

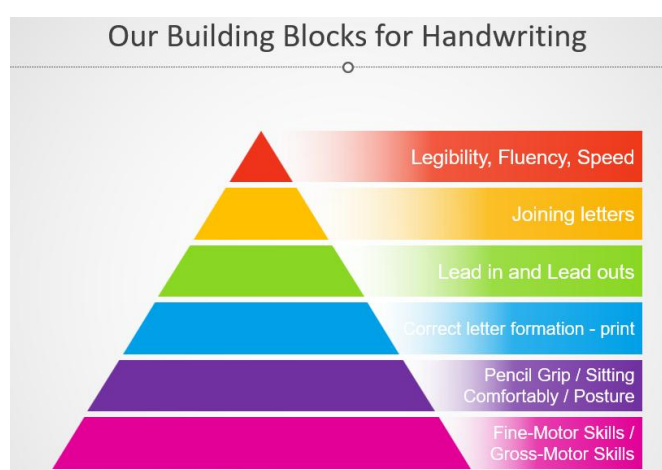
Handwriting Policy

Longwick C of E Combined School



Handwriting is an integral part of our daily lives, in education, at home and in employment. Pupils must be able to write with ease, speed and legibility. Legible writing that can be produced comfortably, at speed and with little conscious effort enables pupils to attend to the higher-level aspects of writing composition and content. Cursive handwriting teaches pupils to join letters as a series of flowing movements and patterns. Once mastered, the development of this fluid style allows pupils to apply their energy into the content of their writing as opposed to the formation of the letters themselves.

At Longwick C of E Combined School, we want our pupils to develop the fundamental skills of handwriting at the right pace and by building upon a coherent progression of skills. From Reception onwards, our pupils will be given opportunities to develop their gross motor skills, fine motor skills and pencil grip. Children across the school who lack these skills will be identified rapidly and will take part in targeted interventions to address these areas. Our pupils will progress onto Secondary School confident to write in a legible, fluent, speedy handwriting style.



Handwriting skills are taught regularly and systematically throughout the school. At Longwick C of E Combined School our aims in teaching handwriting are:

- To have a consistent approach to handwriting across EYFS, KS1 and KS2
- To follow a planned progression of handwriting skills throughout EYFS, KS1 and KS2.
- That pupils struggling with handwriting are identified rapidly and effective interventions are put in place to address specific areas.
- For our pupils to take pride in the presentation of their written work.
- For our pupils in Reception and Year One to learn to print their letters correctly.
- For our pupils in Year Two to develop a cursive writing style and begin to join letters.
- For our pupils in Year Three to join letters correctly.
- For our pupils in Year Four to develop legibility
- For our pupils in Year Five to develop fluency
- For our pupils in Year Six to develop speed.
- For our pupils to progress to secondary school with confidence to write with fluency, speed and legibility.

Handwriting Timetable

- **Reception** - Daily as part of phonics sessions
- **KS1** - Daily
- **Year Three** - Daily
- **Year Four** - Three times per week
- **Year Five** - Two times per week
- **Year Six** - Two times per week

Writing Equipment

Reception - children will have access to a variety of mark-making tools as part of their continuous provision. During phonics sessions children will use whiteboards and whiteboard pens. For writing in books children will use a sharp HB pencil.

KS1 - Children will use sharp HB pencils.

KS2 - Children will use sharp HB pencils as they enter KS2. They will receive their pen licence in Year Four, once joins have been mastered successfully.

Provision for left and right-handed children

Teachers will ensure that left-handed pupils are sat to the left of a right-handed child so that they are not competing for space.

Writing paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case.

Teacher Modelling Writing

When staff are explicitly modelling writing on the board, or writing spelling corrections in books, staff should ensure that their handwriting is reflective of the stage of the class. For example, in Year One, staff should follow the Little Wandle Revised Letters and Sounds letter formation, and in Year Four the teacher's handwriting should be correctly joined.

Handwriting Progression at Longwick C of E Combined School

	Reception	Year One	Year Two	Year Three	Year Four	Year 5	Year 6
EYFS KS1 Programme of Study KS2 Programme of Study	Writing ELG Children at the expected level of development will: - Write recognisable letters, most of which are correctly formed; - Spell words by identifying sounds in them and representing the sounds with a letter or letters; - Write simple phrases and sentences that can be read by others. Fine Motor Skills ELG Children at the expected level of development will: - Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases	• sit correctly at a table, holding a pencil comfortably and correctly • 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' (letters that are formed in similar ways) and to practise these.	• 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 e.g. x • write capital letters of the correct size and orientation in relationship to one another, and to lower case letters • Write digits of the correct size and orientation in relationship to one another • use spacing between words that reflects the size of the letters.	• 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 lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).	• write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether to join specific letters • choosing the writing implement that is best suited for a task.		
Implementation	Little Wandle Letter Formation - taught following the order of our Phonics Scheme	Little Wandle Letter Formation - taught in order of Longwick Letter Formation Families.	Cursive Handwriting - taught in order of Longwick Letter Formation Families.	Continue to join letters and learn which are best left un-joined.	Focus on legibility, consistency, and quality of handwriting.	Focus on legibility and fluency of handwriting.	Focus on legibility, fluency, and speed.

Reception

Our Reception pupils are exposed to daily opportunities to develop their physical development; through a combination of planned adult-led activities and carefully planned continuous provision.

We support our pupil's gross motor and fine motor skills in the following ways:

Daily Funky Fingers Activities: A variety of fun activities to develop various fine motor skills such as eye - hand coordination, or pincer grip. Children are supported to write their names with correctly formed letters from the third week of Reception.

Fine Motor Skills groups: This aims to provide children with lower motor skills chances to learn and develop in this area, leading to better balance, coordination and mark making.

Handwriting sessions: These are done with the adults in the classroom to support and develop children's letter formation and handwriting skills. These tie into Phonics sessions and letter formation is taught alongside the letter sounds.

Opportunities for mark making are planned in both the inside and outside environment. When teachers are modelling activities, they demonstrate and encourage correct pencil grip and letter formation. In Reception, children are taught how to form individual letters accurately in line with the Little Wandle letter formation. Patterns to support letter shapes are used for children that need them.

In Reception, letter formation is taught using **Little Wandle Revised Letters and Sounds mnemonics**, following the order of the phonics programme:

Grapheme and mnemonic	Phonics card	Presentation phrase	Formation phrase
s s S		See your snake and make an s like a snake.	Start on the top left and go down to the bottom right.
a a A		See your ant and make an a like an ant.	Start on the top left and go down to the bottom right.
t t T		See your tiger and make a t like a tiger.	Start on the top left and go down to the bottom right.
p p P		See your pig and make a p like a pig.	Start on the top left and go down to the bottom right.
i i I		See your ice cream and make an i like an ice cream.	Start on the top left and go down to the bottom right.
n n N		See your nose and make an n like a nose.	Start on the top left and go down to the bottom right.
m m M		See your monkey and make an m like a monkey.	Start on the top left and go down to the bottom right.

Grapheme and mnemonic	Phonics card	Presentation phrase	Formation phrase
d d D		See your dinosaur and make a d like a dinosaur.	Start on the top left and go down to the bottom right.
g g G		See your goat and make a g like a goat.	Start on the top left and go down to the bottom right.
o o O		See your owl and make an o like an owl.	Start on the top left and go down to the bottom right.
c c C		See your cat and make a c like a cat.	Start on the top left and go down to the bottom right.
k k K		See your kite and make a k like a kite.	Start on the top left and go down to the bottom right.
ck ck Ck		See your clock and make a ck like a clock.	Start on the top left and go down to the bottom right.
e e E		See your elephant and make an e like an elephant.	Start on the top left and go down to the bottom right.

Grapheme and mnemonic	Phonics card	Presentation phrase	Formation phrase
u u U		See your umbrella and make a u like an umbrella.	Start on the top left and go down to the bottom right.
r r R		See your rabbit and make an r like a rabbit.	Start on the top left and go down to the bottom right.
h h H		See your horse and make an h like a horse.	Start on the top left and go down to the bottom right.
b b B		See your bear and make a b like a bear.	Start on the top left and go down to the bottom right.
f f F		See your fish and make an f like a fish.	Start on the top left and go down to the bottom right.
l l L		See your lemon and make an l like a lemon.	Start on the top left and go down to the bottom right.

Grapheme and mnemonic	Phonics card	Presentation phrase	Formation phrase
j j J		See your jelly and make a j like a jelly.	Start on the top left and go down to the bottom right.
v v V		See your vase and make a v like a vase.	Start on the top left and go down to the bottom right.
w w W		See your wave and make a w like a wave.	Start on the top left and go down to the bottom right.
x x X		See your x-ray and make an x like an x-ray.	Start on the top left and go down to the bottom right.
y y Y		See your yo-yo and make a y like a yo-yo.	Start on the top left and go down to the bottom right.
z z Z		See your zebra and make a z like a zebra.	Start on the top left and go down to the bottom right.

Grapheme and mnemonic	Phonics card	Presentation phrase	Formation phrase
qu qu Qu		See your queen and make a qu like a queen.	Start on the top left and go down to the bottom right.
ch ch Ch		See your cherry and make a ch like a cherry.	Start on the top left and go down to the bottom right.
sh sh Sh		See your shoe and make a sh like a shoe.	Start on the top left and go down to the bottom right.
th th Th		See your thumb and make a th like a thumb.	Start on the top left and go down to the bottom right.
ng ng Ng		See your nose and make an ng like a nose.	Start on the top left and go down to the bottom right.
nk nk Nk		See your nose and make an nk like a nose.	Start on the top left and go down to the bottom right.

