



## Trumps Green Infant School Handwriting Policy

### 1. Aims and objectives

Handwriting is a core component of transcription and an essential foundation for effective written communication. In line with the National Curriculum and Writing Framework (2025), we recognise that fluent, automatic handwriting reduces cognitive load and enables pupils to focus on composition.

Our aim is to ensure that all pupils develop secure foundational skills so that by the end of Year 2 they:

- Form letters correctly and consistently from the beginning of Reception
- Establish an efficient tripod pencil grip
- Sit correctly and position paper appropriately
- Write legibly with consistent size, orientation and spacing
- Develop increasing fluency and stamina
- Begin to use diagonal and horizontal joining strokes as appropriate by the end of Year 2
- Take pride in the presentation of their work

We teach handwriting explicitly, regularly, precisely and cumulatively, beginning in Reception and building progressively across Key Stage 1.

### 2. Definition

Handwriting is the physical process of forming letters and words using a writing implement. It is a component of transcription, alongside spelling. Secure handwriting supports composition by enabling pupils to write with automaticity and clarity.

### 3. National Curriculum

Early Years Foundation Stage Framework (revised 2025): Physical Development (ELG) – Fine Motor Skills

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.

Early Years Foundation Stage Framework (revised 2025): Literacy (ELG) – Writing

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.



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The National Curriculum in England (2014).

	Statutory requirements	Non-statutory notes and guidance
<b>Year 1</b> Age 5–6	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0–9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.  Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.  Left-handed pupils should receive specific teaching to meet their needs.
<b>Year 2</b> Age 6–7	<b>Pupils should be taught to:</b> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• 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 unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

### 4. Teaching Progression

All letter formation is taught using the Little Wandle formation phrases (see Annex A)

Handwriting teaching in Reception:

- Begins at the start of the year
- Is taught alongside phonics
- Includes discrete instruction in letter formation
- Is supported by daily gross and fine motor development

Focus areas:

- Gross motor control (core strength, shoulder stability)
- Fine motor development (threading, malleable materials, tweezers, peg boards)
- Pre-writing patterns (vertical, horizontal, circular, diagonal strokes)
- Explicit teaching of correct starting points and formation
- Development of positional language (up, down, under, across, between)
- Multi-sensory approaches (air writing, sand, chalk, paint)



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Letter formation is taught alongside phonics and explicitly in handwriting lessons.

Progression:

- Large-scale movements
- Pattern-making
- Individual letter formation (linked to phonic mantras)
- Writing words, captions and simple sentences

Children only move to sustained writing when developmentally ready.

Handwriting is taught daily

Autumn term	Preparation and practice (suggested time 4 weeks)	
	<ul style="list-style-type: none"> <li>• Teach the 'Ready to write' checklist</li> <li>• Engage in motor development activities</li> </ul>	
	• Practise with patterns	
	Unit 1: Practising patterns	Week 1 - Horizontal lines, Vertical lines, Wavy lines, Circles Week 2 - Up curves, Down curves, Mixed-height curves, Letter C Week 3 - Spirals, Crosses, Turrets, Diagonals Week 4- Zig-zags, Sideways V, Letter X, Triangles
	Unit 2: Curly letter family • c, a, d (Week 5)	Unit 2: Curly letter family Week 5 - c, a, d Week 6 - g, o, q Week 7 - e, s, f
	Unit 3: Long letter family • l, i, t (Week 8)	Unit 3: Long letter family Week 8 - l, i, t Week 9 - j, u, y
Unit 4: Bouncy letter family • m, n, r (Week 10)	Unit 4: Bouncy letter family Week 10 - m, n, r Week 11- b,p,h	
Unit 5: Zig-zag letter family • v, w, x (Week 12)	Unit 5: Zig-zag letter family Week 12 - v, w, x Week 13- z, k	

End or start of term	Assess and review week	Week 14 - Review lower-case letters as needed
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Spring term	Teach capital letter formation (suggested time 11 weeks) <ul style="list-style-type: none"> <li>• Teach capital letters</li> <li>• Review lower-case letters alongside capitals</li> <li>• Use Assessment for Learning to reteach and review</li> </ul>	
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	Unit 6: Capital letters	Week 15 - Cc, Aa, Dd Week 16 - Gg, Oo, Qq Week 17 - Ee, Ss, Ff Week 18 - Ll, Ii, Tt Week 19 - Jj, Uu, Yy Week 20 - Assess and review week (before or after half-term) Week 21 - Mm, Nn, Rr Week 22 - Bb, Pp, Hh Week 23 - Vv, Ww, Xx Week 24- Zz, Kk
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End or start of term	Assess and review week	Week 25 - Review capital letters as needed
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Summer term	Practise in digraphs, trigraphs and words (suggested time 9+ weeks) • Assess and review lower-case and capital letters as needed • Practise letter formation in digraphs and trigraphs • Practise letter formation in words • Use Assessment for Learning to reteach and review	
	Unit 7: Digraphs and trigraphs	Week 26 - ff, ll, ss Week 27 - zz, ck, qu Week 28 - ch, sh, th Week 29- ng, nk, ai Week 30 - ee, igh, oa Week 31- Assess and review week (before or after half-term) Week 32 - oo, ar, or Week 33 - ur, ow, oi Week 34 ear, air, er

