Holy Trinity CofE Primary School

Handwriting Policy

Policy Reference:	Holy Trinity CofE Primary School Handwriting Policy
Date Policy Reviewed:	July 2026
Reviewed by:	Head Teacher
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Completed by:	A.Reeson

Vision Statement

At Holy Trinity we believe that all people are precious and honoured in God's sight. From this belief comes a determination for all within our community to experience life in all its fullness, as promised by Jesus.

We embrace the holistic development for all in our community so that they may flourish academically, emotionally, and spiritually.

All that we do is underpinned by the modelling and promotion of six core values. These are: Justice, Service, Perseverance, Gratitude, Compassion, Courage and build on previous values of Peace, Hope, Friendship, Respect, Honesty and Forgiveness.

We offer a vision of human flourishing for all, one that embraces excellence and academic rigor, but sets them in a wider framework.

Handwriting Intent NEW

At Holy Trinity, we recognise that high-quality handwriting is a fundamental skill that underpins pupils' ability to communicate effectively across the curriculum. We aim for all pupils to develop a fluent, legible and efficient handwriting style that supports the composition of writing and enables them to write with confidence, stamina and pride.

Our intent is for pupils to:

- develop correct letter formation from the earliest stages of writing.
- build automaticity in handwriting so that cognitive focus can shift towards composition and content.
- demonstrate consistency in size, spacing, orientation and presentation.
- apply high standards of handwriting across all subjects.
- take pride in the presentation of their work.

We are committed to ensuring that all pupils, including those who require additional support, are given the opportunity to succeed through high-quality teaching, targeted intervention and consistent expectations across the school.

Handwriting Implementation

Teaching time

There should be a **minimum** of 2 x 15 handwriting lessons each week as well as time to practise.

Children who find handwriting difficult should be targeted for intervention.

Model used

Holy Trinity C of E Primary makes use of the Nelson Handwriting Scheme to support the teaching of Handwriting. Nelson provides appropriate electronic lessons to aid teaching and worksheets for children to either trace onto or copy content into their handwriting books. These resources are all accessed through a subscription to Nelson Handwriting on the Oxford Owl Website.

At Holy Trinity we have adapted the structure, order and pace of learning within the Nelson Handwriting Scheme to best meet the needs of our pupils as well as the expected outcomes we have for our pupils (See appendix 1).

Pupils will be taught how to write effectively for their age group through effective, high quality modelling from staff. Staff will model writing, with their handwriting mimicking the expected outcomes for the year group that they are teaching (e.g. Year one staff will not model with joins, year 2 staff will etc). All staff will have high expectations of children's handwriting across all books in all lessons. Feedback will be targeted

Seating and posture

- Chair and table should be at a comfortable height

- The table should support the forearm so that it rests lightly on the surface and is parallel to the floor

- Encourage children to sit up straight and not slouch

- The height of the chair should be such that the thighs are horizontal and feet flat on the floor

- Tables should be free of clutter

- Rooms should be well lit
- Left handed pupils should sit on the left of their partners

Pencil grip

- Children should write with a pencil (or pen when they receive their license) with a rounded nib. Pencils should be reasonably sharp.

- A tripod grip is the most efficient way of holding a pencil

For right handers

- Hold lightly between the thumb and forefinger about 3cm away from the point

- The paper should be placed to the right tilted slightly to the left

- Use the left hand to steady the paper

For left handers

- Hold lightly between thumb and forefinger resting on the first knuckle of the middle finger

- Hold about 3cm from the tip

- The hand should be kept below the writing line

- The paper should be tilted slightly to the right at about 20 - 30°

- Use the right hand to steady the paper

NB It is very important that a right handed child is NOT seated on the left hand side of a left handed child as their elbows will collide!

