



# Lady Boswell's C.E. (Aided) Primary School

*Learning Together, Christ at  
the Centre, Learning for Life*

## HANDWRITING POLICY

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Author of Policy: Becki Freeman

## LADY BOSWELL'S C.E. PRIMARY SCHOOL

We value every member of our community as a unique child of God and seek to demonstrate His love through our words and actions. We enable every child to achieve their full potential so that they leave us with their heads inspired and their hearts enriched.

**As a result, our children will:**

Develop a positive sense of self and well-being; confident to make the right choices and keep themselves safe in an ever-changing society

Strive for academic excellence, developing a thirst for knowledge and a love of learning

Become effective communicators, collaborators and leaders

Be resilient, resourceful and courageous

Be curious, creative individuals and confident problem solvers

Grow in spiritual awareness and develop a strong moral compass and a deepening understanding of the Christian faith in a multi-faith British society

Become responsible and tolerant global citizens who value diversity, forgive readily, and have concern for the needs of each other, the school, the wider community, and the planet.

## **1. INTENT**

At Lady Boswell's CE VA Primary School, we are committed to ensuring that every pupil develops fluent, legible and consistently joined handwriting by the end of Year 6. Strong handwriting skills, including transcription, physical development for writing and dictated writing, are essential foundations for successful writing; these three strands are progressively mapped across the school within our handwriting curriculum. Once handwriting is secure and automatic, pupils then focus on writing their ideas with creativity, purpose and clarity and can communicate effectively. Our handwriting curriculum builds confidence, fluency and stamina from the very start of school life. It provides clear progression from early mark-making in EYFS to fluent, joined writing at the end of Key Stage 2. By the time pupils leave Year 6 they are able to meet the expectations of the National Curriculum and The Writing Framework (DfE, 2025) and they take pride in the presentation of their work across the curriculum.

## **2. IMPLEMENTATION**

Handwriting is taught explicitly, progressively and comprehensively across the school, focusing on three progressive strands in all year groups: physical development for writing, transcription and dictation.

### **EYFS**

In EYFS, physical development for writing features daily and is prioritised as part of our strong foundations offer and provision, to enable our pupils to develop the physical skills required for successful writing and meet the associated Early Learning Goals (ELG). Our progressive physical development curriculum details the areas and objectives covered in EYFS (e.g. core strength and stability, crossing the midline, hand strength, wrist rotation, finger isolation, bilateral co-ordination, writing posture and positioning, hand strength, shoulder stability, static tripod and quadropod pencil grip and increasing control of mark-making tools). These objectives are taught through structured sessions (whole-class and group level) and careful planning and resourcing within the learning environment.

Daily transcription sessions using the Little Wandle Handwriting scheme formations and rhymes aim to enable our pupils to write recognisable letters, most of which are correctly formed (ELG). After the 'Practising patterns' unit, pupils are taught the individual lower-case letter formations in line with the graphemes taught through the Little Wandle Systematic Synthetic Phonics scheme. To support with directionality and consistency, pupils then utilise the Little Wandle handwriting books to further learn and practise these lower-case letter formations as part of the different letter families (curly long, bouncy, zig-zag) as well as the capital letter formations.

Through focused table-teams (weekly) pupils transcribe carefully planned words and phrases dictated by the teacher. These words/phrases focus only on taught graphemes, high frequency words and letter formations so they are accessible and enable effective transcription practice. The dictation process can consist of oral dictation, rehearsal, word counting and live modelling before the pupils transcribe. Simple dictated transcription opportunities also feature in some phonics lessons.

## **Year 1**

Our progressive physical development for writing curriculum details the areas and objectives covered in Year 1 (e.g. writing posture and positioning, securing tripod writing grip, strengthening fingers and improving dexterity, use of writing tools with increasing control, developing towards dynamic tripod grip). These objectives are taught through weekly, structured lessons and through careful planning and resourcing within the learning environment.

Transcription sessions continue to embed the Little Wandle Handwriting scheme formations and rhymes, utilising the Nelson handwriting scheme progression (Year 1 Units 1-14). Pupils cover units that revisit numbers, lower-case letters (through the letter families), capital letters and size/height consistency before moving onto Little Wandle's final unit of 'Digraphs and Trigraphs'.

Weekly dictations are completed, enabling the pupils to practice appropriate transcription skills. These are carefully planned in line with our progressive dictation curriculum, ensuring that the simple sentences only include taught graphemes, letter formations, high frequency words and common exception words, and require simple punctuation (capital letters and full stops) when and where appropriate. The dictation process can consist of oral dictation, rehearsal, word counting and live modelling before the pupils transcribe. Simple dictated transcription opportunities also feature in some phonics lessons.

This provision enables our pupils to develop strong foundations in writing and achieve the following National Curriculum (2014) Year 1 objectives:

- 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.
- Form capital letters,
- Form digits 0-9
- Understand which letters belong to which handwriting families (i.e. letters formed in similar ways) and to practise these.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far

## **Year 2**

Our progressive physical development for writing curriculum details the areas and objectives covered in Year 2 (e.g. wrist flexibility and control, increased hand endurance, motor planning for letter joins, dynamic tripod grip). These objectives are taught through weekly, structured lessons.

Transcription sessions continue to embed the Little Wandle Handwriting scheme formations and rhymes. Pupils demonstrating accurate letter formations move onto the appropriate Nelson handwriting scheme progression units (Year 1 Units 15-28; Year 2 Units 1-14; Year 2 Units 16-22). Through these units, pupils begin to learn the

diagonal and horizontal strokes required to join letters accurately and understand when letters should be left unjoined.

Weekly dictations are completed, enabling the pupils to practice appropriate transcription skills. These are carefully planned in line with our progressive dictation curriculum, ensuring that up to two, linked, simple sentences only include taught graphemes/spellings, letter formations, high frequency words, and common exception words, and only require punctuation and grammatical structures taught. The dictation process can consist of oral dictation, rehearsal, word counting and live modelling before the pupils transcribe. Simple dictated transcription opportunities also feature in some phonics lessons.

For those pupils demonstrating the correct writing grip and letter formations, pens are introduced from Year 2. We offer a variety of writing pens for pupils to try and work with pupils to identify their preference of writing tool.

This provision enables our pupils to develop strong foundations in writing and achieve the following National Curriculum (2014) Year 2 objectives:

- Form lower-case letters of the correct size relative to one another.
- 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.
- 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 letters.
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

## **Key Stage 2**

Our progressive physical development for writing curriculum details the areas and objectives covered in KS2 year groups. These objectives are taught through weekly, structured lessons and focus on development of fluency, stamina and legibility (e.g. fine motor precision and pressure control, bilateral co-ordination for efficiency, pressure modulation, fine motor endurance etc.)

Transcription sessions focus on the appropriate Nelson handwriting scheme progression units, mapped for each year group:

Year 3 - (Year 2 Units 23-28; Year 3 Units 1-28)

Year 4 – (Year 4 Units 1-28)

Year 5 - (Year 5 Units 1-27)

Year 6 - (Year 6 Units 2-3 & 6-28)

These units progressively embed appropriate joins and formations, whilst increasingly offering opportunity for pupils to take ownership of their personal handwriting style whilst still maintaining fluency, stamina and legibility.

Weekly dictations are completed, enabling the pupils to practice appropriate transcription skills. These are carefully planned in line with our progressive dictation curriculum, ensuring they are of the appropriate length and include appropriate

spellings, punctuation and grammatical structures for each year group. The level of scaffolding and modelling in the dictation process also reduces across KS2, encouraging self-correction, proofreading and editing in UKS2.

