MANOR ROAD PRIMARY SCHOOL

HANDWRITING POLICY

July 2026

Manor Road Primary School

Handwriting Policy

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Manor Road Primary School
Handwriting Policy

Rationale

At Manor Road Primary School, we believe that handwriting is a fundamental life skill that supports children's communication, learning and self-confidence. Handwriting is closely linked to children's success across the curriculum, enabling them to record their ideas efficiently, present their work clearly and develop pride in their achievements.

To ensure consistency and progression, we use the **Letter-join** handwriting programme as our whole-school approach from Reception to Year 6. Letter-join is fully aligned with the National Curriculum and provides a structured progression from early mark-making and letter formation through to fluent, joined and legible handwriting.

Research and classroom practice show that when handwriting becomes automatic, children can focus more effectively on composing, organising and improving their ideas. Fluent handwriting reduces the cognitive load associated with forming letters, allowing children to concentrate on vocabulary, spelling, grammar and creativity in their writing.

Intent

At Manor Road Primary School, our intent is for all children from Reception to Year 6 to develop a fluent, legible and confident handwriting style that enables them to communicate effectively and achieve their full potential across the curriculum. Through the consistent use of the Letter-join handwriting programme, we aim to provide a progressive and inclusive approach that develops correct letter formation, joining skills, presentation and writing stamina. We believe that secure handwriting is an essential component of literacy, supporting children to write with increasing independence and automaticity so that they can focus on composing, editing and expressing their ideas. Our ambition is that every child leaves Manor Road Primary School with a handwriting style that is neat, efficient and fit for purpose, preparing them successfully for the next stage of their education and beyond.

Implementation

At Manor Road Primary School, handwriting is taught explicitly and consistently through the **Letter-join** programme from Reception to Year 6. Lessons follow a progressive sequence that develops children's gross and fine motor skills, correct posture, pencil grip, letter formation, joining patterns, fluency and presentation.

Letter-join provides a structured pathway from early mark-making and printed letter formation in Reception to fluent, joined handwriting by the end of Key Stage 2.

Handwriting is taught as a discrete skill and is regularly reinforced across all areas of the curriculum. Teachers model correct letter formation and joins using the agreed Letter-join fonts and resources, ensuring consistency in teaching and expectations throughout the school. Children are provided with frequent opportunities to practise and apply their handwriting skills in meaningful writing tasks across English and the wider curriculum.

In Reception, children develop the physical foundations for handwriting through activities that strengthen gross and fine motor control, alongside daily opportunities to learn correct letter formation.

In Key Stage 1, children are taught letter families, capital letters, numbers and pre-cursive patterns before progressing to joined handwriting.

In Key Stage 2, children refine their joins, increase writing fluency and stamina, and develop a clear, legible personal style suitable for a range of purposes and audiences.

Teachers provide regular feedback and intervention where necessary to ensure that misconceptions are addressed promptly and that all children make progress from their individual starting points. High expectations for handwriting and presentation are promoted across the school, enabling children to take pride in their work and recognise the importance of clear written communication.

Handwriting Progression Overview

Reception

Children develop the physical foundations needed for handwriting through gross and fine motor activities. They learn correct sitting position, pencil grip, pre-writing patterns and the accurate formation of lower-case letters. By the end of Reception, most children can correctly form letters and begin to write simple words.

Year 1

Children consolidate accurate letter formation and orientation, learn capital letters, numbers and symbols, and further develop pencil control. They are introduced to pre-cursive letter formation and entry strokes in preparation for joining.

Year 2

Children begin to join letters using the Letter-join cursive style. Teaching focuses on correct joins, consistency of size and spacing, and developing confidence and fluency when writing words and sentences.

Year 3

Children practise and refine a range of joins, improving consistency, legibility and presentation. They are encouraged to apply joined handwriting across all curriculum subjects and begin to increase writing speed.

Year 4

Children develop greater fluency and stamina for writing. Teaching focuses on maintaining consistent letter size, proportion and spacing whilst writing at an appropriate pace. Joined handwriting is expected across the curriculum.

Year 5

Children are encouraged to develop a fluent, efficient and increasingly personal handwriting style whilst maintaining legibility. They learn to adapt their handwriting for different purposes and audiences and sustain high standards of presentation.

Year 6

Children refine their handwriting to ensure it is fluent, automatic and consistently legible. They demonstrate the ability to write quickly when needed while maintaining accuracy and presentation. By the end of Year 6, children have developed a handwriting style that prepares them for secondary education and beyond.

