



Hamp Nursery and Infants School

**Handwriting
Policy
2025/26**

Introduction

At Hamp Nursery and Infants school our curriculum has been developed to meet the requirements of the 2014 National Curriculum for KS1 and the Early Years framework for Nursery and Reception. We believe that children learn best when their learning is fun and meaningful. Our curriculum has been carefully structured to ensure the progression of knowledge and skills, with opportunities planned to build upon these skills and knowledge to firmly embed both, helping our children to develop a life-long love for learning.

We ensure that children have real reasons to write, whether to explain, persuade, inform or instruct and that where possible, this can be embedded within text or linked to a curriculum area. This sits comfortably alongside the following statement from the English national curriculum:

'The national curriculum for English aims to ensure that all pupils write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.'

'The National Curriculum 2014'

Rationale

The National Curriculum for English (2014) defines the two dimensions of the writing process as:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)

It requires that teaching develops pupils' competence in both dimensions.

'Writing also depends on fluent, legible and, eventually, speedy handwriting.'

The National Curriculum (2014)

At Hamp Nursery and Infants School we recognise that handwriting is a skill, which like phonics and early reading, affects written communication across the curriculum. We understand that children must be able to write with ease, speed and legibility. Once the children are ready, we teach children to use the diagonal and horizontal strokes needed to join letters in some of their writing as a series of flowing movements and patterns. We believe that handwriting skills should be taught regularly and systematically.

Handwriting is a means of recording language on paper, using a generally understood system of symbols. It is an important life skill as a functional tool for expressing language and as part of self-image and expression of personality. As a school, we recognise that children's ability to write well for the rest of their lives depends on firm foundations of taught skills in their primary years.

The aim of this handwriting policy is to provide a clear and consistent approach to teaching handwriting within the Early Years Foundation Stage (EYFS) and Key Stage 1 (KS1). This policy aligns with the Little Wandle Letters and Sounds phonics scheme, ensuring that handwriting development is integrated with phonics instruction and that children develop the skills needed for fluent and legible writing.

Curriculum Statement

Curriculum Intent

At Hamp Nursery and Infants School, we strive to develop a secure knowledge of the foundations for reading, writing, and speaking and listening. We believe that early reading and phonics is crucial to a high-quality education that will lead into and impact on all areas of the curriculum. We believe that all learners need to develop a secure knowledge base in all areas of Literacy, which follows a clear pathway of progression from a starting point that is appropriate to each learner. We intend that every learner will develop an ability to communicate freely, effectively and confidently in spoken and written English.

At Hamp Nursery and Infants School we aim to teach handwriting to enable children to:

- Achieve a neat, legible style with correctly formed letters using the diagonal and horizontal strokes needed to join letters in some of their writing when appropriate in KS1.
- Develop flow and speed.
- Eventually produce the letters automatically in their independent writing.

Phonics and Handwriting

We start teaching phonics in Nursery/Reception and follow the Little Wandle Letters and Sounds Revised progression, which ensures children build on their growing knowledge of the alphabetic code, mastering phonics to read and spell as they move through school. As a result, all our children are able to tackle any unfamiliar words as they read. At Hamp Nursery and Infant School, we also model the application of the alphabetic code through phonics in shared reading and writing, both inside and outside of the phonics lesson and across the curriculum.

Integrating phonics and handwriting is essential for several reasons, especially in early literacy development. We understand that phonics teaches children the relationship between letters and their sounds and, when combined with handwriting, it reinforces this connection. Writing the letters by hand helps children internalise their shapes and sounds, making it easier to remember both. For example, when a child writes the letter "b" while practicing the sound /b/, the physical act of forming the letter supports their auditory and visual recognition of it. When children practice writing letters while learning their corresponding sounds, the physical activity strengthens the mental associations, making them more likely to remember both. Finally, we understand that handwriting requires control over fine motor movements, which helps develop dexterity and muscle memory. When children practice writing letters in the context of phonics, they are also developing the physical skills needed to form letters correctly, which supports fluent writing later on.

In order to achieve these aims, the following values are followed:

Teaching and Learning

All children:

- Experience continuity in learning and teaching across the school
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Are encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Are encouraged to use their skills with confidence and pride in real life situations.