Techniques for teaching letter formation

- Model good handwriting all the time

- Demonstrate

- Talk through the process

- Encourage children to verbalise the process

- Children form letters in the air

- Finger trace over tactile letters

- Write over highlighter pen (or dotted letters)

- Draw round templates

- Write in sand with finger or stick

- Write with chalk on chalkboard

- Form letters with pegs on pegboard

- Form letters with beads in plasticine
- Finger trace the outline of letters on the back of the person in front of you

Teaching Sequence

EYFS

In EYFS, opportunities are planned to:

- Build core strength through gross motor activities including outdoor learning, Yoga and planned PE lessons.
- Develop hand strength and fine motor skills through a range of activities such as: threading, tracing, stencilling, using tweezers, interesting and varied opportunities and resources to mark make (chalk, paint, drawing apps,
- Develop an effective pencil grip and posture when writing
- Develop an interest in writing with opportunities to mark make indoors and outdoors.
- Form pre letter shapes that will help them to form letters accurately when ready – this is done through planned writing outcomes as well as write dance.

From Autumn 2 onwards Reception begin to learn the correct formation of letters. At HT, these are taught in a different order to the way in which Nelson introduces them. They are introduced in letter families (Curly Caterpillar Letters, Ladder Letters, One-armed Robot Letters and Zig-zag Letters). The main focus of teaching will be on the correct formation of letters and if children are ready adults will begin to encourage them to place letters on the line more accurately. *See the Long Term Handwriting Plan for Reception - listing the order of teaching for Reception. See Nursery's general LTP for an overview of when pre-letter sets will be taught.*

See Appendix 1 for the expected outcomes of formation at the end of Reception.

Year 1

In Year 1, children will continue to embed the formation of lower-case letters in family group order. More emphasis will be focused on the positioning of letters on the line. Children will also be taught the correct formation of Upper-case letters and numerals. *See the Long Term Plan for Y1 - listing the order of teaching for Year 1.*

See Appendix 1 for the expected outcomes of formation at the end of Year 1.

Year 2

In Year 2, children will continue to embed the formation of lower-case letters, upper-case letters and numerals. Continued emphasis will be put on on the positioning of letters on the line, sizing and spacing. Children will also be taught to begin to join letters. They will begin to learn the break letters too and that they do not join from: b, g, j, p, q, x and y and that they do not join to or from "z". *See the Long Term Plan for Y2 - listing the order of teaching for Year 2.*

See Appendix 1 for the expected outcomes of formation at the end of Year 2.

Year 3

In Year 3, children will continue to be encouraged to form letters with the correct positioning, sizing and spacing. They will continue to learn the correct joins and which letters are not joined (they will not join from: b, g, j, p, q, x and y and they will not join to or from "z".) *See the Long Term Plan for Y3 - listing the order of teaching for Year 3.*

See Appendix 1 for the expected outcomes of formation at the end of Year 3.

Year 4

In Year 4, children will continue to be encouraged to form letters with the correct positioning, sizing and spacing. They will continue to learn the correct joins and which letters are not joined. At this point they will begin to introduce a slight slant to their joined writing. *See the Long Term Planning for Y4 - listing the order of teaching for Year 4.*

See Appendix 1 for the expected outcomes of formation at the end of Year 4.

Year 5

In Year 5, children will continue to be encouraged to form letters with the correct positioning, sizing and spacing. They will continue to learn the correct joins and which letters are not joined. At this point they will begin to introduce a slight slant to their

joined writing. *See the Long Term Planning for Y5 - listing the order of teaching for Year 5.*

See Appendix 1 for the expected outcomes of formation at the end of Year 5.

Year 6

In Year 6, children will be given more opportunities to explore their own handwriting style. They will be encouraged to begin joining all lowercase letters, excluding and "x". *See the Long Term Planning for Y6 - listing the order of teaching for Year 6.*

See Appendix 1 for the expected outcomes of formation at the end of Year 6.

Impact - NEW

The impact of our handwriting curriculum is that pupils at Holy Trinity develop a fluent, legible and efficient handwriting style which supports effective communication across the curriculum. Pupils show increasing accuracy in letter formation, sizing, spacing and presentation, applying these skills consistently in all subjects.