End Points

End of EYFS

- Correct pencil grip and posture.
- Accurate formation of most lower-case letters.
- Beginning to write simple words independently.

End of KS1

- Consistent letter formation.
- Secure use of capital letters and numbers.
- Joined handwriting beginning to be used confidently.

End of Lower KS2

- Consistently joined, legible handwriting.
- Improved fluency and presentation across subjects.

End of Upper KS2

- Fluent, automatic and efficient handwriting.
- Ability to write at speed while maintaining legibility and neat presentation.

Handwriting Progression Overview (Letter-join)

Year Group	Autumn Term	Spring Term	Summer Term
Reception	Gross and fine motor development; correct posture and pencil grip; pre-writing patterns; formation of c, o, a, d, g, q letter family.	Secure formation of lower-case letters; letter orientation; formation of simple words.	Consistent letter formation; word spacing; introduction to simple exit strokes where appropriate.
Year 1	Consolidation of letter families; capital letters and numbers; introduction to lead-in strokes.	Development of pre-cursive handwriting; entry strokes; consistent size and orientation.	Preparation for joining; diagonal lead-in and exit strokes; simple letter combinations.
Year 2	Introduction to first joins: ai, ar, an, am, ad, ch, sh, th.	Diagonal joins to ascenders: ab, ah, al, at, ak, aw.	Horizontal joins: oi, ou, ow, oo, ve, wi. Application of joined handwriting in words and sentences.
Year 3	Revision of all basic joins. Diagonal joins to and from ascenders: ht, hb, hl, lt, kt.	Horizontal joins to round letters: oa, og, oe, od. Focus on spacing and consistency.	Joining in longer words and sentences; developing handwriting fluency and rhythm across subjects.
Year 4	Mastery and consolidation of all joins, including more challenging joins: br, pr, vr, wr, tr.	Maintaining consistency in longer pieces of writing; accurate sizing, spacing and alignment.	Increased writing speed; sustaining neat, joined handwriting across the curriculum.
Year 5	Refinement of all joins; development of an efficient and increasingly personal handwriting style.	Greater fluency and stamina in extended writing; maintaining legibility while increasing pace.	Adapting handwriting for different purposes and audiences; high standards of presentation.
Year 6	Consolidation and review of all join types; high expectations for presentation and accuracy.	Writing at speed whilst maintaining legibility; automatic application of joins in extended writing.	Establishing a mature, fluent and personal handwriting style ready for secondary education.

Impact

Assessment

Assessment of handwriting at Manor Road Primary School is used to ensure that all children make progress from their individual starting points and develop a fluent, legible and efficient handwriting style.

Formative Assessment

Formative assessment takes place continuously throughout lessons and across the wider curriculum.

Teachers:

- Observe children during handwriting sessions.
- Monitor pencil grip, posture and letter formation.
- Check the accuracy and consistency of joins.
- Provide immediate verbal feedback and modelling.
- Review handwriting in English books and across foundation subjects.
- Identify misconceptions and provide timely intervention.

- Adapt teaching and practice opportunities to meet children' needs.

Children are also encouraged to self-assess and reflect on the presentation and legibility of their work, developing independence and pride in their handwriting.

Summative Assessment

Summative assessment is carried out termly through the review of children' work against the Letter-join progression expectations and National Curriculum objectives.

Teachers assess:

- Letter formation and orientation.
- Accuracy and consistency of joins.
- Size, proportion and spacing of letters.
- Legibility and presentation.
- Fluency, stamina and writing speed.
- Application of handwriting skills across the curriculum.

Progress is recorded and monitored to identify children requiring additional support, intervention or challenge. Handwriting outcomes contribute to teachers' overall judgements in writing and are discussed through pupil progress meetings.

Monitoring and Evaluation

The English Subject Leader monitors the quality of handwriting teaching and outcomes through:

- Book looks and work scrutiny.
- Learning walks.
- Pupil voice activities.
- Planning scrutiny.
- Moderation of handwriting expectations across year groups.
- Analysis of pupil progress and attainment.

This ensures a consistent approach to handwriting teaching across Reception to Year 6 and supports continuous improvement in pupil outcomes.

POLICY REVIEW DETAILS		
Policy written by	Kellie Foulds	July 2026
Policy reviewed		
Review schedule	Annually	