Progression of Skills in the Early Years Foundation Stage

- Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint etc.

- Sessions are taught discreetly 3 - 5 times weekly through continuous provision and phonics lessons, following the Little Wandle letter formations. Handwriting sessions may take place during the afternoon phonics lesson.
- Children will begin to learn how to correctly hold a pencil.
- They will learn how to hold a pencil effectively to form recognisable letters, most of which are correctly formed.
- Children will be given the opportunities to develop their handwriting.

Progression of Skills in KS1

- Children continue to develop fine and gross motor-skills with a range of multisensory activities.
- Handwriting should be discussed and linked to phonics sessions. Teachers and support staff continue to guide children how to form letters correctly using the Little Wandle letter formations, using a comfortable and efficient pencil grip.
- Sessions are taught discreetly 3 - 5 times weekly, outside of daily Literacy and morning Phonics lesson. Handwriting sessions typically take place for about 10 minutes at the end of the afternoon Phonics lesson.
- Children should consistently and accurately leave spaces between words.
- They will be able to sit comfortably in a position for writing.
- The children will write legibly, using upper and lower-case letters appropriately using the diagonal and horizontal strokes needed to join letters in some of their writing when appropriate.

Curriculum Implementation

Across all areas of the curriculum, we provide opportunities for a variety of writing, reading and discussion. Quality first teaching is consistent throughout all areas of Literacy and the curriculum. We work in small groups and implement our learning from the levels that are appropriate to our learners.

Handwriting

We teach handwriting alongside our daily phonics work and in KS1 we have explicit handwriting sessions. We teach handwriting to ensure that work is presented neatly and is legible, and to ensure that children have the physical skill, dexterity, strength and resilience to enable them to use their motor skills easily so that this does not become a barrier to their creativity. Our specialist P.E. teacher takes groups of children throughout the year to focus on fine motor and gross motor skills to help develop the fundamental skill of handwriting. We have developed a scheme of work We have developed tailored schemes of work for both EYFS and KS1, based on the Little Wandle Letters and Sounds Phonics scheme, to ensure they effectively meet the needs of the children. These schemes provide a seamless integration of phonics and handwriting, ensuring consolidation and consistency in their learning.

Year	Teaching	End of Year Expectation (Impact)
Nursery	In the nursery, we focus on developing children's physical readiness for handwriting through activities that build fine and gross motor skills, while nurturing perseverance, resilience and an understanding of patterns through playful, repeated practice. See appendix 5 for warm up activities.	Strong foundation for future handwriting by supporting children's muscle development, coordination and confidence.

<p>Reception</p>	<p>Children to be taught how to hold a pencil correctly and the correct posture for writing - see appendix 4.</p> <p>Correct letter formation to be taught alongside phonics following the Little Wandle letter formation phrases (lower-case and capital letters to be taught) - see appendix 1 and 2.</p> <p>See appendix 5 for additional warm up activities.</p>	<p>Form MANY lower-case letters in the correct direction, starting and finishing in the right place.</p>
<p>Year 1</p>	<p>Autumn term - review correct letter formation following Little Wandle - see appendix 1 and 2.</p> <p>Spring term onwards - teach and model letter joins (digraphs only). See appendix 3 for the order in which individual letters are to be taught.</p> <p>See appendix 5 for additional warm up activities.</p>	<p>Form MOST lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Form lower-case letters of the correct size relative to one another in SOME of their writing.</p>
<p>Year 2</p>	<p>Continue to teach and model letter joins really focusing on letter size, orientation and relationship to one another - see appendix 3.</p> <p>Children to be taught to join some whole words but only when letter sizing and formation is really secure.</p> <p>See appendix 5 for additional warm up activities.</p>	<p>Form capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</p> <p>To achieve GD2 - Children to use the diagonal and horizontal strokes needed to join letters in some of their writing.</p>

Handwriting in EYFS

In the nursery, we focus on developing children's physical readiness for handwriting through activities that build fine and gross motor skills, while nurturing perseverance, resilience and an understanding of patterns through playful, repeated practice.