Through regular practice and high-quality modelling, pupils develop automaticity in handwriting, allowing them to focus on the content and quality of their writing. They demonstrate pride in the presentation of their work and are able to transfer skills independently.

Pupils make clear progress from early mark-making in EYFS to joined, fluent writing by the end of Key Stage 2. Targeted support ensures that pupils who need additional help make progress from their starting points.

By the end of Year 6, pupils leave Holy Trinity with a secure, consistent and increasingly fluent handwriting style that prepares them well for the next stage of their education.

Assessment

Staff will have high expectations of children's handwriting. They will make use of the marking policy to feedback to children about their handwriting. Staff will ensure, verbal feedback is given and will make use of Gap Tasks or Closing the Gap time to ensure progress is made in handwriting. Staff will feedback to children within a handwriting session as well as any other lesson where children are writing their outcomes. Ensuring feedback on handwriting is consistent and regular across all subjects will ensure this basic skill is embedded.

Where significant issues with Handwriting occur, class teachers will use their AfL accordingly to plan additional activities, support or interventions to ensure children do not fall behind.

Each Year Group has a statement about Handwriting on their Writing TAF. Class teachers will therefore be assessing children's handwriting as part of their overall writing assessment.

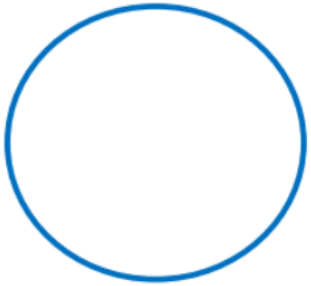
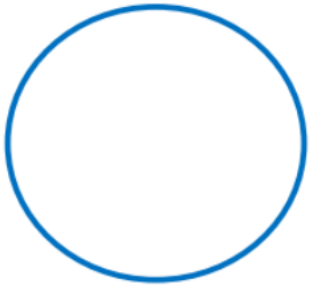
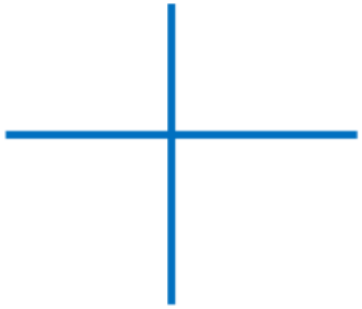
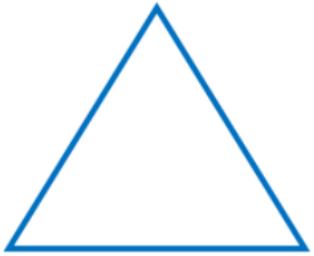
Appendix 1

Handwriting

Progression

Nursery

Pre-letter Shapes

set 1	set 1	set 1 Clockwise 	set 1 Anti-Clockwise 
set 2 	set 2 		
set 3 	set 3 	set 3 	set 3 

Reception

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

Notice the sizing of the 't'.

Year 1

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

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

0 1 2 3 4 5 6 7 8 9

Notice the k and the f have changed from Reception!

Year 2 and 3.

Joins (breaks)

abcdefghijklmnopqrstuvwxyz

Join to these letters, but not from!

Break letters

wobble trigger happen

square boxes rhyme

ajar

sizzle

Don't join to or from a 'z'.

Example

The quick brown fox jumps over the lazy dog.

Year 4 and Year 5

abcdefghijklmnopqrstuvwxyz

The same letters join and break as Year 2 + 3 but you start to introduce a slight slant.

Example

The quick brown fox jumps over the lazy dog.

Year 6.

abcdefghijklmnopqrstuvwxyz

In Year 6 children are encouraged to develop an individual handwriting style. This includes joining letters that they didn't join previously. Infact, all lower case letters can now be joined, only excluding joining from an x.