

Ashton West End Primary Academy

Handwriting Policy



Approved by: The Curriculum Committee **Date:** 8th July 2026

Next review due by: July 2028

Introduction

The purpose of this policy is to produce a consistent approach towards the handwriting and presentation of work at Ashton West End Primary Academy. Quality presentation encourages children to work towards a high standard and take pride in every piece of work they produce. A consistent approach by all staff should enable pupils to leave primary school with a legible, fluent and cursive handwriting style.

Aims

In order to achieve this, our aims are:

- To develop the correct pencil grip to ensure a comfortable hand.
- For all children to develop a handwriting style that is consistent in size, orientation and formation, leading into a joined style.
- For all children to develop a legible and comfortable handwriting style with increasing confidence, fluency and speed.
- To make provision for left-handed children to develop free flowing writing.
- To make appropriate provision for any children with gross or fine motor skill difficulties.
- To teach children to write from left to right and top to bottom of a page.
- To teach children to become competent when using a range of writing implements.
- To acknowledge effort, celebrate achievement and value the written work of all pupils.
- To ensure that there is consistency and high standards in the presentation of work.
- To set consistent standards and raise expectations of all children.
- To support high quality teaching and learning.

We recognise that handwriting is a whole-school issue and that it is inextricably linked to the teaching of phonics and spelling. Handwriting is a skill that must be explicitly taught and practiced regularly. At Ashton West End Primary Academy, we will follow the Read, Write, Inc. Handwriting approach for teaching handwriting. The approach progresses through the school with an emphasis being placed on the use of consistent language.

Prior to a handwriting session, staff will ensure that the children are prepared to write by:

‘BBC’ – Bottom Back in Chair

‘TNT’ – Tummy Near Table

‘Six feet, two hands’ – Chair and child’s feet plus one hand to write with and one hand to hold the page still

The same use of terminology across the school is extremely important to provide a consistent approach. Please see www.ruthmiskin.com for a full breakdown of the Read, Write, Inc. Handwriting scheme. Please also have reference to Appendix 1, the Ashton West End Primary Academy Handwriting Curriculum.

Teaching and Learning

Children should experience coherence and continuity in learning and teaching across the school. To achieve this, teachers will follow the Read, Write, Inc. Handwriting guidance and sequence of learning. Handwriting is taught as a discrete subject 3 times per week, but it is also modelled continuously throughout other curriculum subjects (and particularly in English lessons).

Structure and Progression Through School

EYFS

On entry to EYFS, children will use a range of strategies to secure gross motor skills. Patterning and the development of gross and fine motor skills, in which children develop strength in fingers and pressure with a writing tool, underpins

handwriting in the foundation stage. Staff provide daily opportunities to develop skills needed for writing. A love of mark making is fostered by valuing every child's individual needs and abilities. Confidence and motivation to mark make are central to the development of handwriting in the EYFS.

As the children progress, any name writing or more 'formal' writing will be written on the line guides and the children will be introduced to the correct terminology for the line guides and letter formation. (This will be subject to the individual child's rate of progress). Letter formation is prioritized over name-writing: children explore other activities by which to make their own name. As the children progress, they are ready for more formal writing (including name-writing), and will continue to use the line guides as appropriate. To ensure correct pencil grip and good fine motor skills, children will have regular practise at the activities which develop these skills.

Key Stage 1

During the initial phase, children in Years 1 and 2 will have a minimum of 3 handwriting sessions per week. Sessions will be at least 15 minutes and will always start with a warm up activity.. Handwriting practise will be on the handwriting guidelines in their handwriting books. Children will write in exercise books with pre-printed guidelines across the curriculum.

Key Stage 2

During the initial phase, children in Years 3-6 will have a minimum of 3 handwriting sessions per week. Sessions will be at least 15 minutes and will always start with a warm up activity. Handwriting practise will be on the handwriting guidelines in their handwriting books.