This provision enables our pupils to continue building upon their strong foundations in writing and achieve the following National Curriculum (2014) KS2 objectives:

Year 3 and 4:

- Use the diagonal and horizontal strikes that are needed to join lessons and understand which letters, when adjacent to one another, are best left unjoined
- Increase the legibility, consistency, and quality of their handwriting
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Year 5 and 6:

- 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 the task

### Handwriting Lesson Frequency

While The Writing Framework (DfE, 2025) does not prescribe fixed timetables, it does recommend:

- **Frequent, explicit and discrete** handwriting lessons
- Teaching that is **in addition** to phonics, not embedded in it
- **Daily handwriting** in EYFS and Year 1 to develop automaticity

Year Group	Physical Development for Writing	Transcription	Dictation
EYFS	<b>5 per week</b> <i>(inc. within environment)</i>	<b>5 per week</b>	<b>1 per week</b> <i>(plus within phonics)</i>
Year 1	<b>1 per week</b> <i>(plus within environment)</i>	<b>3 per week</b>	<b>1 per week</b> <i>(plus within phonics)</i>
Year 2	<b>1 per week</b>	<b>3 per week</b>	<b>1 per week</b> <i>(plus within phonics)</i>
Year 3	<b>1 per week</b>	<b>3 per week</b>	<b>1 per week</b>
Year 4	<b>1 per week</b>	<b>2 per week</b>	<b>1 per week</b>
Year 5	<b>1 per week</b>	<b>2 per week</b>	<b>1 per week</b>
Year 6	<b>1 per week</b>	<b>1 per week</b>	<b>1 per week</b>

Handwriting is modelled by all Lady Boswell's staff across all subjects and supported through marking, displays and teacher modelling.

## Posture and Pencil Grip

Pupils are discretely and progressively taught correct posture, position, pencil grip and tension for handwriting:

EYFS:

Years 1 & 2:

KS2:

**Am I ready to write?**  
**Grip Checklist**


 Have I used the 'pinch and flip' method to pick up my pen/pencil?  Yes


 Are my fingers positioned near the tip of my pen/pencil?  Yes


 Am I only gripping my pen/pencil between my thumb and index finger-tips?  Yes


 Am I starting to tuck my ring and little finger out of the way (not touching my pen/pencil)?  Yes


**Am I ready to write?**  
**Grip Checklist**

 Have I used the 'pinch and flip' method to pick up my pen/pencil?  Yes


 Are my fingers positioned near the tip of my pen/pencil?  Yes


 Am I gripping my pen/pencil between my thumb and index finger?  Yes


 Is my pen/pencil resting on my middle finger? (ring and little finger tucked away)  Yes

 Is my wrist strong, straight and steady?  Yes

**Am I ready to write?**  
**Grip and Tension Checklist**


 Are my fingers positioned near the tip of my pen/pencil?  Yes

 Am I gripping my pen/pencil between my thumb and index finger?  Yes

 Is my pen/pencil resting on my middle finger? (ring and little finger tucked away)  Yes


Am I gripping my pen/pencil too tightly? (check for white knuckles)  No


Am I pressing too hard? (check for indents on back of paper)  No


 Is my wrist strong, straight and steady?  Yes


ALL:


**Am I ready to write?**  
**Posture and Position Checklist**

 Are both my feet flat on the floor?  Yes

 Am I sat up tall with a straight back and my shoulders back and relaxed?  Yes

 Is my stomach just touching the table?  Yes

 Is my paper slanted to match my writing hand?  Yes

 Am I resting my non-writing hand on my paper to hold it still?  Yes

## Consistency of Letter formation, Language and Resources

To ensure consistency and support pupils' motor memory and directionality in letter formation, all teachers and support staff from EYFS to Year 6 will endeavour to use the same Little Wandle Formation Phrases when modelling or teaching letter formation/transcription and the school's chosen rhyming phrases when modelling or teaching number formation. These phrases are carefully designed to embed correct letter directionality and support multisensory learning. As repetition and consistency aid memory and muscle control, all adults are encouraged to adopt this shared language.

