



Handwriting Policy

1. Purpose and Scope

This policy sets out our whole-school approach to teaching, assessing and leading handwriting so that pupils develop fluent, legible handwriting that supports writing fluency and composition. It aligns with the DfE Writing Framework (2025) and Ofsted's renewed Education Inspection Framework (EIF) and school inspection toolkit (from Nov 2025).

2. Intent

Curriculum intent for handwriting: a clearly sequenced, knowledge-rich progression from Reception to Year 6 that builds automaticity in letter formation, positioning, spacing and, when ready, joining. Handwriting is taught alongside spelling as part of transcription and underpins fluent composition. Early priority is given in Reception and KS1 to secure the foundations for all pupils, including those who are not yet at age-related expectations.

3. Implementation

- a) Direct instruction: Daily explicit teaching in EYFS/KS1 in both phonics and formal handwriting sessions and regular sessions in lower KS2; consistent script and letter-family formation; modelling of posture, pencil grip, paper position, start points and directionality.
- b) Sequencing: Fine/gross motor readiness → single letters → letter families → words/short sentences → joining (when secure). Quality over quantity until transcription is automatic.
- c) Integration: Handwriting taught in tandem with phonics/spelling; retrieval practice and overlearning embedded; application across the curriculum.
- d) Inclusion: Reasonable adjustments (paper, grips, sloped boards, enlarged lines), additional time, reduced copying, multisensory practice; alternative recording (e.g., typing/dictation) where appropriate to remove barriers while maintaining ambition.
- e) Environment & resources: Shared visual alphabet charts, consistent displays of the agreed script, age-appropriate lines, and accessible tools.
- f) Staff development: Regular CPD on teaching transcription, consistency of modelling and feedback; coaching for new staff and TAs.

4. Impact

We evaluate whether pupils have secured legible, fluent, and increasingly rapid handwriting that does not constrain composition. Evidence includes pupils' work over time and lesson visits, Leaders triangulate intent–implementation–impact by reviewing the progression map, observing teaching, and sampling books across classes and groups (including SEND and EAL).

5. Progression & Non-Negotiables

Reception: secure letter formation (most taught GPCs), correct start points, orientation, size relative to lines; write own name; dictated words/sentences.

KS1: consistent sizing and spacing; all letter families accurate; increasing stamina;



introduction to joining when ready and secure.

Lower KS2: fluent, joined handwriting in most writing; control of slant and spacing; stamina across subjects.

Upper KS2: fluent, legible, efficient personal style; automatic transcription supporting extended composition.

6. Assessment & Monitoring

Formative: in-lesson feedback on grip, start points, letter formation and joins; quick scans of books for consistency.

Summative: termly samples against year-group expectations and writing fluency indicators.

Pupil groups: leaders monitor disadvantaged, SEND and EAL pupils for equity of access and progress; targeted catch-up provided.

Reporting: subject leader reports to SLT and governors termly on provision, training and impact.

7. Support and Intervention

“Keep up” practice for any pupil not secure in formation/sizing; short, frequent drills (5–10 minutes). For persistent difficulty, time-limited, evidence-informed interventions focusing on motor skills, formation and automaticity. Where handwriting presents a significant barrier, alternative recording approaches are provided alongside continued instruction.

9. Roles & Responsibilities

Class teachers: deliver sequenced lessons, give precise feedback, maintain environment and resources.

English/Handwriting Lead: monitor implementation and impact, lead CPD, report to SLT/governors.

SENCo: ensure adaptations and targeted support; monitor outcomes for pupils with SEND.

SLT/Governors: assure alignment with writing framework 2025 expectations; resource CPD and materials; review impact.

11. Review Cycle

This policy is reviewed annually or in response to updated national guidance.