Focus: Opportunities for gross and fine-motor skill development, developing correct pencil grip, correctly forming most letters

Year One

Letter formation continues to be taught using Little Wandle Revised Letters and Sounds mnemonics, as above. In Year one the children are introduced to Longwick Letter Formation Families, and will practise their letter formation in the following order:

Pond Letters



c a d o q g s f

Tree letters



b h k l t

Grass Letters



i j m n p r u y

Mound letters



e v w x z

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

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.

Focus: Correct pencil grip, sitting comfortably at table, starting and finishing letters and numbers in correct place, writing capital letters.

Year Two

In Year Two, the children develop their understanding of the Longwick Letter Formation Families, as they begin to learn lead ins and lead outs. Children begin to learn joins from Summer 1, if ready. Handwriting is taught in the following order:

Around the Pond:



a c d f g o q s

Up the Tree:



b h k l t

In the Grass:



i j m n p r u y

Climb the Mound:



e v w x z

Focus: using horizontal and diagonal strokes in preparation for joining, writing capital letters of correct size and orientation to one another.

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

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.

Year Three

In Year Three, letter joins are taught in the following order:

Autumn 1: Diagonal joins to letters without ascenders: ai, ar, er, ur, ng, un, an

Autumn 2: Horizontal joins to letters without ascenders: oo, or, ow, oa, ou, oi

Spring 1: diagonal joins to letters with ascenders: ch, sh, th, ph, ck, ab, ul,

Spring 2: horizontal joins to letters with ascenders: ol, wh, ot, ob, od,

Summer 1 and 2: Revision and practice of any of the above

Focus: Learn different types of letter join and learn which letters are best left un-joined.

Year 4

In Year 4, we continue to revise and practise joins taught in Year 3 and focus on increased legibility, consistency, and quality. In our handwriting sessions, we consolidate previously taught letter formation and joins, using assessment for learning, before practising how to write our statutory spellings and topic words.

Focus: Ensure downstrokes are parallel and equidistant. Ensure sufficient spacing between lines so that ascenders and descenders do not touch.

Year 5

In our handwriting sessions, we consolidate previously taught letter formation and joins, using assessment for learning. In Year 5, our handwriting practice links directly to dictation, which has a focus on SPaG, statutory spellings and topic words.

Focus: Fluency

Year 6

In our handwriting sessions, we consolidate previously taught letter formation and joins, using assessment for learning. In Year 6, our handwriting practice focuses on dictation, as well as continued focus on our statutory spellings and topic words.

Focus: Speed

Individual and Group Support

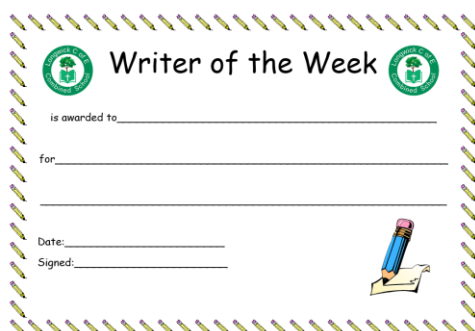
At all stages, class teachers are aware of the specific requirements of individuals and will adapt lessons to meet individual needs. Individuals and groups pinpointed as needing further support are given extra time to practise handwriting throughout the week. Opportunities to continue to develop fine motor skills are planned and provided as appropriate. Teachers also give further support to children who still have not established correct letter formation and may need to include this in an IEP. When marking, teachers offer opportunities to practise specific letters that children are struggling with. Pencil grips and ergonomic pens are provided for children where required.

Class teachers are responsible for monitoring the handwriting of all pupils in the class. The English Lead and SENDCO will support teachers and teaching assistants to implement appropriate interventions. Interventions may include the following:

- Touch Typing Intervention BBC - Dance Mat Typing/Typing Club
- Fly High Intervention
- Oxfordshire Handwriting Scheme
- Bubble Writing Intervention - TES

Celebrating Writers

Writing and Handwriting is celebrated weekly during our weekly celebration assembly. Class teachers from Reception to Year Six award Writer of the Week Certificates and work is displayed and celebrated on our Writer of the Week display board.



A certificate template with a decorative border of small green and yellow leaves. It features two circular school logos at the top corners. The text reads: "Writer of the Week", "is awarded to _____", "for: _____", "Date: _____", and "Signed: _____". A small illustration of a pencil and paper is at the bottom right.



Reviewed September 2025

Miss K Craker