The Little Wandle Handwriting and Phonics Programmes provide a complete Formation Phrase Chart. These phrases are introduced in EYFS and should be reinforced throughout KS1 and KS2 where appropriate,

Staff are encouraged to use the agreed Little Wandle letter phrases and the agreed number phrases when:

- Introducing new letter/number formations in phonics or handwriting
- Modelling/addressing misconceptions on the board
- Supporting individuals or small groups during handwriting practice

EYFS and KS1 classrooms should display the Little Wandle letter formation (lower and upper case) and agreed number formation prompt posters in classrooms for pupils to refer to and use.

### **Progression of Letter Formations and Joined Handwriting**

At Lady Boswell's, we follow the progression set out in The Writing Framework (DfE, 2025), which makes clear that strong physical foundations must be secure before letter formations are introduced and that strong handwriting foundations must be secure before joining is introduced. We have therefore adjusted the progressive mapping of the schemes we use (Little Wandle and Nelson handwriting units) to fall in line with this.

### **3. Assessment and Feedback**

Teachers at Lady Boswell's systematically monitor pupils' handwriting progress and outcomes through regular sample checks in writing and handwriting books, weekly dictations and Little Wandle/Nelson assessments, where appropriate, and evaluate their progress in relation to the year groups' ELGs and National Curriculum expectations (detailed above under 'implementation').

Constructive feedback is provided to support the ongoing development of pupils' handwriting. Teachers deliver precise guidance on grip, posture, letter/number formation, spacing and joins, acknowledging areas of strength and clearly identifying targets for improvement. Pupils are expected to engage in self-assessment and reflection, thereby promoting independence and accountability for their progress.

### **4. Impact**

Lady Boswell's pupils leave at the end of KS2 with a legible, fluent and consistently joined handwriting style. They write with confidence, stamina and pride, demonstrating presentation skills that reflect their effort and achievement. Legible handwriting that can be produced comfortably, at speed and with little conscious effort allows pupils to access the higher aspects of writing composition and content and communicate both clearly and coherently in the written form. Pupils with

additional needs benefit from targeted support and appropriate adaptations so that they make the appropriate progress. Teachers follow clear whole-school guidance on lesson frequency, language and style, ensuring that handwriting is taught and modelled consistently. Handwriting is monitored across all subjects, so high standards are maintained throughout the curriculum. Lady Boswell's meets National Curriculum expectations and promotes a culture of pride in presentation. A consistent, whole-school approach, supported by agreed resources, enables every pupil to become a confident, legible writer. This policy provides clarity for teachers, support for pupils and assurance that high standards are upheld across the school.

## **5. Inclusion**

At Lady Boswell's, we aim to support all pupils in developing a legible, fluent handwriting style.

As part of our quality-first teaching offer and through our ACCESS approach, teaching staff will make necessary adaptations and adjustments to handwriting lessons to ensure access for all.

Teachers will use appropriate assessment tools to identify pupils who require additional handwriting support. In-class support, scaffolds (e.g. Bubble Writing) and intervention programmes (Little Wandle/Nelson/South Warwickshire) will be used to accelerate the progress of children who have been identified by the class teacher as working significantly behind their peers and year-group outcomes.

Teachers should identify all left-handed pupils in their class and make appropriate adjustments to seating plans and learning resources to ensure inclusion.

## **6. Equal Opportunities**

All staff share responsibility for ensuring that every pupil, regardless of gender, ability, ethnic background, or social circumstances has full access to the curriculum and the opportunity to make the best possible progress across all subject areas.

When planning and teaching handwriting, staff will make reasonable adjustments to promote equality of opportunity, fostering participation for all learners.

## **7. Monitoring and Review**

The Writing subject leader, alongside SLT, monitors the implementation and impact of this policy. Monitoring includes lesson drop-ins, developmental observations, planning reviews, book scrutinies and pupil interviews. Assessment data is also analysed to identify strengths and areas for development. Staff receive professional development to ensure high-quality handwriting teaching is maintained.