

Brunshaw Primary School



'Inspiring children to be resilient and aspirational learners, within a positive and considerate community.'

Handwriting Policy

May 2026

Agreed by Governors: 21st May 2026

Handwriting Policy

At Brunshaw Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use Letter-join's on-line handwriting resource and Lesson Planners as the basis of our handwriting policy as it covers all the requirements of the National Curriculum.

Objective

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage Two all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

Our intention is to make handwriting an automatic process thus reducing cognitive load.

Aims:

- To develop a neat, legible, speedy handwriting style using continuous cursive letters, which leads to producing letters and words automatically in independent writing.
- To establish and maintain high expectations for the presentation of written work.
- For pupils to understand, by the end of Year 6, the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

Children are expected to use a good standard of handwriting in all pieces of written work.

All teaching staff are expected to model the printed or cursive style of handwriting chosen for each year group in our school in all their handwriting, whether on whiteboards, displays or in pupils' books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and develop their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross disciplinary skill which will be applied in all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

Pens and pencils

Children will start handwriting using a pencil. In Spring term of Year Five, children will begin to practise using a black biro pen. By Year Six children will make the choice of the appropriate writing tool for the task they are set. When using pen, mistakes will be crossed out using one neat line with a ruler.

Inclusion

For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and those with special educational needs, the appropriate additional support will be put into place. Letter-join's Lesson Planners all include differentiation activities for extra practice/challenge.

Handwriting will always be taught appropriate to the developmental stage of the child. For example, a KS2 child, with a specific fine motor need will continue to practice and record in print rather than moving to a cursive style.

Warm-ups

We recognise the importance of the development of gross and fine motor skills in the teaching of handwriting. In EYFS, there is a focus on developing these skills through a wide range of multi-sensory activities. In older classes, all handwriting lessons will begin with warm-up activities to build muscle strength and stamina for writing.

Progression of teaching and learning

Our Handwriting Scheme

At Brunshaw Primary School we use Letter-Join as a teaching scheme for handwriting. Teachers are encouraged to make good use of the resources including animations, practise sheets and lesson planners. As with all schemes, teachers are encouraged to make appropriate adaptations according to the needs of their class, for example, revisiting an earlier skill that has not yet been secured.

Letter join divides the letters into the following letter families:

Long Ladder Letters



i l t u j y

Letter-join

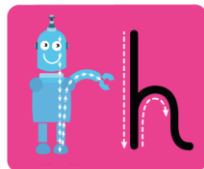
Curly Caterpillar Letters



a d c o f e s g q

Letter-join

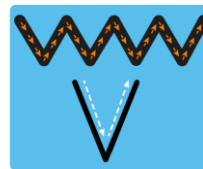
One-armed Robot Letters



b h k m n p r

Letter-join

Zig-zag Letters



v w x z

Letter-join

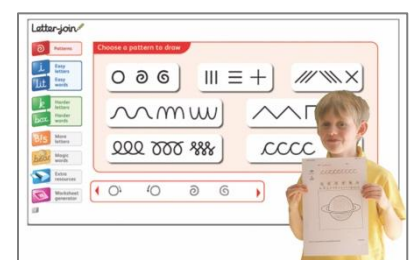
The 'patter' to write the letters remains consistent to that learned during phonics lessons.

When learning to write, Brunshaw Primary School has made the decision to use the printed form of the letters with a cursive style being introduced at the start of Year Two, or later if children are not developmentally ready.

Early Years

For our youngest pupils we teach short handwriting lessons on a daily basis, which will include the following:

- enhancing gross motor skills such as air-writing, pattern-making and physical activities
- exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc.
- becoming familiar with letter shapes, their sounds, formation and



vocabulary

- correct sitting position and pencil grip for handwriting

As the teaching sequence for optimum phonics teaching differs to that of handwriting, the teaching of handwriting in the early weeks of the Reception year will be focused on pre-writing patterns. Letter formations are not taught until the children have a working understanding of the phoneme-grapheme correspondence.

Module 1 Print: Reception teaches handwriting using the printed method. It starts with fine and gross motor skills warm-up exercises, correct sitting position and tripod pencil grip.

It is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words

At the end of this module, At the end of this module, children should be able to recognise and form all the printed, lowercase letters of the alphabet.



Key Stage One

Module 2 Print to Cursive: Year One teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for Module 3 when children are required to start joining their handwriting.



