



## **St Edmund's Handwriting Policy**

**Written by: Mr Harding (June 2026)**

At St Edmund's Primary School we are very proud of our pupil's handwriting and take particular care in our handwriting style. We use an efficient handwriting style that covers all the requirements of the National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. By the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

### **Aims and Objectives**

- To enable each child to write legibly, fluently and at a reasonable speed.
- To encourage children to take pride in the presentation of their work.
- To ensure a consistent approach to handwriting and presentation throughout the school.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard, on displays and resources.

## **Expectations**

All teaching staff are required to model efficient handwriting on whiteboards, displays or in pupils' books. Pupils should experience coherence and continuity in the teaching of handwriting across the school. Each class will be given a handwriting crib sheet that will be clearly displayed. This will outline the four handwriting families and the letters that we will join or don't join.

## **Frequency:**

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. There will be three dedicated sessions a week. Formal teaching of handwriting, through modelling, will be taught in the first session, which should be approximately 20 minutes. This will be followed by two shorter sessions, approximately 10 minutes each, where children will consolidate and practise the skills that have been taught.

## **Pens and pencils**

Children will start handwriting using a soft pencil. When fine motor skills have been established and handwriting is consistently neat and legible, a handwriting pen can be used. Class teachers will judge whether a pupil is ready to progress to using a pen.

## **Inclusion**

For children who experience handwriting difficulties due to fine motor development, including those who are lefthanded and those with special educational needs, the appropriate additional support will be put into place such as: pencil grips, handwriting intervention groups and exercises designed to strengthen fine motor skills.

## **Expectations for each year group:**

### **Early Years – Reception:**

- Hold a pencil effectively in preparation for fluent writing – using the TRIPOD GRIP in almost all cases.
- Ensure children are in the correct seating position.
- To begin to mark make and make patterns in the air, sand or using paint.
- Begin to show accuracy when drawing.
- Finger gym exercises to strengthen and warm up the fingers.
- To begin to write recognisable letters.
- To use formation phrases to teach letters – Mnemonics. (Little Wandle)

### **Year 1:**

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Finger gym exercises.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Form capital letters.
- Form digits 0-9
- Understand which letters belong to which handwriting ‘families’
- To use formation phrases – Mnemonics. (Little Wandle)

### **Year 2:**

- Form lower-case letters of the correct size relative to one another.
- Finger gym exercises.
- 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 unjoined.
- 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.
- *To use Formation phrases – Mnemonics. (If required)( Little Wandle)*

### Lower Key Stage 2 (Year 3 and 4)

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting.

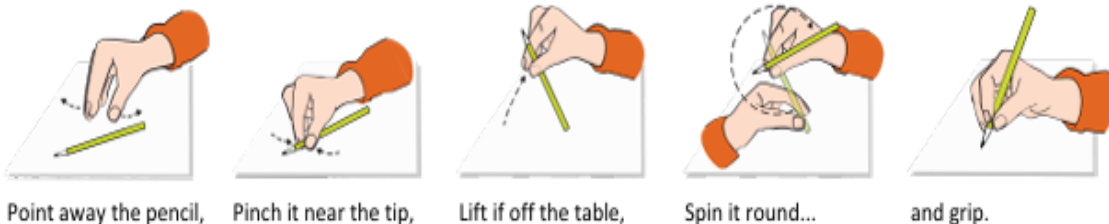
### Upper Key Stage 2 (Year 5 and 6)

- Write legibly, fluently and with increasing speed.
- Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.
- Choosing the writing implement that is best suited for a task.

### The Tripod Pencil Grip

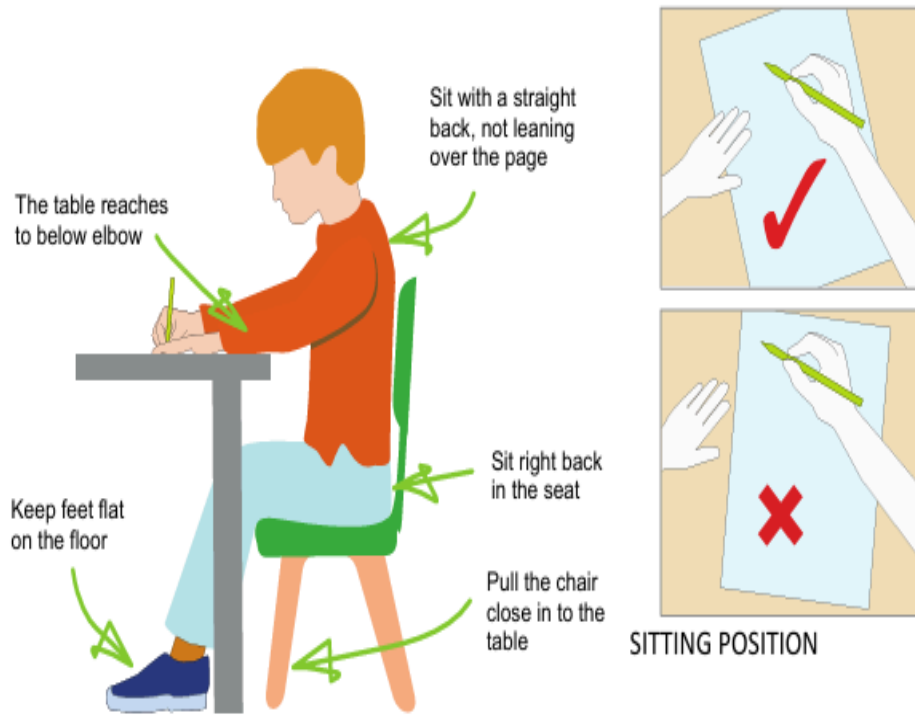
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib. We use the Tripod Grip Rhyme:

#### Right-handed pencil grip



## Correct posture and pencil grip for handwriting

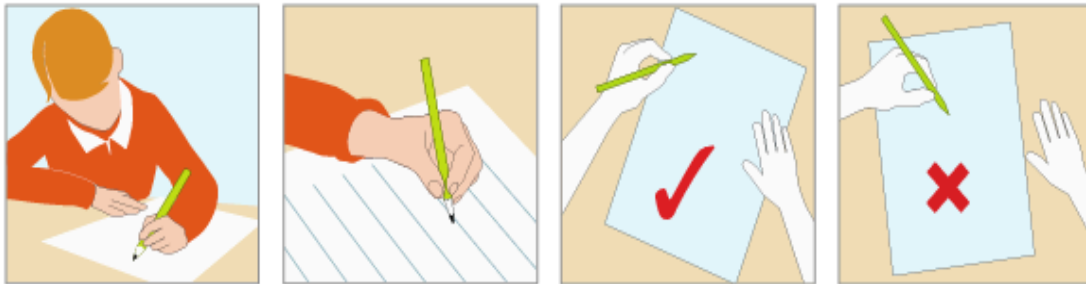
Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.



## 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.

## Handwriting guidance sheet:

**St Edmund's Handwriting**

At St Edmund's we use an **efficient** handwriting style. This means that some letters **will be joined** whilst others **will not**.

**STEP 1: Handwriting families**

Downward movement family: *l t i n j y*

Anti-clockwise family: *c o a d g q s f e*

Clockwise movement family: *r n m h b k p*

Diagonal movement family: *v w z x*

**Step 2: Letters that join:**

Letters that join with a diagonal flick:  
*a c d e l m n u i t k h*

Letters that join with a flick from the top:  
*o r w*

Letters that join with a loop under the line:  
*g y j f*

Letters that we don't join:

