



## CROXBY PRIMARY SCHOOL HANDWRITING POLICY

**Effective Date:** May 2026

**Date of minuted / review approval by the Board of Governors:** May 2026

**Review Committee:** Governing Body

**Review Date:** May 2027

### 1. Rationale

At Croxby Primary School, we recognise that handwriting is a crucial component of writing. Writing is one of the most cognitively demanding tasks pupils undertake; therefore, transcription skills (handwriting and spelling) must be taught explicitly and systematically so that they become automated. When handwriting is fluent and secure, pupils are better able to concentrate on spelling, vocabulary choice and composition.

Handwriting is taught consistently from EYFS onwards, following the **Twinkl Handwriting Scheme**, and is reinforced across the wider curriculum.

Handwriting expectations apply across the curriculum, and pupils are expected to use taught handwriting conventions in all written work, not solely in English lessons or writing books.

### 2. Aims

We aim for all pupils to:

Develop a **comfortable, fluent and legible handwriting style**

- Use **consistent letter formation and joins**
- Write with **increasing speed, accuracy and stamina**
- Take **pride** in the presentation of their work
- Apply handwriting skills **independently across the curriculum**

### 3. Teaching and Learning

#### Time Allocation

- Handwriting is taught **explicitly** and regularly.
- Sessions are typically **10–15 minutes**, several times a week.
- Handwriting is reinforced through spelling, dictation and extended writing

## Ready to Write Routines

Across school, staff use consistent language and routines to ensure pupils are physically ready to write:

- 'Nip, Flip, Grip'
- 'Anchor your page'

Expectations include:

- Feet flat on the floor
- Sitting upright with bottom at the back of the chair
- Shoulders slightly forward
- Wrist straight with hand below the writing line
- Correct paper tilt for left- and right-handed pupils

These routines are explicitly taught and regularly reinforced.

## Teaching Sequence

Handwriting lessons follow a consistent structure:

- **Teacher models** a letter or join 3–4 times, verbalising formation.
- Learners copy 3–4 times and **circle their best attempt**.
- **Teacher models a word** using the focus letter or join.
- Pupils practise and select their best example.
- **Teacher models a sentence**, often linked to current vocabulary, CEWs or dictation.
- Learners write the sentence and evaluate their work.

Teachers model clearly on the board and in books.

Live verbal feedback is a key feature of handwriting instruction at Croxby Primary School. Teachers and teaching assistants provide immediate, specific feedback during handwriting sessions to reinforce correct letter formation, posture and grip, and to address misconceptions promptly before they become embedded.

Handwriting is explicitly taught during discrete sessions and reinforced through all curriculum areas. Teachers consistently apply handwriting expectations in foundation subjects and wider curriculum books, ensuring pupils transfer and apply their handwriting skills beyond handwriting lessons and English writing tasks.

## 4. Handwriting in the Early Years Foundation Stage (EYFS)

In EYFS, handwriting development prioritises **gross motor movement, fine motor control and early mark-making** before formal letter formation. Children are not rushed to write before they are physically ready.

Handwriting teaching in EYFS follows the **Croxby Transcription and Letter Formation Progression**, ensuring a clear, sequential pathway from early mark-making to independent writing in books.

Provision includes:

- Daily opportunities for purposeful mark-making
- Explicit adult modelling of movements and letter formation
- Carefully scaffolded practice matched to children's developmental stage

Children move from:

- Early scribbling and pre-writing patterns
- Controlled pattern work involving multiple movements
- Explicit letter formation practice
- Writing recognisable letters and words independently in books

Staff model writing consistently and use agreed routines for posture, grip and pencil control. In line with the stages outlined in the progression document, children will initially practise writing letters within boxes on the line before progressing to writing on yellow highlighted lines.

Children are taught **accurate letter formation before letter sizing and orientation**. Misconceptions are identified and addressed promptly. Handwriting line sizes are gradually reduced as mastery increases.

By the end of Reception, pupils are expected to write **recognisable letters, most of which are correctly formed and positioned on a line**, in line with the **EYFS Early Learning Goal for Writing**, ensuring a smooth transition into Key Stage 1.

In EYFS, live verbal feedback is used continually as children write, ensuring movement, formation and pencil control are adjusted in the moment.

## 5. Progression Beyond EYFS

Progression through KS1 and KS2 follows the **Twinkl Handwriting Scheme** and school progression maps:

- **KS1:** Secure letter formation, correct orientation and sizing; introduction to joins where appropriate.
- **Lower KS2:** Development of consistent diagonal and horizontal joins.
- **Upper KS2:** Fluency, speed, stamina and confident application in extended writing.

