



Our vision statement: *Be brave. Be great. Be you.*

Our culture statement: *We are fun. We are together.*

St. George's CE Primary School:

Handwriting Policy

Rationale

Fluent, well-formed handwriting is more than presentation: it is a core transcription skill that underpins every aspect of writing.

- **For the writer:** When handwriting is automatic, pupils free up working memory to concentrate on vocabulary, grammar, and composition rather than the mechanics of forming letters. This increases stamina and supports confident, extended writing.
- **For the reader:** Neat, consistent handwriting reduces the cognitive effort needed to decode text, allowing full attention to meaning.
- **For learning across the curriculum:** Secure handwriting benefits note-taking, planning, editing, and all written recording, supporting progress in every subject.

Because of this, St George's gives handwriting explicit, regular teaching and celebrates progress. Our approach follows the **DfE Writing Framework 2025**, which emphasises systematic transcription, high expectations for legibility and fluency, and the integration of spelling and **dictation**.

Aims

- To develop fluent, legible, and automatic handwriting.
- To ensure consistency of approach across the school.
- To integrate handwriting with spelling and dictation.
- To enable children to apply handwriting in extended writing with stamina.

Implementation

Handwriting instruction should begin in reception, alongside phonics, and continue throughout primary school. It must be explicit, regular, precise, cumulative, and follow a clearly sequenced progression.

EYFS

Pupils take part in pre-writing activities to develop their fine and gross motor skills. The recognition of patterns is used to encourage mark making skills, using a wide variety of media, within our continuous provision. The children should begin to learn to hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases. Children will begin to form recognizable letters, most of which are correctly formed.

Reception

Handwriting instruction begins in Reception with **four whole class sessions a week**. Teaching focuses on correct shape and stroke formation, following the agreed **letter families** for consistency. Capital letters and numbers are introduced separately (see **Appendix B/C**). Letter formation is reinforced during phonics spelling practice, adult-focus writing activities and child-initiated learning.

Key Stage 1

Pupils take part in **four handwriting lessons each week** following the sequenced **letter-family progression** (see **Appendix B**) and the agreed **lesson structure** (see **Appendix F**). Children write in grey-lined books to secure accurate size and spacing in discrete handwriting sessions and across the curriculum. Once letter formation is fluent, they begin the **joining sequence** outlined in **Appendix D**.

Key Stage 2

Handwriting remains a priority with **at least three dedicated sessions each week**, using the **Writing Framework 2025** guidance and the school's **join progression** (see **Appendix D**) within the same **lesson structure** (Appendix F). Pupils continue to use **grey-lined books across the curriculum** to maintain consistent size, spacing, and presentation while refining fluency, speed, and a confident personal style.

Ready for Writing routines

At St. Georges we implement “ready-to-write” routines, ensuring correct posture, paper positioning, appropriate choice of writing implements, and adaptations for left-handed pupils to reduce the physical strain of handwriting (**See Appendix A**)

Dictation

Dictation is used across the school as a deliberate practice strategy: pupils write dictated sentences that include words they've learned. This helps them apply spelling knowledge and improve handwriting without the added cognitive challenge of composing at the same time. This is in line with guidance from the Writing Framework (Dfe, 2025).

Dictation Progression

- **EYFS:** Simple words and captions.
- **KS1:** Short sentences, spelling patterns, common exception words.
- **LKS2:** Sentences and paragraphs reinforcing joins, spelling, and punctuation.
- **UKS2:** Extended sentences requiring fluency and stamina.

Monitoring & Assessment

- Handwriting monitored across subjects, not just English.
- AFL during lessons ensures immediate feedback.
- Targeted support provided for children at risk of falling behind.
- By the end of **KS2**, all children should write with fluency, legibility and efficiency, in line with the Writing Framework 2025.

Handwriting Badges

To support children's progress in handwriting, we award badges in our Celebration Worship. All children have the handwriting progress sheets attached in their writing books so they can track their own progress, and teachers can give specific next steps, so they can earn their next badge. Children start on Handwriting Progress 1 and move to Handwriting Progress 2 once they learn to join.

★ HOW TO? GET READY FOR WRITING

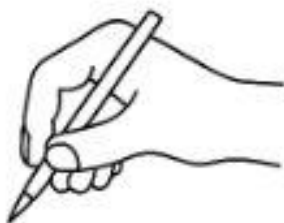
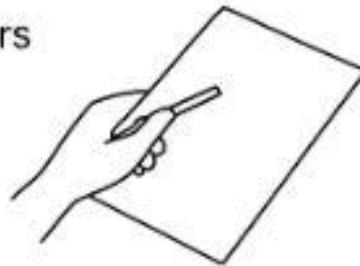


SITTING READY

- Sit tall – back against the chair
- Feet flat on the floor
- Arms resting, elbows free
- Look forward, not too close

POSITIONING YOUR PAPER

- Tilt your paper – right-handers to the left, left-handers to the right
- Use your other hand to hold the paper still



GET READY TO WRITE

- Pinch with thumb and pointing finger
- Rest on your tall finger
- Hold gently – not too tight