Presentation Guidelines

All classes from reception to year 6 have as part of their classroom equipment handwriting modelling guides. Teachers will use these in order to model how handwriting should be formed in the children's books.

Children will encounter a range of writing implements that encourage the development of fine motor skills. In Foundation Stage, a variety of mark making equipment will be available for children to use and the correct pencil grip will be taught and reinforced across Foundation Stage and Year One.

In Key Stage 1, children will use pencils to begin with and the correct pencil grip will be reinforced as necessary. Once children are ready, whether this key stage 1 or key stage 2, they will move onto blue pen: this could be any year group depending on the individual child. One pen will be issued to all children when the teacher feels the child is ready. The children will be able to try a range of pens to see which one they feel most comfortable to write with.

Pens must be fibre tip or free-flowing ink. No biro's or felt pens should be used. Any mistakes should be crossed out neatly, using one line across the word/number or erased if the work has been done in pencil. Rubbers will not be used, apart from at the discretion of the teacher. The use of Tippex is not permitted.

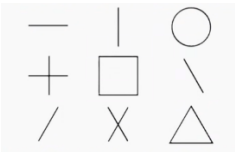
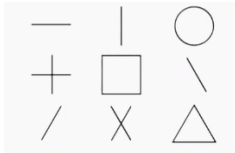
Staff are the most important role model for presentation and high expectations. Staff will use the resources available to them and model the handwriting and use of guidelines during lesson inputs and handwriting sessions.

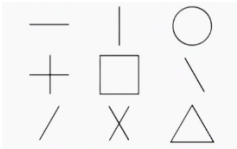
Please see our presentation policy for more information.

Handwriting Progression Map: Using Read, Write, Inc. Letter Village

Teaching Sequence: years 1 to 6	This is the sequence that is followed: 1. Hand and finger strength, warm up exercises e.g. dough disco. 2. Seating position: BBC, TNT, 6 legs on floor, writing with two hands. 3. Pencil grip: tripod grip. 4. Teaching letters/joins. 5. Independent application.	Letter titles and order in which they are taught: 1. How to use the sponge cake. 2. Annie (a) 3. Dina (d) 4. Gaia (g) 5. Olive (o) 6. Cara (c) 7. Queenie (q) 8. Umberto (u) 9. Yann (y) 10. Bunnie (b) 11. Puppie (p) 12. Hen (h, n, m, r) 13. Egg (e) 14. Snake (s) 15. Flower (f) 16. Insect (i) 17. Layla (l) 18. Taylor (t) 19. Kayla (k) 20. Jay (j) 21. (v, w)	Stage 3 joins and order in which they are taught: 1. Hill to jam- ai, mi, by, cup 2. Hill top to sponge- ab, mb, bl, kit 3. Hill to 'sister' letter- co, ma, ba, dad 4. Bridge to jam letter- oi, wr, ri, fur 5. Bridge to top sponge letter- ob, wh, rb, owl 6. Bridge to 'sister' letter- va, fa, oa, frog 7. Hill to egg- he 8. Bridge to egg- we, love 9. Celebration Day (egg)- love 8. Joining to the snake- hs, sw, mess	Stage 4 joins, and order in which they are taught: 1. Hill to jam letter- duck, rain, baby, crawl, snack, mum, nurse, him, spray, tree, clear 2. Hill to top sponge letter- above, rabbit, sheep, they, photo, blow, think, much, else 3. Hill to 'sister' letters- sang, note, ball, hand, came, match, dark, cold, path, edge 4. Bridge to jam letter- visit, first, horse, cow, shoe, wrong, river, dry, burrow, soil 5. Bridge to top sponge letter- school, rhymes, bowl, flour, what, next, girl, hot, spoke, nobody 6. Bridge to 'sister' letter- van, road, boat, water, dog, father, rat, today, wolf, moon
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Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Focus on developing core strength, stability, balance, spatial awareness, co-ordination and agility through outdoor and indoor games. Children can strengthen their fine and gross motor skills by accessing outdoor climbing and play equipment and by having access to peg boards, tweezers and threading.	Focus on developing core strength, stability, balance, spatial awareness, co-ordination and agility through outdoor and indoor games. Children can strengthen their fine and gross motor skills by accessing outdoor climbing and play equipment and by having access to peg boards, tweezers and threading.	Continue focus on outdoor and indoor games. Develop fine motor control and precision to help with hand–eye co-ordination. Repeated and varied opportunities to explore and play with small-world activities, puzzles, arts and crafts and the practice of using small tools. Children can strengthen their fine and gross motor skills by accessing outdoor climbing and play equipment and by having access to peg boards, tweezers and threading.	Develop fine motor control and precision to help with hand–eye co-ordination. Repeated and varied opportunities to explore and play with small-world activities, puzzles, arts and crafts and the practice of using small tools. Children can strengthen their fine and gross motor skills by accessing outdoor climbing and play equipment and by having access to peg boards, tweezers and threading.	A variety of resources are on hand to encourage early mark making and handwriting skills. These may include: encouraging children to paint, chalk or make marks with water on large vertical surfaces. Children can strengthen their fine and gross motor skills by accessing outdoor climbing and play equipment and by having access to peg boards, tweezers and threading.	A variety of resources are on hand to encourage early mark making and handwriting skills. These may include: encouraging children to paint, chalk or make marks with water on large vertical surfaces. Children can strengthen their fine and gross motor skills by accessing outdoor climbing and play equipment and by having access to peg boards, tweezers and threading. Develop foundations for writing through