Teachers model joined handwriting where appropriate and print where this best supports clarity or learning.

**Progression through handwriting is based on stage of development rather than age or year group.** Pupils are introduced to joined handwriting only once they demonstrate secure, consistent letter formation and appropriate sizing. Joining is not taught until pupils are able to form letters correctly and fluently. Premature joining is avoided, as it can embed inaccurate letter formation and reduce overall legibility.

## 6. Common Misconceptions

Staff explicitly address common handwriting misconceptions, including:

- Letter reversals (e.g. b/d, p/q, N)
- Retrospectively adding strokes between joins
- Fragmented or inconsistent letter formation

Errors are addressed promptly through re-modelling and targeted practice.

## 7. Additional Strategies

To support handwriting development, teachers may use:

- **Cover–Copy–Compare**, following sufficient modelling
- **Dictation**, particularly within spelling sessions, to reduce cognitive load
- Targeted handwriting support for pupils requiring additional practice

## 8. Extended Writing and Stamina

To develop stamina and application:

- Pupils complete **one paragraph underneath the 'Ingredients for Success'** after extended writing tasks
- Expectations increase gradually through the year
- Pupils complete **at least one fully handwritten extended piece per half-term**

## 9. Inclusion and SEND

All pupils access high-quality handwriting teaching. Reasonable adjustments are made, including:

- Modified expectations or reduced quantity
- Adapted resources or equipment
- Additional adult support where required

Handwriting must not be a barrier to pupils demonstrating their learning.

Expectations for handwriting, including the introduction of joins, are adapted according to individual need and stage of development. All pupils are supported to make progress at an appropriate pace.

## 10. Assessment and Monitoring

Handwriting is monitored through:

- Book looks and learning walks
- Ongoing teacher assessment
- Review against progression expectations

Leaders ensure consistency of modelling, language and expectations across the school.

## 11. Roles and Responsibilities

- **Teachers:** model and reinforce handwriting expectations consistently in all subjects and written outcomes.
- **Teaching Assistants:** Reinforce agreed routines and conventions.
- **Subject Leaders / SLT:** Monitor implementation and provide CPD.
- **Pupils:** Take pride in handwriting and apply taught strategies consistently.

# Appendix

1. Pre Letter formation Progression Document.docx
2. Letter formation Progression Document v2.docx
3. Handwriting Overview.docx



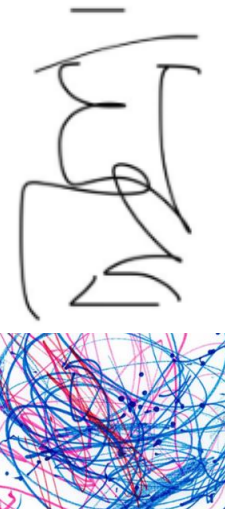


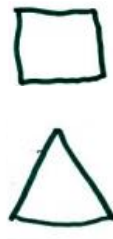

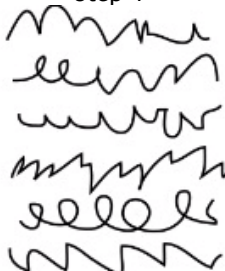
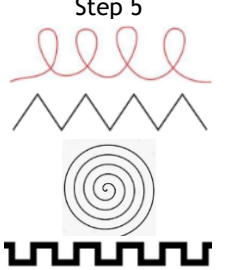

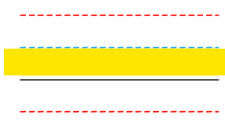
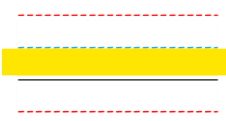
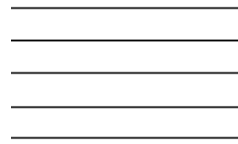
## Pre-Transcription Progression

The foundations needed to be able to provide a secure pathway towards the development of handwriting. If the areas are not secured in the early stages, moving on to hand dominance, strength and dexterity will become a greater challenge.

