

St. John's C.E. Primary School



St. John's Vision statement

Shine like stars

Through God's love, we will flourish and develop our gifts in our nurturing community, as we strive to be an inspiration to all.

Your light must shine before people, so that they will see the good things you do and praise your Father in heaven.' Matthew 5:16

Handwriting Policy

Reviewed: September 2025

Future Review: September 2026

Aims at St John's Primary School

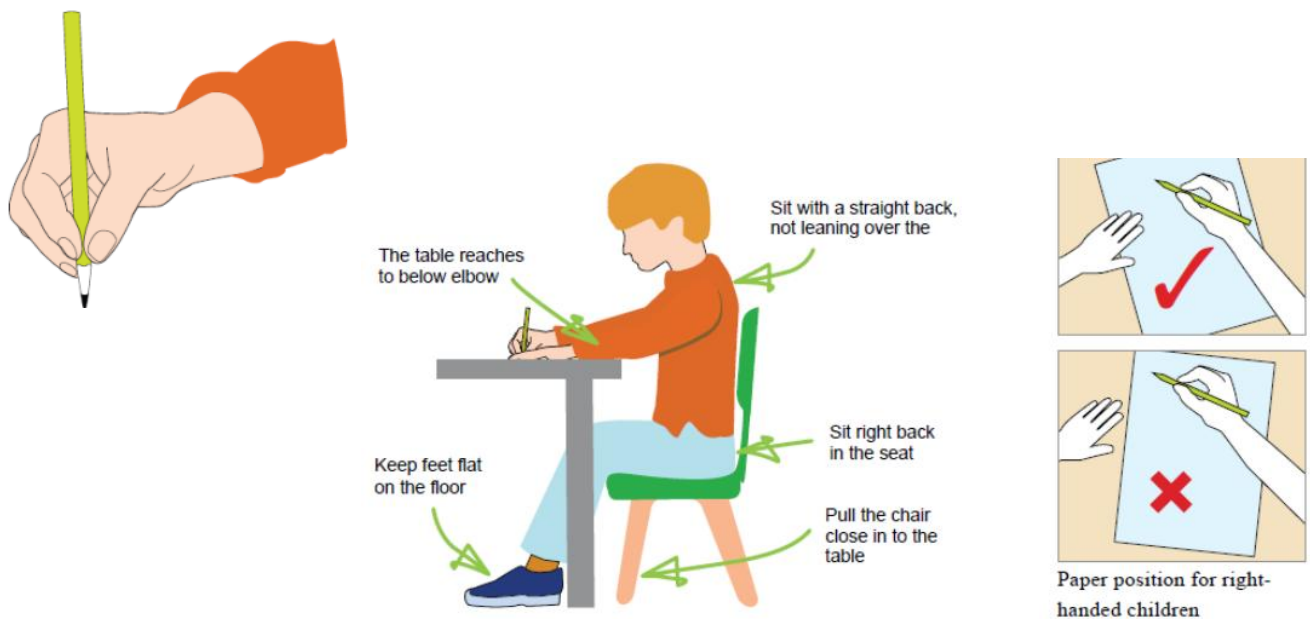
Our handwriting curriculum aims to:

- Enable children to write in a consistent, well-presented, and legible format.
- Ensure a consistent approach to teaching handwriting from Foundation Stage through Key Stages 1 and 2.
- Ensure that from the Summer Term of Year 1 to Year 6, children use a cursive writing style.
- Support children in confidently identifying the difference between lower- and upper-case letters.
- Ensure that skills taught in Key Stage 1 continue to develop throughout Key Stage 2.
- Maintain a consistent handwriting model from all adults in books, on whiteboards, displays, and resources.

Skills Children Will Be Taught

Children will be taught to:

- Hold a pencil correctly, using a tripod grip in which the pencil is pinched between the thumb and index finger, with the middle finger providing support underneath.
- Adopt the correct posture for writing.
Left-handed pupils should angle their paper appropriately and sit to the left of right-handed peers.
- Write from left to right and top to bottom.
- Start and finish letters correctly in a cursive style (from the Autumn Term of Year One onwards).
- Form letters that are regularly sized and shaped.
- Use consistent spacing between letters and words.
- Take pride in the presentation of their written work.



The agreed cursive script for St John’s (including the amended *f*) is used consistently. Capital letters should not join the rest of the word when modelled. Teachers should use terminology such as *lead-in stroke*, *lead-out stroke*, *top joins*, and *bottom joins*.



*Amended *f*



Teaching Approaches and Programmes Used

- **Foundation Stage and Key Stage 1:** RML Handwriting
- **Key Stage 2:** Letter-join

Progression Through the School

The table below demonstrates the expected amount of time each year group spends on spelling, handwriting, vocabulary/grammar/punctuation (VGP) and composition, illustrating how the focus changes as pupils move through the school.

EYFS (3 - 5 years)

Spelling	Handwriting	VGP	Comp
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KS1 (5 - 7 years)

Spelling	Handwriting	VGP	Comp
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Lower KS2 (7 - 9 years)

Spelling	Handwriting	VGP	Comp
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Upper KS2 (9 - 11 years)

Spelling	HW	VGP	Comp
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Foundation Stage:

Children develop gross-motor control through large-scale mark making (chalks, paintbrushes, finger paints, shaving foam, etc.) and refine fine-motor skills using various writing tools. They talk about shapes and movement and, as they progress, are taught correct letter formation using Read Write Inc. guidance and mnemonics.

By the end of Foundation Stage, the aim is that all children hold a pencil correctly and form letters and numbers accurately. Errors in grip or formation are addressed immediately.

Key Stage 1:

Children receive a daily 10-minute handwriting session (as part of EMW, English, or Phonics). Handwriting links with phonics, with new sounds modelled in cursive during RWI lessons.

- **Year 1:** Aim for all children to correctly form letters and begin joining in cursive by the end of the year.
- **Year 2:** Adults model cursive writing from the start. Children develop basic joins and transfer these into independent writing. Handwriting continues to link with phonics, with new sounds written in cursive.

By the end of Year 2, most children will write in pen.

Key Stage 2:

Handwriting is reinforced through English lessons and explicit teacher modelling. Children not on track receive additional targeted support or intervention.

- **Year 3:** Continued development of cursive handwriting, building on KS1 skills.
- **Years 4–6:** Cursive handwriting is expected across all curriculum areas. Children with neat, legible handwriting may use handwriting pens, though they may choose whichever writing tool suits them best.

Additional documents outline expected progression each half term:

- *Handwriting in the EYFS – Ruby Class*
- *Handwriting from Year 1–6*

Research Shows That:

- Handwriting improves with structured, targeted intervention.
- Effective intervention must include actual handwriting practice.
- Consistency, frequency, and ongoing teaching are essential.
- Cognitive approaches are beneficial for older children as well.

Handwriting underpins effective written communication across the curriculum. By teaching pupils to write with ease, speed and legibility through a consistent approach, we ensure they develop fluent letter formation and can focus on the content and quality of their writing. Handwriting is taught regularly and systematically throughout the school, and from the EYFS onwards it is prioritised so that all children build the strong foundations they need to become confident writers.