

Billinghay Church of England Primary School

Handwriting Policy

Policy Lead: English Subject Leader

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Handwriting Policy

Vision

At Billinghay Church of England Primary School, we believe that fluent, legible handwriting is a fundamental life skill and an essential component of literacy. We recognise that secure handwriting supports children to communicate their ideas effectively, develop confidence as writers and achieve success across the curriculum.

We are committed to providing high-quality, explicit handwriting instruction from the beginning of Reception through to the end of Key Stage 2. Through consistent teaching, modelling and practice, all children will develop a handwriting style that is accurate, automatic, fluent and efficient.

As a Church school, we aim to nurture every child to flourish and reach their full potential. We recognise that developing handwriting requires patience, perseverance and resilience, and we promote these values throughout our teaching.

Aims

The aims of handwriting teaching at Billinghay CE Primary School are to ensure that all pupils:

- Develop a comfortable and efficient pencil grip.
 - Form letters and numbers correctly.
 - Develop an appropriate posture for writing.
 - Produce legible handwriting that can be easily read by others.
 - Develop fluency and automaticity in handwriting.
 - Write at a speed that enables them to record their ideas effectively.
 - Take pride in the presentation of their work.
 - Understand that handwriting is an important tool for communication and learning.
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Why Handwriting Matters

Research demonstrates that handwriting:

- Supports the development of memory, language and thinking skills.
- Strengthens fine motor control and coordination.
- Aids spelling and reading development.
- Improves retention of learning.
- Supports higher-order composition skills by reducing the cognitive load associated with letter formation.
- Enables pupils to write efficiently in assessments and wider life situations.
- Develops concentration, organisation and self-regulation.

We therefore view handwriting as an essential element of our English curriculum and a key contributor to pupils' overall academic success.

Curriculum Approach

Little Wandle Handwriting

The school follows the **Little Wandle Handwriting Programme** to provide a consistent and progressive approach to handwriting instruction.

The programme:

- Begins in Reception.
- Builds upon children's developing phonics knowledge.
- Uses consistent formation language and routines.
- Teaches handwriting through letter families.
- Develops handwriting through clearly sequenced small steps.
- Provides daily opportunities for practice and consolidation.

Handwriting is taught as a discrete lesson and reinforced across all areas of learning.

Early Years Foundation Stage

In Reception, children are taught:

- Correct posture when sitting to write.

- How to hold a pencil using an effective tripod grip.
- Correct letter formation using Little Wandle formation phrases.
- How to form lower-case letters accurately.
- How to form capital letters and numbers.
- Directionality and orientation of letters.
- Gross and fine motor skills that support handwriting development.

Staff carefully monitor pencil grip and letter formation to ensure that incorrect habits do not become embedded.

Children are given regular opportunities to develop hand strength and fine motor control through activities such as:

- Dough manipulation
- Threading
- Cutting
- Construction activities
- Drawing and mark-making

Before they undertake handwriting activities, they will perform various movements to ensure they are developing the strength in their bodies to be able to hold and control writing implements

A variety of writing implements are used to support development in holding a writing implement correctly including grippers, triangular pencils etc.

Key Stage 1

Year 1

Pupils are taught to:

- Sit correctly and hold a pencil comfortably and correctly.
- Form lower-case letters in the correct direction.
- Clear ascenders and descenders
- Form capitals accurately.
- Form digits 0-9 correctly.
- Recognise and practise handwriting families.

Year 2

Pupils are taught to:

- Form lower-case letters of a consistent size.
- Clear ascenders and descenders
- Use correct relative sizing between letters.
- Develop appropriate spacing between words.
- Begin using joins where appropriate.
- Understand which letters are best left unjoined.
- Maintain correct orientation and positioning of capital letters and numbers.

Frequent practice opportunities are provided across the curriculum.

Key Stage 2

In Key Stage 2, pupils continue to develop:

- Consistent letter sizing.
- Appropriate joins.
- Increased fluency and writing speed.
- Accuracy and legibility.
- Personal pride in presentation.

Teachers continue to model high expectations and provide intervention where handwriting difficulties persist.

Children are expected to apply their handwriting skills across all curriculum subjects.

Teaching and Learning Principles

Handwriting instruction is characterised by:

Preparing to write

Ensure strengthening exercises have taken place

Sat in correct position with correct grip

Paper position is suitable

Explicit Modelling

Teachers:

- Demonstrate correct letter formation.
- Use agreed Little Wandle formation phrases.
- Model correct posture and pencil grip.
- Verbalise the writing process.

Consistent Practice

Pupils engage in:

- Regular handwriting lessons.
- Repetition and overlearning.
- Application across the curriculum.
- Targeted intervention where necessary.

High Expectations

Teachers consistently promote:

- Pride in presentation.
 - Correct formation.
 - Appropriate spacing.
 - Care and attention to written work.
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Inclusion

We believe all pupils can make progress in handwriting.

Adaptations may include:

- Additional modelling and guided practice.
 - Pencil grips or adapted writing tools.
 - Alternative paper formats.
 - Fine motor intervention programmes.
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Presentation Expectations

Across the school, pupils will be encouraged to:

- Sit correctly at tables.

- Position paper appropriately.
- Hold writing tools correctly.
- Form letters consistently.
- Use neat and appropriate spacing.
- Present work to a high standard.

Teachers will model and reinforce these expectations consistently.

Assessment and Monitoring

Handwriting is assessed through:

- Daily classroom observation.
- Work scrutiny.
- Formative assessment during lessons.
- Monitoring of handwriting across the curriculum.

Subject leaders monitor standards through:

- Lesson visits.
- Pupil voice.
- Book looks.
- Staff discussions.

Where concerns are identified, additional support and intervention will be put in place.

Monitoring and Review

This policy will be reviewed annually by the English Subject Leader and Senior Leadership Team to ensure continued alignment with:

- Little Wandle Handwriting
- Early Years Foundation Stage Framework
- Development Matters
- National Curriculum requirements
- School improvement priorities

Conclusion

At Billingham Church of England Primary School, we believe that every child can become a confident and fluent writer. Through high-quality handwriting instruction, consistent expectations and a culture of pride in presentation, we enable children to develop the skills needed to communicate effectively and succeed throughout their education and beyond.