It is divided into three sections covering:

- warm-ups, letter families and capital letters
- uses of printed letters
- numbers and symbols
- introducing pre-cursive patterns and cursive letters

On finishing this module, children should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with the orientation of cursive letters.

Module 3 – Starting Cursive: Year Two introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

The sections in this module cover:

- cursive letters and words
- letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts



With the regular handwriting practice throughout this module, children should now be developing the fluency and speed of their writing.

Key Stage Two

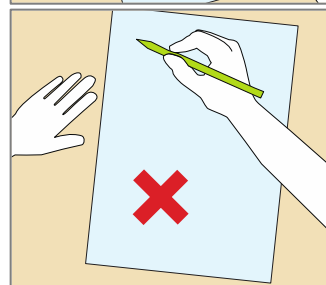
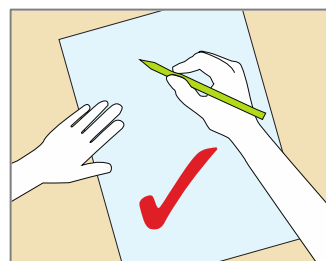
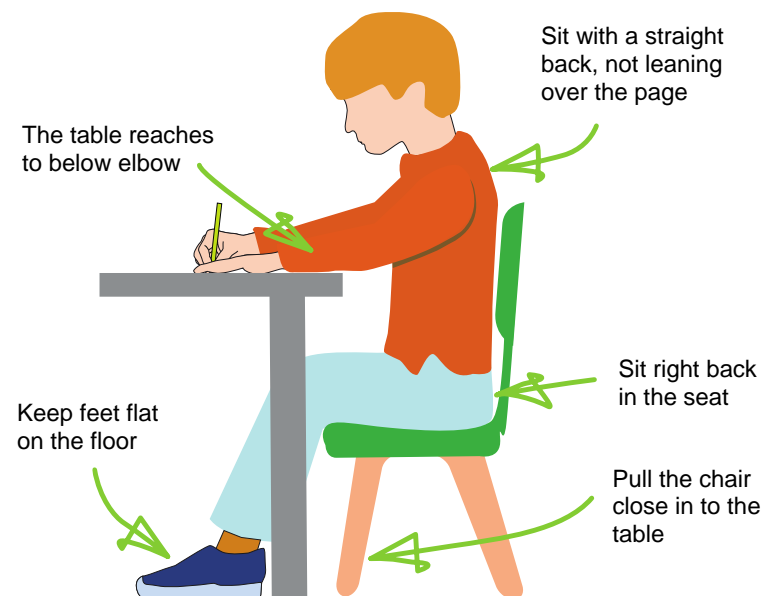
Throughout Key Stage Two children should be consistently writing in a cursive style throughout their independent writing in all subjects. The taught handwriting curriculum helps them to refine their handwriting in line with the requirements of each lesson and subject area. Regular practice and teacher modelling remains key throughout. Learners will continue to build on producing fluent, consistent and legible handwriting

By the end of year six, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters

Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION



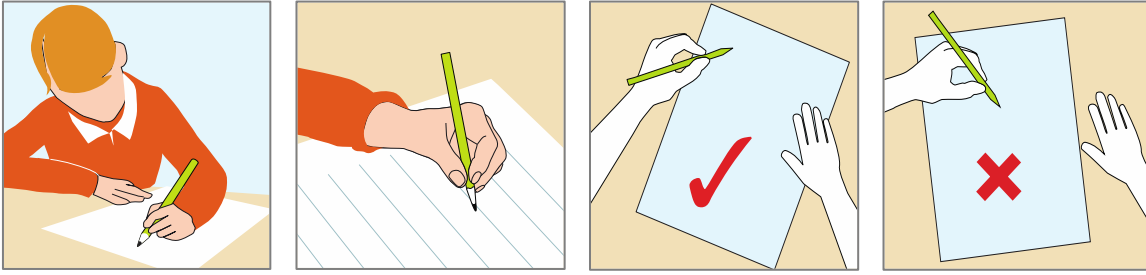
Paper position for right-handed children.

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.

The Tripod Pencil Grip

Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

Right-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift it off the table, Spin it round... and grip.

Left-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift it off the table, Spin it round... and grip.

Letter Formation for print (Letter join print plus)

Printed Plus lower case letters

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

Letter Formation of cursive (LetterJoin plus)

Cursive Lower Case Letters

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

Capital Letter Formation

Capital Letters

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

May 2026

Review date: May 2028