The Handwriting consistency approach for EYFS, based on the Little Wandle Letters and Sounds Phonics Progression, aims to develop early handwriting skills through the correct formation of letters, motor control and phonics-based instruction (see appendices). The consistency approach supports phonics progression by integrating letter formation with phoneme-grapheme knowledge. Teachers use Handwriting PowerPoints in their lessons, designed to align with the Little Wandle Letters and Sounds progression, ensuring consistency with the children's learning. We teach the children letter families alongside this progression to support them. Teaching 'printing first' and

'letters in their letter formation families' supports all children. When letters are taught in formation groups, the correct patterns are taught and reinforced.

The focus in the Autumn term for Reception continues to develop fine motor skills and introduce pre-writing activities, such as tracing shapes and practising hand-eye coordination. Children begin forming their first letters (s, a t, p, i, n) with guidance on proper starting points and stroke direction. Throughout the term, children work on reinforcing these skills through multi-sensory activities, like tracing in sand and shaving foam, and gradually practice writing simple words.

In the Spring term, we begin to include more letters and focus on building confidence in handwriting. New letters are introduced, with a focus on descender letters like "p" and "b". Activities include rhymes to support letter formation and fine motor tasks, such as tracing on textured surfaces. Children also start forming CVC words, like "pat" and "hat," to practice letter formation and spacing. Later in the term, additional letters (f, l, j, v, y) are introduced, and children continue practicing correct letter formation, emphasising spacing between letters in short words. Consolidation activities include independent writing practice, letter and word games, and partner writing sessions to reinforce both letter recognition and phonics knowledge.

The Summer term focuses on fluency. Simple letters are introduced, with an emphasis on fluidity and continuous motion. Children practice writing letters to form simple words and sentences. The focus is on consistency and neatness. Throughout the term, phonics learning is reinforced through blending, segmenting, and reading practice. Children gradually build fluency in print, writing simple sentences and engaging in independent writing tasks. Key teaching strategies include modelling letter formation, using a multi-sensory approach, providing consistent feedback, and celebrating progress.

Throughout the EYFS we continue to focus on fine motor activities, alongside learning letter shapes, to develop strength and dexterity so that writing the letter shapes and then writing words becomes a learnt and easily repeated motor skill that is informed by muscle memory.

Handwriting in KS1

The Year 1 Handwriting consistency approach follows the Little Wandle Letters and Sounds Phonics progression, aiming to develop fluent and legible handwriting in children through correct letter formation and phonics integration (see appendices). Sessions focus on building confidence in letter formation, sentence writing and introduces the diagonal and horizontal strokes needed to join letters in some of their writing from the Spring Term. Alongside this, in year 1 we also consolidate the idea of "letter families". Teachers use Handwriting PowerPoints in their lessons, designed to align with the Little Wandle Letters and Sounds progression, ensuring consistency with the children's learning. Handwriting lessons start with practicing the digraphs and trigraphs that have been taught, followed by writing words containing known digraphs and trigraphs. Teachers first model the process and then children practice writing the sounds and words themselves. This typically takes place for about 10 minutes at the end of the afternoon phonics session.

Once children are secure in their phonics knowledge and have learned common phonemes—usually by the end of Phase 3, though this can range from Reception to Year 2 depending on individual progress—we begin teaching handwriting through letter families. At this stage, children already recognise the basic shapes of letters, so handwriting instruction reinforces their understanding, builds resilience and helps refine fine motor skills. Grouping letters by similar formation patterns supports muscle memory and prepares them for joining. As children practise these patterns, they become more fluent, writing words with greater speed, accuracy, and confidence.

Curriculum Impact

The children's progress is measured and relatable to their starting points. Children will show their learning journey through well-evidenced and documented books, including a writing assessment book that shows progress from Nursery to end of KS1. Classes are labelled and supported by STC to ensure that all children can access the learning environment. Learners will move through the progression of skills at a level that is appropriate to them.

Children's handwriting is monitored regularly as part of their half termly writing assessments. In addition to this, because children write frequently across the curriculum, their handwriting is continuously observed and informally assessed. Where needed, targeted interventions are put in place to provide additional support. Ongoing monitoring and observations by the subject leader and senior leadership team (SLT) support high standards and promote consistent, effective practice across the school.