End or start of term	Assess and review week	Week 35 (onwards): Assess and review all letters as needed
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## Trumps Green Infant School Handwriting Policy

### Year 1

Handwriting is taught 4 times a week (10–15 minutes)

- Explicit teaching of letter families
- Reinforcement of posture, grip and paper position
- Teaching of capital letters and numerals
- Emphasis on correct size and orientation

Pupils practise until letter formation is secure and consistent.

• Year 1		
• Autumn term	Unit 2: Consolidate curly letter family and teach letter family names • 3 weeks Practice letter formation in words	Unit 2: Curly letter family Week 1 - c, a, d Week 2 - g, o, q Week 3 - e, s, f
	Unit 3: Consolidate long letter family and teach letter family names • 2 weeks Practice letter formation in words	Unit 3: Long letter family Week 4 - l, i, t Week 5 - j, u, y
	Unit 4: Consolidate bouncy letter family and teach letter family names • 2 weeks Practice letter formation in words	Unit 4: Bouncy letter family Week 6 - m, n, r Week 7 - b, p, h
	Unit 5: Consolidate zig-zag letter family and teach letter family names • 2 weeks Practice letter formation in words	Unit 5: Zig-zag letter family Week 8 - v, w, x Week 9 - z, k Assess, review and reteach

• Spring term	Unit 6: Consolidate Capital letters • 3 weeks	Week 1 Cc, Aa, Dd Week 2 Gg, Oo, Qq Week 3 Ee, Ss, Ff Week 4 Ll, Ii, Tt Week 5 Jj, Uu, Yy Week 6 Assess and review week (before or after half-term) Week 7 Mm, Nn, Rr Week 8 Bb, Pp, Hh Week 9 Vv, Ww, Xx Week 10 Zz, Kk
End of term	Assess and review capital letters as needed	



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<ul style="list-style-type: none"> <li>Year 1</li> </ul>		
<ul style="list-style-type: none"> <li>Summer term</li> </ul>	Unit 2: Number formation • 3 weeks Practice letter formation in words	Week 1 - 1 2 3 Week 2 - 4 5 6 Week 3 - 7 8 9
		Week 4 - Assess and review all letter formation
	Automatic letter formation Revise and review letter formation based upon assessment Reteach any letters that need practice	Practise writing words and simple sentences Focus: <ul style="list-style-type: none"> <li>even letter size</li> <li>correct orientation</li> <li>spacing between words</li> <li>sitting letters on the line</li> <li>speed with legibility</li> <li>consistency</li> </ul>



## Trumps Green Infant School Handwriting Policy

### Year 2

Handwriting is taught 4 times a week (10–15 minutes)

- Consolidation of size, proportion and spacing
- Development of fluency and writing stamina
- Increasing expectations for consistency across subjects
- Explicit teaching of joining strokes for those pupils who are ready

Year 2	
Autumn 1 Group 1	Week 1 – ll, li, le Week 2 – il ill,it, Week 3 – ull. ut,at Week 4- ui, ti Week 5 – cc, ic, ie Week 6- er, ir, ur Week 7 - assess
Autumn 2 Group 2	Week 1 – Review week Week 2 – al, all, at Week 3 – in, un, an Week 4- im, um, am Week 5 – ai, ee, ea Week 6- ine, ime Week 7 - assess
Spring 1 Group 3	Week 1 – Review week Week 2 – ar, ur, ir Week 3 – aw, iv,du Week 4- hu, ti, ki Week 5 – ay, ey Week 6- as,es,os
Spring 2 Group 3	Week 1 – ns, ds, is Week 2 – ls, ts, ks Week 3 – ig, dg,ng Week 4- eg, ug, ag Week 5 – ed, ad, dd Week 6- assess
Summer 1 Group 4	Week 1 – Review week Week 2 – ip, up, ib Week 3 – ub, th, ck Week 4- ch, ent, ant Week 5 – ou, ov, ow Week 6- op, oe, ve, ok Week 7 – re, ri, rt, rk
Summer 2 Group 5	Week 1 – ob, ol, ot, of Week 2 – oi, on, oo, or Week 3 – oa, oc, od Week 4- oy, op, og, oh Week 5 – ve, we, wh Week 6- fe, fi, fu, Week 7 – fl, ft, if Week 8 – wa,wo, va, vo Assessment