						practising the pre-writing shapes using equipment mentioned above:  Where appropriate-learn to write first name.
Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Focus on developing gross motor skills and muscle strength in core and arms. Focus on mark making and developing fine motor skills. Develop foundations for writing through practising the pre-writing shapes:	Develop foundations for writing through practising the pre-writing shapes:  Teaching the correct seating position	Digits 0-9 How to use the sponge cake (1 week) Annie (a) Dina (d) Gaia (g) Olive (o) Cara (c) Queenie (q)	Digits 0-9 Hen (h, n, m, r) (2 weeks) Egg (e) Snake (s) (1 week) Flower (f) Insect (i)	Digits 0-9 v, w (1 week) x (1 week) z (1 week)	Digits 0-9 Consolidation of: Egg (e) Snake (s) (1 week) Flower (f) Insect (i) (1 week)

		Pencil Grip – 'pinchy parrot fingers' Letter formation alongside sets 1-3 sounds.	(3 weeks) Umberto (u) Yann (y) (1 week) Bunnie (b) Puppie (p) (1 week) Consolidation of letters taught this half term (1 week)	(1 week) Layla (l) Taylor (t) (1 week) Consolidation of letters taught this half term (1 week)	Consolidation of: Annie (a) Dina (d) Gaia (g) Olive (o) Cara (c) Queenie (q) (1 week) Umberto (u) Yann (y) Bunnie (b) Puppie (p) (1 week) Hen (h, n, m, r) (1 week) Integrate the teaching of capital letters alongside lower case letters.	Layla (l) Taylor (t) (1 week) v, w (1 week) X, z (1 week) Integrate the teaching of capital letters alongside lower case letters.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Integrate the teaching of capital letters alongside lower case letters.	Integrate the teaching of capital letters alongside lower case letters.	Joins: Hill to jam- ai, mi, by, cup	Joins: Hill to top sponge- ab, mb, bl, kit	Joins: Hill to 'sister' letter- co, ma, ba, dad	Joins: Bridge to jam letter- oi, wr, ri, fur