Assessment is integral to the learning process. Assessment is ongoing and evidence for recording and reporting purposes is gained from teacher observation, written and recorded work where necessary, The Foundation Stage Framework and KS1 assessments. Target setting is used throughout the school and tracking data is used both by class teachers and the SLT to analyse pupil progress and inform planning. We have worked as a whole staff to revise our assessment systems. This is ongoing and assessment records are reviewed each academic year.

Formative assessment is carried out on a daily and weekly basis to inform future planning. It involves identifying children's progress against teaching objectives, determining what children have already achieved and moving them on to the next stage of learning.

All learning is differentiated to meet the needs of the children and their phonics needs will determine what handwriting scheme they follow. Any further intervention, as identified by ongoing formative and summative assessment, will wherever possible be accommodated within the child's own classroom to provide a secure and familiar learning environment.

SEND

At Hamp Nursery and Infants School, we recognise that all pupils are entitled to high quality provision that enables them to achieve their potential across all subjects. We believe in positive interventions, removing barriers to learning and raising expectations and levels of achievement in order to provide a positive educational experience for all our pupils. All pupils follow the National Curriculum at a level, pace and challenge that is appropriate to their abilities.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have SEND. If we feel that it would be beneficial to supporting the children's needs and development, we would use the programme 'Write Dance in the Early Years'. Write Dance in the Early Years is a pre-writing programme for children aged 3-5 or those with SEND needs who are not ready for formal handwriting. It uses stories and themes as a foundation for movement and mark-making, with music and dance helping to enhance imagination and language development. The activities are structured into narrative themes that can either be developed into stories or enjoyed as standalone sessions.

Children are encouraged to link rhythm with rhyme, using their voices to describe movements as they dance. Once they master the movements, they repeat them while marking and create 'movement drawings'. They start with sensory materials like shaving foam and later move to tools such as crayons

and pencils. Through a variety of full-body movements and plenty of practice, children build the skills and confidence necessary for handwriting, such as shoulder and core strength, wrist flexibility, balance and coordination.

Differentiation

The goal of differentiation is to ensure that all children have equal opportunities to be successful learners, that they are all able to meet their intended outcomes, make good progress and understand their next steps. At Hamp Nursery and Infants School, we are committed to ensuring that every child succeeds, irrespective of their starting points or any barriers to learning. We value personal progress equally with academic progress and are careful to group the children in ways that promotes positivity and develops self-esteem. We are dedicated to providing quality-first teaching with appropriate differentiation to meet the needs of all our learners.

There are four main learning styles: visual, auditory, kinesthetic, and experiential. In our setting, differentiation to meet the children's learning styles may take on many different forms. Children may work as a whole class, in a small group or even individually. They may work indoors or outdoors. Some children may work practically with the support of resources, others may learn best through discussion or interaction, and some learn more formally by listening and following instructions. Class teachers have the flexibility and freedom to use their expert knowledge of the children they teach to plan in the way that best suits the needs of their individual learners. This may look different in each class. Pace, depth of learning and expected outcomes will all be planned appropriately to meet the children's needs, ensuring they are all able to become confident successful learners. Adult support will be directed by the class teacher depending on the specific needs of the class and individuals. In all classes, teachers will plan focused and engaging lessons that encourage children to learn. Lessons should be prepared in advance with a clear learning objective, which must be communicated to the children in all cases. Administrative tasks must be kept to a minimum and children should be involved in all parts of the lesson.

Policy written by: Mrs Charlotte Beresford - Summer Term 2025

Approved by: Head

Approved by Chair of Governors



























Review Date: Autumn 2027 or in line with any statutory changes.

Appendices

Below are documents that are used to support the teaching, delivery, recording of Handwriting in EYFS and KS1.

Appendix 1 - Little Wandle Letter Formation

Children should be taught to form letters using the formation phrases below:

						
Around the astronaut's helmet and down into space.	Down bear's back, up and round his big tummy.	Curl around the cat.	Round the duck's body; up to its head and down to its feet.	Around the elephant's eye and down its trunk.	Down the flamingo's neck, all the way to its foot, then across its wings.	Round the goat's face, up to his ear; down and curl under his chin.
						
