



Tickhill Estfeld Primary School

Handwriting Policy
September 2026

Handwriting Policy

At Tickhill Estfeld, we take great pride in the quality of our pupils' handwriting and place particular emphasis on developing a consistent, fluent and legible handwriting style. Our handwriting approach is based on the Sheffield Handwriting Scheme, supplemented by Letter-Join's online handwriting resources and Penpals. These resources support our carefully sequenced whole-school progression and provide opportunities for pupils to develop accurate letter formation, fluency, legibility and, once foundational transcription skills have been mastered, joined handwriting. Our approach reflects the requirements of the National Curriculum and the principles set out in the DfE Writing Framework.



Objective

Handwriting is a fundamental aspect of transcription that enables pupils to communicate their ideas clearly and effectively across the curriculum. Developing fluent, legible and joined handwriting reduces the cognitive demands of transcription, allowing pupils to focus their attention on generating, organising and refining their ideas.

Our aim is for handwriting to become an increasingly automatic process. By the end of Key Stage 2, pupils should be able to write fluently, legibly and with an appropriate joined style, so that the physical act of writing does not become a barrier to composition or interfere with their creativity.

Intent

- To develop a fluent, legible and increasingly automatic handwriting style, enabling pupils to form letters and words accurately and efficiently so that transcription does not become a barrier to composition. To establish and maintain high expectations for the presentation of written work.
- To develop pupils' handwriting fluency and stamina, enabling them to sustain writing for different purposes and across the curriculum while maintaining an appropriate level of legibility and presentation.
- To establish and maintain high expectations for the presentation of written work, recognising that clear, legible handwriting supports pupils in communicating their ideas effectively.
- To enable pupils, by the end of Year 6, to select and use appropriate letterforms—including joined, printed and capital letters—to communicate meaning clearly and appropriately for different purposes and contexts

Expectations

All teaching staff are encouraged 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. 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.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure Key Stage targets are met.

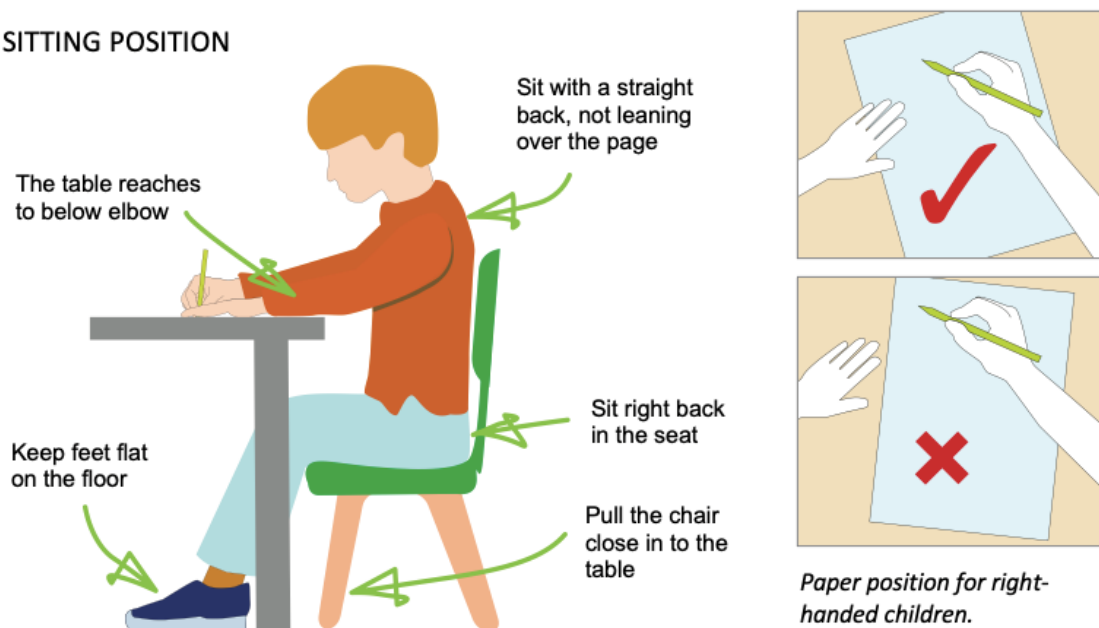
Pens and pencils

Children will start handwriting using a pencil. When fine motor skills have been established a handwriting pen may be used (upper KS2).

