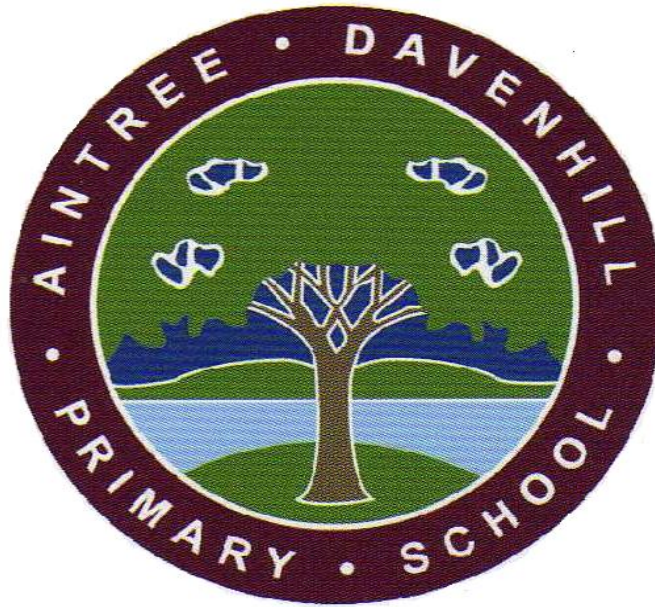


# Aintree Davenhill Primary School



## Handwriting Policy

Approved by the Headteacher

July 2025

Review Date: June 2026

## Aintree Davenhill Handwriting Policy

### Handwriting Curriculum Intent

Our school motto is 'Excellence and Enjoyment' meaning that we want children to enjoy learning and have the determination of rising to the challenge that learning to master handwriting provides. Our vision is for all children to be able to have the tools to communicate their learning and ideas clearly through writing; mastering handwriting is a key part of this. Handwriting, similar to reading and spelling, can affect pupil pupils' progress and achievement across the entire curriculum. When taught effectively, handwriting is mastered by the majority of pupils during primary school, allowing them to develop a more effective style of handwriting by the time they begin high school.

### Handwriting Curriculum Implementation

In September 2014, the DfE published the 'English programmes of study: key stages 1 and 2' document which included a set of handwriting standards that pupils are expected to reach by the end of each year group. All members of school staff have regard to the national curriculum standards for handwriting when delivering lessons.

We will be using the **Letter Join** handwriting scheme from September 2025 in EYFS up to Year 3.

During EYFS, children use the rhymes from Read Write Inc, alongside the **Letter Join** lessons, to learn how to form lower case letters. They are encouraged to form letters accurately and will practice forming letters in a variety of ways e.g. tracing letters in sand/glitter trays, using their finger to draw letters in the air and using different writing equipment. They will be taught pre-cursive letter formation, using the phrase 'Get ready...' when forming the initial lead into the letter before then using the appropriate Read Write Inc rhyme to form the rest of the letter.

During Year 1, pupils are taught through the **Letter Join** scheme to move from pre-cursive letters into a fully-cursive style. They will be encouraged to:

- 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. Read Write Inc letter formation rhymes are used if needed.
- Form capital letters
- Form digits 0-9
- Understand which letters belong to which handwriting families, (i.e. letters that are formed in similar ways) and to practice these

- 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

During Year 2, pupils are taught using the **Letter Join** scheme to:

- Form lower-case letters of the correct size relative to one another
- Start using more 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

The **Letter Join** scheme is used in Year 3. The scheme can also be used for pupils in Year 4 who require further intervention with their handwriting. Pupils in Years 3 and 4 are 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, e.g. by ensuring that the down-strokes of letters are parallel and equidistant; and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

During Years 5 and 6, pupils are taught to:

- 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.

Pupils are encouraged to practise their handwriting skills on a daily basis, with separate time allocated in the timetable to allow pupils to practise and develop their movement memory.

It is vital that pupils develop the correct handwriting techniques. With this in mind, teachers and teaching assistants ensure that any errors are immediately corrected, and pupils can practise their corrections.

Pupils with special educational needs and disabilities (SEND) or those who are academically more able will have their work adapted.

## **Impact of the Handwriting Curriculum**

### **Monitoring and Evaluation**

When teachers monitor the progress of pupils through observing their work, they should consider:

- Is the writing eligible?
- Are the letters in the correct shape?
- Are the letters correctly proportioned?
- Is the space between words, lines and letters appropriate?
- Is the size of the writing correct?
- Is the writing correctly aligned?
- How many pupils are achieving the standards set out in the national curriculum?

Teachers regularly monitor the progress of pupils during lessons. When observing pupils, teachers consider the following questions:

- Is the pupil's posture correct?
- Is the pupil holding the pencil properly?
- Is the pupil using the correct movement when forming and joining letters?
- Are the letters reversed or inverted?
- Does the pupil have a fluent writing style?
- Is the writing eligible?
- Is the pupil making the expected progress set out in the national curriculum?

The writing Subject Leader uses information gathered from the above plus knowledge of National and LEA initiatives to develop the action plan for handwriting for the School Improvement Plan.

Handwriting Policy – June 2025