Down, up and over the helicopter.	Down the iguana's body, then draw a dot (on the leaf) at the top.	All the way down the jellyfish. Dot on its head.	Down the kite, up and round, down to the corner.	All the way down the lollipop.	Down, up and over the mouse's ears, then add a flick on the nose.	Down the stick, up and over the net.
						
All around the octopus.	Down the penguin's back, up and around its head.	Round the queen's face, up to her crown, down her robe with a flick at the end. go Quick, it's the queen!	From the cloud to the ground, up the arch and over the rainbow.	Under the snake's chin, slide down and round its tail.	From the tiger's nose to its tail, then follow the stripes across the tiger.	Down and around the umbrella, stop at the top and down to the bottom and flick.
						
Down to the bottom of the volcano and back up to the top.	From the top of the wave to the bottom, up the wave, down the wave, then up again.	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.	Down and round the yo-yo, then follow the string round.	Zip across, zig down and across the zebra.		

Appendix 2 - Capital Letter Formation

Capital letter formation should be taught alongside lower-case letter formation from Reception onwards.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.



Handwriting

Consistency Approach for Planning, Teaching, Evidencing and Marking Handwriting

Planning

Teachers are required to follow the Handwriting scheme of work to guide and teach handwriting in their classes. They should also use phonics assessments to identify and address the children's phonics needs. For instance, when teaching Reception Spring B phonics, handwriting sessions should emphasise the sounds and new words introduced in the phonics lessons. Teachers should use the Handwriting PowerPoints developed alongside the Little Wandle Letters and Sounds planning for Reception and KS1. See the programme progression below for further details.

Teaching

Early Years Foundation Stage (EYFS) - Nursery

Motor skills	Activities
Developing gross motor skills	<ul style="list-style-type: none">• Whole body responses to the language of moving (e.g. jump, wave, stamp etc)• Large movements with equipment• Large movements with malleable materials (dough disco, dough gym)• Body responses to music (dance tidy)
Developing fine motor skills	<ul style="list-style-type: none">• Hand and finger play (e.g. finger painting, weaving, hole punching etc)• Making and modelling• Messy play• Using one handed tools and equipment• Hand responses to music
Investigating patterns	<ul style="list-style-type: none">• Pattern making• Dots• Straight lines and crosses• Circles and waves• Curves• Loops and bridges• Joined straight lines• Angled patterns• Eights• Spirals• Left to right orientation• Mix of patterns

Early Years Foundation Stage (EYFS) - Reception

Letter Formation in Reception:

- In Reception, children are introduced to letter formation through the *Little Wandle Letters and Sounds* phonics scheme, using both visual and kinaesthetic methods (e.g., tracing letters in sand, using pencils, and engaging in multi-sensory activities).
- Letters are taught in groups based on their phonetic sounds, beginning with those that are easiest to form and most common in early words.
- Children should use *correct letter formation* from the start, learning how to write letters using the *Little Wandle* letter shapes, focusing on:
 - Starting in the correct place (e.g., at the top for most letters)
 - Making sure letters are the correct size and shape
 - Using the correct stroke direction (e.g., from left to right, top to bottom)
 - Holding a pencil with the tripod grip to support legibility and control
- As children learn phonemes (sounds) through the *Little Wandle* scheme, they will practice writing corresponding graphemes (letters) and words.
- Focus will be placed on letters that appear in the sounds children are currently learning, ensuring they reinforce the phonics instruction with proper letter formation.

Correct Letter Formation in KS1:

- **Year 1:** By the end of Reception (EYFS), children should form most letters correctly, and the focus in KS1 shifts to ensuring they form all letters in a consistent style.
In KS1, children continue practicing the *Little Wandle Letters and Sounds* letter formations through writing tasks and phonics sessions.
Children will progress to using letter joins in their handwriting by the end of Year 1, where appropriate
- **Year 2:** Children should be encouraged to use horizontal and diagonal letter joins when writing.

