i>Handwriting</i> 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	<i>Handwriting</i> 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	<i>Handwriting</i> Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	<i>Handwriting</i> Pupils should be taught to: • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]	<i>Handwriting and presentation</i> Pupils should be taught to: • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task	<i>Handwriting and presentation</i> Pupils should be taught to: • Write in a consistent cursive hand, sustained and at speed. • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task