	Consolidation: Annie (a) Dina (d) Gaia (g) Olive (o) Cara (c) Queenie (q) (2 weeks) Umberto (u) Yann (y) Bunnie (b) Puppie (p) (2 weeks) Hen (h, n, m, r) (1 week) Egg (e) Snake (s) (1 week) Learn to write surname.	Consolidation: Flower (f) Insect (i) (1 week) Layla (l) Taylor (t) (1 week) v, w (1 week) X, z (1 week) Further consolidation of any letters to be revisited.				Consolidation of joins taught this year.
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Joins:	Joins:	Joins:	Joins:	Joins:	Joins:

	Consolidation of joins taught in year 1.	Consolidation of joins taught in year 1.	Bridge to top sponge letter- ob, wh, rb, owl	Bridge to 'sister' letter- va, fa, oa, frog	Hill to egg- he Bridge to egg- we, love Celebration Day (egg)- love	Joining the snake- hs, sw, mess
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Review of joins taught in year 2.	Review of joins taught in year 2.	Joins: Hill to jam letter- duck, rain, baby, crawl, snack, mum, nurse, him, spray, tree, clear	Joins: Hill to top sponge letter- above, rabbit, sheep, they, photo, blow, think, much, else	Joins: Hill to 'sister' letters- sang, note, ball, hand, came, match, dark, cold, path, edge	Joins: Bridge to jam letter- visit, first, horse, cow, shoe, wrong, river, dry, burrow, soil
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	Joins: Bridge to top sponge letter- school, rhymes, bowl, flour, what, next, girl, hot, spoke, nobody	Joins: Bridge to 'sister' letter- van, road, boat, water, dog, father, rat, today, wolf, moon	Review and apply to spelling words: Hill to jam: ai, mi, by, cup Hill to 'sister' letter- co, ma, ba, dad	Review and apply to dictated sentences: Bridge to 'sister' letter- va, fa, oa, frog Hill to egg- he, we, love	Review and apply to dictated sentences: Hill to jam: ai, mi, by, cup Hill to 'sister' letter- co, ma, ba, dad	Review and apply to dictated sentences: Bridge to 'sister' letter- va, fa, oa, frog

			Bridge to jam letter- oi, wr, ri, fur Bridge to top sponge letter- ob, wh, rb, owl	Joining the snake- sw	Bridge to jam letter- oi, wr, ri, fur Bridge to top sponge letter- ob, wh, rb, owl	Hill to egg- he, we, love Joining the snake- sw
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Recap the letter families and all the joins. Daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Hill to jam: ai, mi, by, cup Hill to 'sister' letter- co, ma, ba, dad Bridge to jam letter- oi, wr, ri, fur Bridge to top sponge letter- ob, wh, rb, owl		Recap the letter families and all the joins. Daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Bridge to 'sister' letter- va, fa, oa, frog Hill to egg- he, we, love Joining the snake- sw Hill to jam: ai, mi, by, cup Hill to 'sister' letter- co, ma, ba, dad		Recap the letter families and all the joins. Daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Bridge to jam letter- oi, wr, ri, fur Bridge to top sponge letter- ob, wh, rb, owl Bridge to 'sister' letter- va, fa, oa, frog Hill to egg- he, we, love Joining the snake- sw	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 6	Recap the letter families and all the joins. Daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Consolidation of- Hill to jam letter- duck, rain, baby, crawl, snack, mum, nurse, him, spray, tree, clear Hill to top sponge letter- above, rabbit, sheep, they, photo, blow, think, much, else		Recap the letter families and all the joins. Daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Consolidation of- Hill to 'sister' letters- sang, note, ball, hand, came, match, dark, cold, path, edge Bridge to jam letter- visit, first, horse, cow, shoe, wrong, river, dry, burrow, soil		Recap the letter families and all the joins. Daily application of one join before focus on developing a fluid style. Rehearsal through spelling, dictated sentences and copying short passages. Consolidation of- Bridge to top sponge letter- school, rhymes, bowl, flour, what, next, girl, hot, spoke, nobody Bridge to 'sister' letter- van, road, boat, water, dog, father, rat, today, wolf, moon	