Guidance for Writing in KS1:

- **Year 1:** Children continue to focus on forming letters using the *Little Wandle* style, starting with clear, separate letters and moving towards using letter joins where appropriate.
- **Year 2:** Children should begin to use horizontal and diagonal letter joins when writing consistently. They should be taught to connect letters smoothly in words, starting with simple two-letter joins and progressing to more complex connections as they gain confidence.

Letter-Size and Spacing:

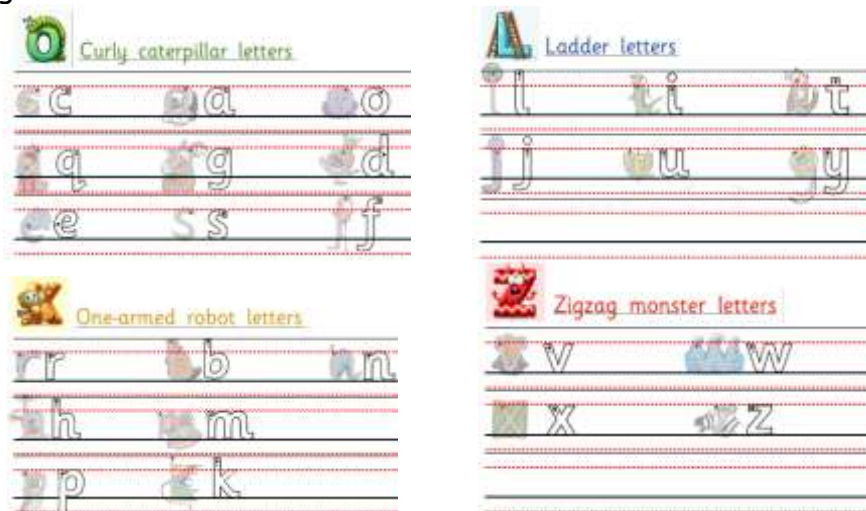
- Children should be taught how to maintain consistent letter size (e.g., tall letters, small letters, and descending letters), and appropriate spacing between words.
- The focus in Year 2 is on ensuring that letters are not too large or small, and that there is appropriate spacing between words to improve legibility.

Use of the *Little Wandle* Phonics Scheme:

- As children move through KS1, phonics instruction should continue alongside handwriting practice, ensuring that phonemes and graphemes are reinforced through both oral and written activities.
- Phonics lessons will often include writing words containing the sounds being learned, which reinforces correct letter formation and spelling.

Teaching the letter families:

- Alongside teaching letter formation, handwriting sessions must include the teaching of letter families. We teach the curly caterpillar letter family, the ladder letter family, the one-armed robot letter family and the zig-zag monster letter family.
- We teach letter families as the brain learns motor skills through practice and reinforcement. If letters are taught in formation groups, the correct patterns are taught and reinforced. See the progression document below for details.



Reception Progression:

Reception	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Warm up focus: Name writing					
	Practise letters in name	s, a, t, p	i, n, m, d	g, o, c, k	ck, e, u, r	h, b, f, l
Autumn 2	Warm up focus: Curly caterpillar letters c a d o g g e f s					
	ff, ll, ss, j	v, w, x, y	z, zz, q, qu	sh, th, ng, nk	Curly caterpillar letters	Target individual handwriting needs
Spring 1	Warm up focus: Ladder letters l i t j u y					
	ai, ee, igh, oa	oo oo, ar, or	ur, ow, oi, ear	air, er	Target individual handwriting needs	Target individual handwriting needs
Spring 2 Revision of 'l' and 'r' families	Warm up focus: One-armed robot letters r b n h m k p					
	l, i, t	u, j, y	r, b n	h, m, k, p	Target individual handwriting needs	Target individual handwriting needs
Summer 1	Warm up focus: Zigzag monster letters					

Revision of 'c' and 'z' families	v w x z					
	c, a, d	o, s, g	q, e, f	z, v, w, x	Target individual handwriting needs	Target individual handwriting needs
Summer 2	Warm up focus: Review of all letter families					
	Target individual handwriting needs - whiteboards, handwriting paper/books, chalk, sand, cornflour					

Year 1 Progression:

- Throughout handwriting sessions, letters families are taught in their formation groups and practiced and reinforced in Year 1. Teachers should refer to the letter formation families throughout their handwriting lessons, encouraging the correct formation and addressing misconceptions as they arise.
- From Spring 1, children should be introduced to letter joins.

