Kingsfield First School

Handwriting Policy 2026

The Handwriting Policy in respect of the Children First Learning Partnership has been discussed and adopted by the Local Advisory Board	
Chair of Local Advisory Board:	*Mr. C Clulow*
Responsible Officer:	*Kingsfield Headteacher- Mrs C Hodson*
Agreed and ratified by the Local Advisory Board on:	*March 2026*
To be reviewed:	*March 2028 or earlier if required*

Kingsfield First School Handwriting Policy

The overall intent of our school curriculum is to:

Recognise uniqueness: in our pupils, staff, resources and whole school community.

Be Inclusive: recognising learning styles, learning needs at all levels and providing solutions to any barriers to learning we encounter.

Engage and Inspire: through knowledge rich, highly enriched, progressive and purposeful contexts.

Promote Aspiration: offering challenge, accountability and responsibility for their learning.

Create citizens of the Future: who thrive on responsibility, see difference as a strength of our community and use democracy to embed their own values and beliefs.

Our English curriculum strives to drive all of these intentions and links very closely to the achievement and development of them all.

Intent

Our challenging and creative English curriculum aims to enable all pupils to achieve ambitious levels of literacy. Children are provided with an exciting and innovative curriculum which promotes a love of reading and a belief that everybody is an author.

Children are exposed to high quality literature to inspire their own writing and to model engaging uses of the English language. Through the critique of these texts, children develop their oral comprehension skills. Imagination and originality are nurtured through exploration, discussion and drama. Spelling, punctuation, grammar and phonics teaching ensure that children have the skills and confidence to develop their writing style across a range of genres and in varied contexts.

We recognise the importance of communication and language development in achieving academic success in English. Therefore, oracy is at the heart of our curriculum. Children are immersed in a language rich curriculum that intends to give all pupils an extensive vocabulary and oral proficiency.

Implementation

Year Group Expectations:

EYFS expectations:

Pupils should be taught to:

*Sit correctly at a table, holding a pencil comfortably and correctly.

*Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

*Use some clearly identifiable letters to communicate meaning, representing sounds correctly and in sequence patterns, building to letter families curly, long, bouncy and zig-zag letter families.

*Write own name and other things such as CVC labels and captions.

*Write short sentences in meaningful contexts.

*Form capital letters

*Begin to form digits 0-9 accurately.

Year 1 expectations:

Pupils should be taught to:

*Sit correctly at a table, holding a pencil comfortably and correctly.

*Form lower-case letters in the correct direction, starting and finishing in the right place

*Form capital letters accurately.

*Form digits 0-9 & 10-20

*Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these (curly, long, bouncy and zig-zag letter families).

Year 2 expectations:

Pupils should be taught to:

*Form lower-case letters of the correct size relative to one another

*Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

*Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters

*Use spacing between words that reflects the size of the letters.

Years 3 and 4 expectations:

Pupils should be taught to:

*Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

*Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that the lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Teaching and Learning Methods

*In Nursery children begin by developing their physical movement and finger manipulation through Squiggle While you Wiggle and 'Dough Disco' sessions. This involves using a tub of dough to roll, punch, pinch, flatten and squeeze the dough into shape whilst listening to a music track. This is continued into Reception for those children who need additional motor skills support. As the children are focussing on recognising initial sounds letter formation is modelled and supported by adults through facilitation.

*In Reception, children take part in daily letter formation practice, which is reinforced through the daily phonics Little Wandle sessions. Children in Reception also have access to Funky Fingers activities Formation station. Handwriting is taught 4x a week (15 minutes) following the Little Wandle Handwriting Scheme. Children will work initially through patterns, building to curly, long, bouncy and zig-zag letter families through Autumn, capital letters and reinforcing the letter families through Spring Term until diagraphs and trigraphs are taught in the summer term.

*Y1 will complete handwriting with a focus on the 4 letter formations, curly, long, bouncy and zig-zag letters. They will also secure number formation. Handwriting is taught 4x a week (15 minutes) following

the Little Wandle Handwriting Scheme. By the end of year 1 most children will be accurately forming letters and numbers using the correct size and positioning on the line.

Y2 upwards:

Once children have a consistent style, they begin to join;

*Further secure / develop a consistent size and shape of letters and a regularity of spacing between letters and words

*Join letters correctly (from Y2 if appropriate)

*Develop greater control and fluency as they become increasingly confident.

*Handwriting Lessons will be taught 4x a week (15 minutes) following the Little Wandle Handwriting Scheme.

*As English writing is levelled and moderated, handwriting and letter formation forms part of the overall assessment.

*Day to day live marking may also comment on handwriting where there is a need.

Inclusivity

Those children that are working significantly below their year group expectations will be exposed to the handwriting expectations which are at the appropriate level for them and where appropriate links to their PLP targets. They will not be expected to join their writing. Increased access to the use of word processing facilities will be made where appropriate. When appropriate children will also be given pencils designed to encourage correct pencil grip.

Impact-

What we aim to achieve from our English curriculum across the Children First Learning Partnership;

*To raise attainment and encourage a consistent approach throughout the school

*To develop correct letter formation.

*To encourage a high standard of presentational skills in all contexts when writing.

*To enable children to produce a legible, consistent and fluent handwriting style which enables the children to write efficiently in terms of speed.

*For all handwriting to be modelled effectively by both teachers and support staff throughout the school.

Role of Leaders

*Plan an effective and varied schedule of monitoring including moderation, which is triangulated through our internal school, leader and triad moderation, so that the Quality of Education in English is embedded throughout the school and the CLFP.

*Respond quickly and in a supportive manner to overcome barriers to implementation and impact.

*Use assessment information to provide effective CPD and challenge.

*Provide clear updates to the Local Advisory Board, Head Teacher and SLT.

Version	Review Date	Changes Made
Version 2	03.03.26	Head Teacher Name updated. Review date changed…March 2028
Version 2	03.03.26	**EYFS expectations** added… Sit correctly at a table, holding a pencil comfortably and correctly. patterns, building to letter families curly, long, bouncy and zig-zag letter families. • Form capital letters • Begin to form digits 0-9 accurately.
Version 2	03.03.26	**Year 1 expectations** wording for families changed to… curly, long, bouncy and zig-zag letter families
Version 2	03.03.26	**Teaching and Learning Methods** Added… Reception – Handwriting is taught 4x a week following the Little Wandle Handwriting Scheme. Children will work initially through patterns, building to curly, long, bouncy and zig-zag letter families through Autumn, capital letters and reinforcing the letter families through Spring Term until diagraphs and trigraphs are taught in the summer term.
Version 2	03.03.26	**Teaching and Learning Methods** Added… Y1 will complete handwriting with a focus on the 4 letter formations, curly, long, bouncy and zig-zag letters. They will also secure number formation. Handwriting is taught 4x a week (15 minutes) following the Little Wandle Handwriting Scheme. By the end of Year 1 most children will be accurately forming letters and numbers using the correct size and positioning on the line.
Version 2	03.03.26	**Teaching and Learning Methods** Edited / Updated… **Y2 upwards:** Once children have a consistent style, they begin to join; • Further secure / develop a consistent size and shape of letters and a regularity of spacing between letters and words • Join letters correctly (from Y2 if appropriate) • Develop greater control and fluency as they become increasingly confident. • Handwriting Lessons will be taught 4x a week (15 minutes) following the Little Wandle Handwriting Scheme. • As English writing is levelled and moderated, handwriting and letter formation forms part of the overall assessment. • Day to day live marking may also comment on handwriting where there is a need.