<b>Bilateral Integration</b>	<b>Crossing The Midline</b>	<b>Proprioception</b>
<p>Children can co-ordinate both sides of the body at the same time.</p> <p>Bilateral movements can be summarised into the following stages that are progressive:</p> <p>Symmetrical Movement - actions where both sides of the body do the same thing with the same force simultaneously, i.e. clapping hands</p> <p>Reciprocal Movement - one side performs an action followed by the other side doing the same, i.e. climbing a ladder</p> <p>Movements Needing a Supporting Hand – one side of the body doing the main movement while the other side supports, i.e. cutting with scissors</p>	<p>Children can spontaneously cross over the midline (the imaginary midline of the body), moving one hand or foot into the space of the other. Midline crossing develops from bilateral integration and is a pre-cursor to the development of hand preference. If we don't secure this, it can lead to issues surrounding hand dominance.</p> <p>Be aware of midline crossing avoidance, i.e. a right-handed child shifting their paper/work to the right-hand-side of their midline so they can mark/make/work without having to cross their midline.</p> <p><i>*Rotate the work of a child showing midline crossing avoidance through 90° degrees so they work from the table edge upwards and not from left-to-right.</i></p>	<p>Children are able to use the sense that lets us perceive the location, movement and action of parts of the body. It is an automatic and subconscious process that you can develop. It allows your brain to know the position of your body in space without having to rely on visual input alone and is crucial to maintaining balance. For example, if you have an itch on your nose, your brain and body know how to bring your arm and hand to your nose to scratch it without looking at your arm or needing to see your nose.</p> <p><i>*A child with reduced proprioception has difficulty interpreting the messages of the exact location of their head and limbs and can have difficulty planning their movement. They often can present as uncoordinated. They can also present as fidgety, restless, may struggle to sit for long periods.</i></p>
<p><u>Activities:</u></p> <p>Symmetrical Movements: jumping jacks, two feet jumping, using a rolling pin, clapping</p> <p>Reciprocal Movements: riding a bike, climbing a ladder, crawling, marching, drumming, skipping, climbing over the climbing frames</p> <p>Supporting Hand Movements: cutting, mark making, using a zip, pouring a drink, sewing, climbing the climbing wall</p> <p><i>*Once a child has shown that they have strong foundations in bilateral integration movements, they can progress to crossing the midline activities.</i></p>	<p><u>Activities:</u></p> <p>Activities/games that involve crossing the midline...</p> <p><b>Ball in the Tights Game</b> – place a tennis ball in one end of the tights and the child stands with their back against the wall and swings the ball on alternate sides of themselves bouncing it off the wall.</p> <p><b>Bean Bag Toss</b> – The child should be sat at a 90° degree angle to the target and through the beanbag across their body.</p> <p><b>Blowing Bubbles</b> – The child sits still as you blow bubbles across them and they use the hand on the opposite side of their body to pop the bubbles.</p> <p><b>Cleaning</b> – sweeping, wiping the wall/board from side to side in large movements.</p>	<p><u>Activities:</u></p> <p>Hopping in Place</p> <p>Jumping Jacks</p> <p>Wall Push-Ups</p> <p>Twists</p> <p>Crab Walks</p> <p>Side Steps</p> <p>Sideways Jumps</p> <p>Scissor Jumps</p> <p>Arm Leg Stretch (from a crawling position, extend one arm and the alternate leg)</p> <p>Cross Crawls (from a standing position, lift one leg and touch with alternate elbow)</p> <p>Disco Dancing</p> <p>Air Climbs</p> <p>Climbing</p> <p>Circle games such as 'Hokey Cokey'</p>

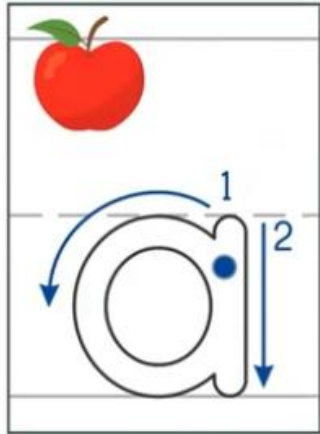


## Transcription Progression

Step 1	Step 2	Step 3	Step 4	Step 5	Step 6	Step 7	Step 8
<p>Children can initiate random movements making marks often referred to as scribbles.</p>	<p>Children can imitate/copy pre-writing patterns that involve one movement.</p> <p>Step 1: Dots Step 2: Circles Step 3: Straight lines</p>	<p>Children begin to imitate/copy shapes that involve multiple movements.</p>	<p>Children can form pre-writing patterns and have an understanding of movement concepts, e.g. up, down, around</p> <p>Step 4: Curved and Changing Lines Step 5: More Complex Lines with increased accuracy in pencil control.</p>	<p>Children trace letters within modelled writing boxes then attempt writing letters within the writing boxes independently.</p> <p>Work to be completed on PCM and adapted handwriting sheets.</p>	<p>Children begin to write in books, focussing on the individual grapheme and simple cv, cvc words.</p> <p>Staff highlight for children where x-height letters sit (letters that are not ascenders or descenders).</p>	<p>Children begin to sound out and write words independently.</p> <p>Staff highlight for children where x-height letters sit (letters that are not ascenders or descenders).</p>	<p>Write recognisable letters, most of which are correctly formed and positioned on lines in a workbook.</p>
<i>Where needed adults model writing in highlighter for children to trace.</i>							
	<p>Steps 1, 2 &amp; 3</p>  <p>Steps 2 &amp; 3</p> 	 	<p>Step 4</p>  <p>Step 5</p> 				