Year 1	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Warm up focus: Zigzag monster letters v w x z					
Revision of 'l' and 'r' families	l, i, t	u, j, y	r, b n	h, m, k, p	Target individual handwriting needs	Target individual handwriting needs
Autumn 2	Warm up focus: Ladder letters l i t j u y					
Revision of 'c' and 'z' families	c, a, d	o, s, g	q, e, f	z, v, w, x	Target individual handwriting needs	Target individual handwriting needs
Spring 1	Warm up focus: Curly caterpillar letters c a d o q g e f s					
Begin teaching letter joins	ee, ea, wh, oa	ow, ph	le, al, ve	ou, se, ce, oe	Target individual handwriting needs	Target individual handwriting needs
Spring 2	Warm up focus: One-armed robot letters r b n h m k p					
Teach letter joins	or, oul, are	tch, ture, al	er, ear, ere	wr, st, sc	ch, ze	Target individual handwriting needs
Summer 1	Warm up focus: Review of all letter families					
Teach letter joins	ay, a-e, ea	ie, i-e, o-e	ue, ew, aw	ea, ir, ou, oy	Target individual handwriting needs	Target individual handwriting needs

Summer 2	Warm up focus: Review of all letter families
Teach letter joins	Target individual handwriting needs

Year 2 progression:

- Throughout handwriting sessions, letters families are taught in their formation groups and practiced and reinforced in Year 2. Teachers should refer to the letter formation families throughout their handwriting lessons, encouraging the correct formation and addressing misconceptions as they arise.

Year 2	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Autumn 1	Warm up focus: Curly caterpillar letters c a d o q g e f s					
Letter joins in words	ay, ea, ey, aigh	ew, ue, ou, er	or, al, oar, si	dge, ce, se, sc	or, ai, igh	Target individual handwriting needs
Autumn 2	Warm up focus: Ladder letters l i t j u y					
Letter joins in words	Target individual handwriting needs	ing, ed, er, est	ck, ch, tch	es	Target individual handwriting needs	Target individual handwriting needs
Spring 1	Warm up focus: One-armed robot letters r b n h m k p					
Letter joins in words	gn, kn, wr	Tricky words	Tricky words	Tricky words	ge, dge,	Target individual handwriting needs
Spring 2	Warm up focus: Zigzag monster letters v w x z					
Letter joins in words	qu, ar	or, wh	es	ey, ee	le, al, il, el	Target individual handwriting needs
Summer 1	Warm up focus: Review of all letter families					
Letter joins in words	Tricky words	zh	ment, ness, ful,	less, ly	Target individual handwriting needs	Target individual handwriting needs
Summer 2	Warm up focus: Review of all letter families					
Letter joins in words	Target individual handwriting needs					

Teaching Strategies

Multi-sensory Approach:

- Throughout EYFS and KS1, handwriting should be taught through a multi-sensory approach, including activities like:
 - Tracing letters in sand or on whiteboards
 - Forming letters using playdough or other tactile materials
 - Writing letters in the air with fingers
 - Singing songs or rhymes about letter formation to help reinforce memory

Teacher Role:

- Teachers should model correct letter formation during phonics sessions and encourage children to practice writing both letters and simple words during every phonics session.
- Teachers should provide regular, focused opportunities for children to practice their handwriting both during phonics and across the curriculum (e.g., in writing tasks, science investigations, or topic work).
- Modelling of expectation in all adults writing, including marking and displays.

Evidencing and Marking:

- We will not expect to see handwriting books marked every day in the usual way. However, we will expect to see evidence that the books have been looked at, this may include verbal feedback and comments. We should be assessing individual needs and putting in interventions where needed.