## Trumps Green Infant School Handwriting Policy

### Break letters

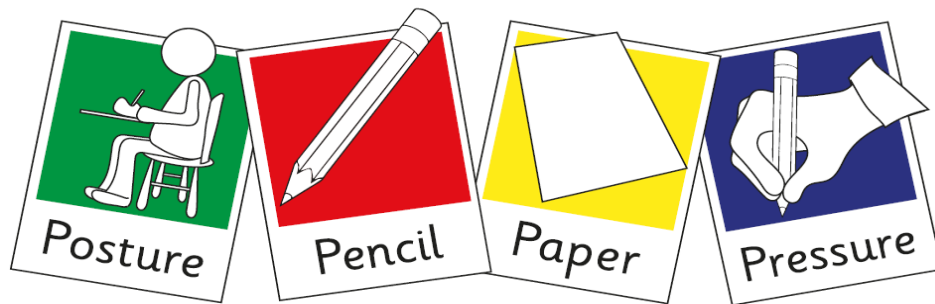
At Trumps Green Infant School we do not join the following letters:

b f g j p q s x y z

This looks like this in our handwriting:

Vibrant stars appeared they enjoyed  
a quick sixty second doze.

### 5. "Ready to write" Routines – P Checks for Success



#### POSTURE:

Our mantra is:

"Bottom to the back, feet to the floor, tummy to the table"

- Back supported by the chair
- Slight tilt forwards
- Hips, knees and ankles at right angles
- Feet flat on the floor (or supported on a step)
- Arms resting comfortably on the table
- Tummy – a fist's distance from the table
- Other hand used to stabilise paper
- Eyes should be a ruler's length away from the desk.





## Trumps Green Infant School Handwriting Policy

### Right- Handed



### Left- Handed



#### PENCIL GRIP:

- Dynamic tripod grip is taught
- “Pinch, pinch, flip” pencil grasp taught explicitly
- 2cm distance from pencil tip (slightly greater for left-handers)
- Early correction of inefficient grips where they affect comfort or speed
- All children in Reception, Year 1 and Year 2 take part in daily ‘dough disco’ to develop fine motor skills

#### Helpful references

- Stages of pencil grip: <https://teachhandwriting.co.uk/pencil-grip-development-foundation-stage.html>
- Supporting pencil grip development: <https://teachhandwriting.co.uk/supporting-pencil-gripdevelopment.html>

#### PAPER GUIDELINES:

- Tilt and offset the paper according to the writing hand.
- Move the paper up or down to facilitate a comfortable reach and keep it in place with the non-writing hand.



#### PRESSURE

Children are taught to apply appropriate pressure through modelling and guided practice. Support strategies are used where pressure is excessively light or heavy.



#### Tips for teaching practice: light pencil pressure

- Start with hand warm-up activities before writing to enhance sensory input.
- Build hand strength by having the child press hard with a crayon to colour large areas.
- To prevent pencil slippage, try triangular or larger pencils or pencil grips.
- Develop upper body strength through weight-bearing activities like wheelbarrow walking, climbing and pushing with straight arms. Writing on vertical surfaces (for example, chalkboards or whiteboards) also helps.



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- Use tools like a dull pencil or wooden dowel to write or press into clay for added resistance.
- Use softer leaded pencils such as 2B so their writing can be seen more easily while continuing to work on developing pressure.
- Strengthen fingers with hole punch activities.

Tips for teaching practice: hard pencil pressure

- Begin with hand warm-up activities (for example, squeezing a stress ball, wall push-ups, animal walks) to boost hand awareness.
- Show examples of 'too light', 'too hard' and 'just right' handwriting to help visualise proper pressure.
- Practise shading with crayons or pencils to show how pressure changes colour intensity.

### Physical Foundations

It is essential that before children begin forming letters they must first secure the correct gross and fine motor skills. Our Handwriting programme begins with introductory lessons focused on practising patterns containing the strokes and curves required for letter formation.

- Gross motor skills underpin fine motor control.
- Core strength and stability are prioritised in EYFS.
- Bilateral coordination is explicitly developed.
- Fine motor dexterity is strengthened through daily opportunities.
- Daily fine motor sessions (e.g., dough disco) support readiness for writing.

See Annex B for suggested activities



### 6. Supporting Left-Handed Pupils

Approximately 10% of pupils are left-handed. Teaching includes:

- Explicit modelling of appropriate hand position (hand below writing line)
- Paper tilted slightly right
- Seating to avoid elbow collision
- Encouraging relaxed grip
- Use of appropriate writing tools where necessary



## Trumps Green Infant School Handwriting Policy

### 7. Inclusion and Early Intervention

We ensure handwriting does not become a barrier to composition.