## Guidance on the Letter Families



Starting points and directions

Down and off in another direction	l i t j u y
Down and retrace upwards	m n r b p h k
Anti-clockwise round	c a d o q g e f s
Zig-zag letters	v w x z

*\*Children need to be taught explicitly/trained to write letters that are sized relative to one another. This happens after accurate letter formation. Misconceptions need amending rapidly and handwriting line sizes need reducing overtime as children increase their handwriting mastery.*

## Letter Sizing and Orientation Outcomes

### Statement from the Early Years Foundation Stage Early Learning Goals

**EYFS ELG:** Write recognisable letters, most of which are correctly formed.

### Statements from the Teacher Assessment Framework

**KS1 WTS:** Form lower-case letters in the correct direction, starting and finishing in the right place. Form lower-case letters of the correct size relative to one another in some of their writing. Use spacing between words.

**KS1 EXS:** Form 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.

**KS1 GD:** Use diagonal and horizontal strokes needed to join some letters.



## Handwriting Overview

### Ladder letters / One arm robot letters / Curly caterpillar letters / Zigzag monster letters

A	W1	W2	W3	W4	W5	W6	W7	W8		W1	W2	W3	W4	W5	W6	W7
Y1/Y2	l	i	u	t	y	j	Recap ladders	Recap ladders		n	m	h	k	b	p	r
Y3/Y4	l (li, ll, lu, ly)	i (ii, il, iu, iy)	u (uc, uh, up, ut)	t (th, ti, tk, tt, ty)	y (ay, ly, my, ny, ty)	j (aj, bj, nj, uj)	Recap ladders	Recap ladders		n (na, nd, nj, nn, no, ny)	m (ma, me, mm, mo, ms, mu)	h (ha, hc, hh, ho, hs)	k (ka, kd, kg, kk, ko, kq)	b (bb, be, bi, bu)	p (pa, pc, po, pp, ps)	r (re, ri, rn, rr, ru)
Y5/Y6	l	i	u	t	y	j	Recap ladders	Recap ladders		n	m	h	k	b	p	r

Sp	W1	W2	W3	W4	W5	W6		W1	W2	W3	W4	W5	W6
Y1/Y2	Recap robots	Recap robots	c	a	d	e		s	g	f	q	o	Recap caterpillars
Y3/Y4	Recap robots	Recap robots	c (ca, cc, cei, ch, cl, co)	a (aa, ai, anti, auto, ay)	d (da, dd, de, dis, do)	e (ee, ei, eigh, ey)		s (sa, sc, so, sq, ss)	g (ag, eg, ig, ing, ug)	f (af, ef, if, uf)	q (aq, iq, oq, que, rq, sq)	o (oa, og, ol, oo, ous)	Recap caterpillars
Y5/Y6	Recap robots	Recap robots	c	a	d	e		s	g	f	q	o	Recap caterpillars

Su	W1	W2	W3	W4	W5	W6		W1	W2	W3	W4	W5	W6
Y1/Y2	Recap caterpillars	z	v	w	x	Recap zigzags		Recap zigzags	Flexible	Flexible	Flexible	Flexible	Flexible
Y3/Y4	Recap caterpillars	z (za, ze, zo, zy, zz)	v (va, ve, vi, vo, vv)	w (wa, we, wh, what, when, where, who, why, wr, ww)	x (ax, ex, ox, ux, xes)	Recap zigzags		Recap zigzags	Flexible	Flexible	Flexible	Flexible	Flexible
Y5/Y6	Recap caterpillars	z	v	w	x	Recap zigzags		Recap zigzags	Flexible	Flexible	Flexible	Flexible	Flexible



Y1/Y2 - individual letters printed

Y3/Y4 - individual joins specified on table

Y5/Y6 - joining each letter at the beginning, middle and end of the word, in addition to developing speed and style