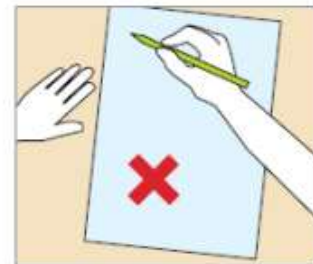
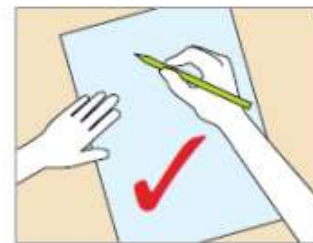
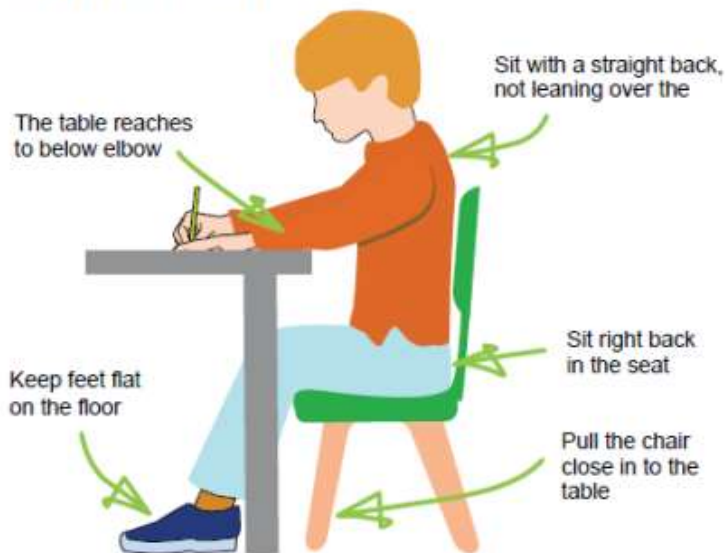
Appendix 7 - Pencil grip and posture

Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below:



Children should be encouraged to adopt the correct writing position as shown below:

SITTING POSITION

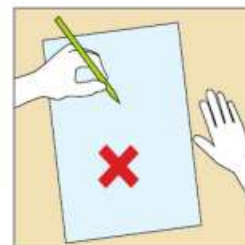
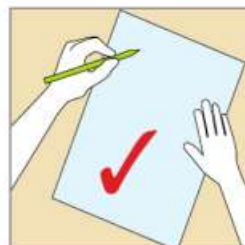
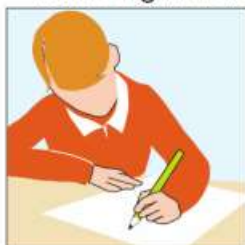


Paper position for right-handed children

Left-handed children

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.

- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children.

Appendix 5 - Handwriting warm-up activities

Fine Motor Skills

A selection of fine motor skills activities to use before each handwriting lesson.

Finger and Hand Exercises:

Here are some fun warm up exercises to wake up your fingers and hand muscles before you start to write.

Action	Description
Finger Stretches	Put the tips of your fingers together and straighten your fingers by pushing your fingertips against each other. Repeat 5 times.
Play the Piano	Touch the table with one finger at a time from each hand like you are playing the piano. Start slowly and get faster.
Fishing Hooks	Put your elbows on the table, keep your hands apart, squeeze your fingers together on each hand and point them to the sky. Now make a hook with your fingers. Hold, then straighten five times.
Fireworks	Make a fist with both hands and hold them tight. Then let your fingers go like exploding fireworks! Repeat five times.
Take a Bow	Put your elbows on the table, keep your hands apart, squeeze your fingers together on each hand and point them to the sky. Bend your fingers inwards so your fingers bow to each other. Repeat 5 times.

Pencil Activities:

Practice holding your pencil correctly by using a tripod grip and select an appropriate activity:

Action	Description
Quack, Quack Fingers	Start your warm-up by making a beak with your thumb and first finger on both hands. Make them quack twice, then do the same with your other fingers.
Roly-poly Pencil	With the palm of your hand facing upwards, lay your pencil flat across your fingers. Use your thumb to roll it backwards and forwards. Now try it with your other hand.
Crawling Caterpillar	Hold your pencil ready to write. Move the pencil through your three fingers to the top like a crawling caterpillar. When you get to the top, make your caterpillar crawl back down again!
Helicopter Twirls	Hold your pencil in the middle with your three correct fingers. Make a twirling helicopter by moving your fingers one at a time from one side of the pencil to the other.