Appendix B – Letter Family Sequencing

EYFS & KS1 Sequencing

Group 1: Curly caterpillar letters (anti-clockwise curves)

c, a, d, g, o, q, e, s, f

Group 2: Long ladder letters (straight down stroke)

l, i, t, u, j, y

Group 3: One-armed robot letters (straight down then curve right)

r, n, m, h, b, k, p

Group 4: Zigzag letters

v, w, x, z

Appendix C – Capital Letters Sequencing

Capital Letters & Numbers


Group	Letters
1. Straight lines	L, T, I, E, F, H
2. Curves	C, O, Q, G, D
3. Loops and diagonals	B, P, R, M, N
4. Remaining letters	S, U, V, W, X, Y, Z

Appendix D – Joins Sequencing

Summer Y2 & KS2 Sequencing

<p>Stage 1: Diagonal Joins to Small Letters</p> <ul style="list-style-type: none"> • Join from: any letter ending on the line (e.g., <i>i, n, m, t</i>) • Join to: short letters (e.g., <i>i, n, u, e</i>) • <input checked="" type="checkbox"/> Focus: Basic diagonal stroke from baseline • Examples: <i>in, mi, ai, it</i> 	<p>Stage 2: Diagonal Joins to Tall Letters</p> <ul style="list-style-type: none"> • Join from: letters ending on the line • Join to: tall letters (ascenders – <i>l, b, h, k, t</i>) • <input checked="" type="checkbox"/> Focus: Diagonal join rising into ascender zone • Examples: <i>bl, th, kl, ch</i>
<p>Stage 3: Diagonal Joins to a, d, g, c, o, q</p> <ul style="list-style-type: none"> • Join from: letters ending on the line • Join to: curved letters (<i>a, d, g, c, o, q</i>) • <input checked="" type="checkbox"/> Focus: Requires extra stroke backwards across the top before forming the letter • Examples: <i>da, co, go, qa</i> 	<p>Stage 4: Horizontal Joins to Small Letters</p> <ul style="list-style-type: none"> • Join from: letters ending in an arm shape: <i>v, w, x, f, r</i> • Join to: short letters (e.g., <i>i, n, u</i>) • <input checked="" type="checkbox"/> Focus: Horizontal line across and slightly up from arm • Examples: <i>vi, wi, xi, fi</i>
<p>Stage 5: Horizontal Joins to Tall Letters</p> <ul style="list-style-type: none"> • Join from: <i>v, w, x, f, r</i> • Join to: tall letters (<i>l, b, h, k, t</i>) • <input checked="" type="checkbox"/> Focus: Careful alignment into ascender • Examples: <i>wl, rl, fl, vh</i> 	<p>Stage 6: Horizontal Joins to a, d, g, c, o, q</p> <ul style="list-style-type: none"> • Join from: <i>v, w, x, f, r</i> • Join to: curved letters (<i>a, d, g, c, o, q</i>) • <input checked="" type="checkbox"/> Focus: Smooth horizontal sweep into round start + backward stroke • Examples: <i>va, wa, fa, ro</i>

Appendix E – Summary chart for joins

 Summary Chart				
Stage	Join Type	From	To	Examples
1	Diagonal	line-end letter	small letter	ai, in, mi
2	Diagonal	line-end letter	tall letter	bl, th, ch
3	Diagonal	line-end letter	round letter (a/d/g/...)	da, co, ga
4	Horizontal	v, w, x, f, r	small letter	vi, wi, fi
5	Horizontal	v, w, x, f, r	tall letter	wl, fl, vl
6	Horizontal	v, w, x, f, r	round letter	va, fa, ro

Appendix F – Model handwriting lesson structure

Model Handwriting Lesson Structure

Review Previous Patterns	<ul style="list-style-type: none">• Already displayed on board• Pupils start task without need for instruction• Narrate positives• Can be used as a settling activity after lunch
Set Clear Learning Objective for new learning	<ul style="list-style-type: none">• Use sequence from Writing Framework• Reference how fits in with prior learning• Reference how fits in with St George’s handwriting structure
Models Under Visualiser	<ul style="list-style-type: none">• Demonstrate letter formation and joins• Refer to grey line and letter/join families
Children Practice	<ul style="list-style-type: none">• Children write letter/joins in handwriting books• AFL happens here• Teacher circulates and gives verbal feedback• Be precise with formation, not just outcome
Challenge/Scaffold as Needed	<ul style="list-style-type: none">• Provide extension activities for advanced learners• Offer scaffolding or support for those who need it
Apply Letter Formation/Join in Words	<ul style="list-style-type: none">• Teacher models applying letter formation/joins to words• Children write words using correct formation/joins
Dictation of Sentences	<ul style="list-style-type: none">• Use sentences with target joins & high-frequency words• Children write neatly, applying learned skills• Highlight key spellings/joins/words• Control variables to avoid overload
Review and Feedback	<ul style="list-style-type: none">• Teacher feedback on handwriting under visualiser• Explicit about what green highlights are given for