Correct posture and pencil grip for handwriting

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

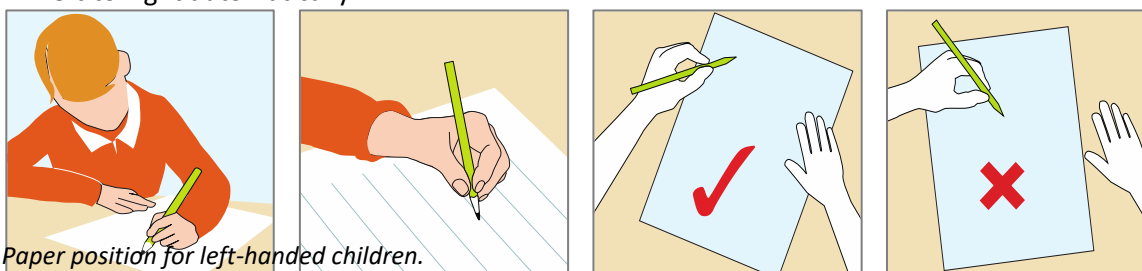
SITTING POSITION



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.

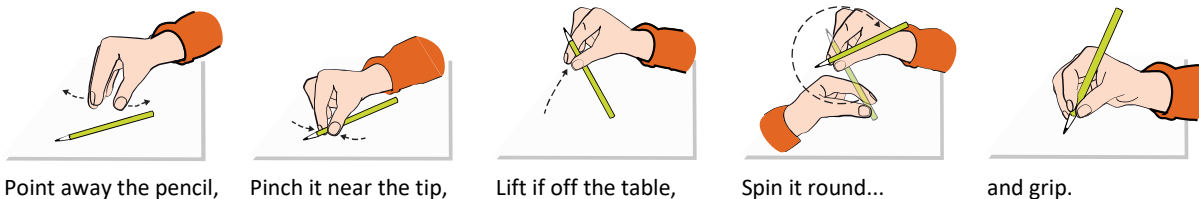
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



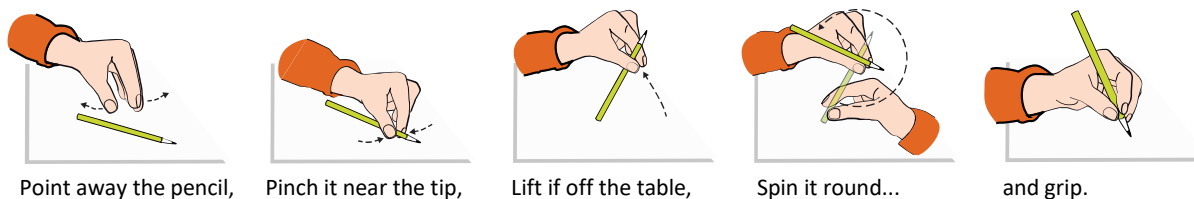
Tripod Pencil Grip

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



Left-handed pencil grip



Inclusion

All pupils will be supported to develop fluent, legible and increasingly automatic handwriting. Pupils who experience difficulties with handwriting or transcription, including those with fine motor difficulties, SEND and those who are left-handed, will be identified early and provided with appropriate adaptations, additional instruction and opportunities for practice. Teaching will be adapted to respond to individual needs, including consideration of pencil grip, posture, paper position, writing tools, pace and the amount of practice required. Where handwriting remains a significant barrier to composition, appropriate alternative methods of recording, such as typing or dictation, may be used alongside continued handwriting instruction. Our aim is to ensure that difficulties with handwriting do not prevent pupils from participating fully in writing or communicating their ideas effectively.

Handwriting Progression

Age/stage	Statutory requirements (Expected standard by end of year)
EYFS	EYFS Requirements (Development Matters): Develop their fine motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons. (PD)

	• Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. (PD) • Develop the foundations of a handwriting style which is fast, accurate and efficient. (PD) • Form lower case and capital letters correctly. (LIT) ELGs: • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. (PD) • Write recognisable letters, most of which are correctly formed. (LIT)
Y1 (age 5-6)	National Curriculum Statutory Requirements: • 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 to 9. • Understand which letters belong to which handwriting 'families' (letters that are formed in similar ways) and to practise these.
Y2 (age 6-7)	National Curriculum Statutory Requirements: • 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.
Y3 & Y4 (age 7-9)	National Curriculum Statutory Requirements: • 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 downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Y5 & Y6 (age 9-11)	National Curriculum Statutory Requirements: • Write legibly, fluently and with increasing speed by 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.