Provision includes:

- Early identification of difficulties
- Targeted intervention
- Adaptations (pencil grips, sloped boards, specialist tools)
- Liaison with SENDCo
- Referral to occupational therapy where appropriate

Expectations may be adapted for pupils with specific needs while maintaining ambition.

Alternative forms of recording are available to meet the needs of those pupils who require it.

### 8. Assessment and Monitoring

Handwriting is assessed through:

- Ongoing formative assessment
- Work scrutiny across subjects
- Observation of posture, grip and formation
- Termly review of pupil's handwriting progression

Leaders monitor:

- Consistency of approach
- Quality of modelling
- Progress across year groups
- Impact of interventions

Handwriting is assessed termly. Assessments form part of our transition process.

### 9. Role of Adults

All staff will:

- Model correct handwriting consistently
- Reinforce expectations across subjects
- Provide immediate feedback on incorrect formation
- Celebrate improvements and effort
- Maintain high expectations of presentation



## Trumps Green Infant School Handwriting Policy

### 10. Handwriting vocabulary

Consistent terminology is used across the school:

Trumps Green Terminology	Definition
Base line	Line upon which the main body of writing sits
Bouncy Letter family	m, n, r, b, p, h
Capital letter	A letter of the size and form to begin sentences and names
Curly Letter family	c, a, d, g, o, q, e, s, f
Letter bodies	Parts of the letter which are neither ascenders or descenders
Long Letter family	l, i, t, j, u, y
Positional language	Up, down, above, below, under, top, bottom, across, around, between
Small letter	Lower case letter
Tail letters	Descenders
Tall letters	Ascenders
Top line	Where a tall letter reaches to
Zig-zag Letter family	v, w, x, z, k



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<b>Pencil</b> Tripod grip  pinch_pinch_pinch_flip	<b>Paper</b> Tilt to the side  left handed Right handed	<b>Position</b> BBC TNT  Sit down Bottoms to back of chair Two feet forward on the floor Tummy near table	<b>Pressure</b> Put your pencil on the paper  Too light Just right Too hard	Get ready to write  Lower Case Letters	 Around the astronaut's helmet and down into space.	 Down the bear's back, up and around its tummy.	
 c	 d	 e	 f	 g	 h	 i	 j
 k	 l	 m	 n	 o	 p	 q	 r
 s	 t	 u	 v	 w	 x	 y	 z




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**Pencil**  
Tripod grip



pinch...pinch...pinch...flip

**Paper**  
Tilt to the side



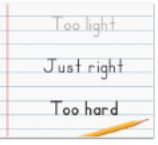
left handed  
Right handed

**Position**  
BBC TNT



Sit down  
Bottoms to back of chair  
Two feet forward on the floor  
Tummy near table

**Pressure**  
Put your pencil on the paper




Too light  
Just right  
Too hard


Get ready to write

Upper Case Letters


**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 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 half way 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, curl around to the left. Then curl around to the right to make a snake shape.




**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.





## Trumps Green Infant School Handwriting Policy

### 12. Annex B – fine motor skills

<b>Early skills</b>	Picking up small objects (beads, buttons) with fingers or tweezers	Hand-eye coordination, pincer grasp
	Finger painting	Finger movement, sensory exploration
	Modelling clay manipulation (rolling, squeezing or pinching)	Hand strength, dexterity
	Threading large beads onto a shoelace or a pipe cleaner, moving on to threading small beads onto a pipe cleaner	Coordination, grasp control
<b>Developing skills</b>	Cutting with scissors (straight and curved lines)	Hand strength, control, bilateral coordination
	Buttoning and zipping up clothes on dolls or themselves	Finger dexterity, independence
	Lacing cards with shoelaces	Precision, hand-eye coordination
	Using tweezers of different sizes to pick up and sort small objects (pom-poms, seeds), starting with larger tweezers and moving onto smaller tweezers with more resistance	Fine motor precision, concentration
	Cutting round simple lines on paper to following curly lines	Hand strength, control, fine motor precision, concentration
<b>Advanced skills</b>	Writing and drawing letters, shapes and simple drawings	Pencil grip, control, handwriting readiness
	Using small tools (screwdrivers, pliers or tongs)	Dexterity, tool manipulation skills
	Bead weaving or jewellery making with smaller beads	Precision, fine motor coordination
	Origami or paper folding crafts	Sequencing, precision, bilateral hand use
	Opening a box with keys to practise wrist action and clockwise movement	Dexterity, tool manipulation skills