



Unlocking Every Child's Potential as a Unique
Child of God

Handwriting Policy

Autumn 2026

Agreed by staff: June 2026

Ratified by Governing Body: June 2026

Review Date: June 2029

1. Vision and Rationale

At our school, we are committed to “unlocking every child’s potential as a unique child of God.” We believe that handwriting is a fundamental life skill that enables pupils to communicate effectively, express themselves clearly, and take pride in their work.

In line with the DfE Writing Framework, we recognise that fluent, legible handwriting reduces cognitive load and supports pupils to focus on composition, vocabulary and meaning.

We adopt a consistent, progressive approach to handwriting, using:

- Little Wandle Handwriting from EYFS to Year 2
- HFL Handwriting approach from Year 3 onwards

This ensures continuity, consistency and high expectations across the school.

2. Curriculum Intent, Implementation and Impact

Intent

At our school, our handwriting curriculum is designed to support our vision of “unlocking every child’s potential as a unique child of God.” We aim to develop pupils who can write with fluency, legibility and confidence, enabling them to communicate their ideas effectively across the curriculum.

In line with the DfE Writing Framework, our intent is to ensure that transcription skills become automatic, reducing cognitive load so that pupils can focus on composition and meaning. We provide a systematic, progressive approach to handwriting, beginning with the development of fine motor skills and correct tripod grip in EYFS, progressing through accurate letter formation using Little Wandle (EYFS–Year 2), and leading to fluent, joined handwriting through the HFL approach (Year 3 onwards).

Our curriculum is carefully sequenced to ensure pupils:

- Develop secure letter formation and orientation
- Build consistency in size, spacing and presentation
- Achieve automaticity and fluency in joined handwriting by Key Stage 2

We maintain high expectations for all learners, while ensuring an inclusive approach that enables every child to succeed and take pride in their written work.

Implementation

Handwriting is taught regularly, explicitly and systematically, following a clear progression and aligned programmes:

EYFS – Year 2: Little Wandle Handwriting

Handwriting is taught through the Little Wandle Letters and Sounds Revised programme, ensuring strong links between phonics and early writing.

Key Teaching Elements:

- Daily practice linked to phonics learning
- Explicit teaching of letter formation alongside GPCs
- Development of gross and fine motor skills
- Consistent modelling and correction of:
 - Tripod pencil grip (established from EYFS)
 - Posture and pencil control
- Teaching of letters in consistent formation groups

Expectations:

- Pupils form letters correctly and consistently
- Tripod grip is securely embedded
- Writing is increasingly controlled and legible

Year 3 – Year 6: HFL Handwriting Approach

From Year 3 onwards, handwriting builds on prior learning using the HFL approach, in line with DfE guidance.

Key Teaching Elements:

- Explicit teaching of joined handwriting
- Reinforcement of correct formation and orientation
- Teaching of joins, including:
 - Diagonal joins
 - Horizontal joins
- Focus on:
 - Fluency and speed
 - Consistency in size and spacing
 - Presentation across all subjects

Expectations:

- Pupils develop a fluent, legible joined script
- Handwriting becomes automatic and efficient
- Presentation is consistently high across the curriculum

Impact

By the end of Year 6, pupils will:

- Write with fluency, legibility and confidence
- Use a joined handwriting style automatically
- Demonstrate consistent presentation across all subjects
- Be fully prepared for the next stage of education

3. Teaching Principles (Whole School)

- A consistent approach is used across all year groups through Little Wandle and HFL
- Handwriting is taught explicitly and modelled clearly
- Correct tripod grip is taught, monitored and reinforced
- Letter formation is taught in groups, not alphabetically, following DfE guidance
- Joins are introduced only once formation is secure
- High expectations are maintained for all pupils

4. Inclusion and SEND

In line with our vision of “*unlocking every child’s potential as a unique child of God,*” handwriting teaching is inclusive and responsive to the needs of all pupils, including those with SEND. We recognise that some children may require additional support to develop the physical, cognitive, or motor skills needed for handwriting. Teachers adapt instruction through a range of strategies, including targeted interventions, overlearning, reduced writing demands where appropriate, and the use of multi-sensory approaches. Supportive resources such as pencil grips, sloped boards, wider-lined paper or alternative recording methods are used to enable success. High expectations are maintained for all pupils, while ensuring that appropriate adjustments are made so that every child can develop confidence, independence and pride in their written work.

5. Leadership, Monitoring and Quality Assurance

The subject leader ensures high-quality provision through:

- Monitoring teaching and learning
- Reviewing pupil outcomes
- Ensuring consistency across the school
- Providing CPD for staff
- Curriculum quality
- Consistency of teaching
- Pupil progress and attainment

6. Review

This policy will be reviewed regularly to reflect:

- Current research and best practice
- School priorities
- Pupil outcomes

Handwriting Progression Map (EYFS–Year 6)		
	Focus	End of year outcomes
EYFS (Little Wandle Foundations)	<p>Motor control, early mark-making, correct grip</p> <ul style="list-style-type: none"> • Develop gross and fine motor skills • Begin mark-making (lines, circles, patterns) • Introduce correct sitting posture • Teach and model tripod pencil grip (explicit and consistent) • Begin forming letters linked to phonics (GPCs) • Emphasis on: <ul style="list-style-type: none"> ○ Starting points ○ Direction of movement 	<ul style="list-style-type: none"> • Holds pencil using tripod grip (with support if needed) • Forms some recognisable letters correctly • Shows control in mark-making
Year 1 (Little Wandle)	<p>Accurate letter formation</p> <ul style="list-style-type: none"> • Teach all lowercase and capital letters • Letters taught in formation groups (DfE-aligned): <ul style="list-style-type: none"> ○ Curly letters: c, a, d, g, o, q 	<ul style="list-style-type: none"> • Mostly accurate letter formation • Consistent size and orientation emerging

	<ul style="list-style-type: none"> ○ Ladder letters: l, i, t, u, y, j ○ One-armed robot letters: b, h, k, m, n, p, r ○ Zig-zag letters: v, w, x, z ● Reinforce tripod grip ● Introduce: <ul style="list-style-type: none"> ○ Finger spaces between words ○ Writing on lines 	<ul style="list-style-type: none"> ● Writing is legible
Year 2 (Little Wandle – Bridge to Spelling)	<p>Consistency and fluency</p> <ul style="list-style-type: none"> ● Secure correct formation of all letters ● Maintain tripod grip automatically ● Improve: <ul style="list-style-type: none"> ○ Letter size consistency ○ Spacing between words ● Increase writing fluency and stamina ● Begin preparing for joining (pre-join strokes where appropriate) 	<ul style="list-style-type: none"> ● Accurate, consistent letter formation ● Clear spacing and alignment ● Ready to begin joining
TRANSITION POINT: End of Year 2 → Start of Year 3	<ul style="list-style-type: none"> ● Pupils move from print writing (Little Wandle) to joined handwriting (HFL approach) ● Only pupils secure in formation begin joining 	
Year 3 (HFL Introduction to Joins)	<p>Learning to join handwriting</p> <ul style="list-style-type: none"> ● Explicit teaching of joins: <ul style="list-style-type: none"> ○ Diagonal joins ○ Horizontal joins ● Reinforce: <ul style="list-style-type: none"> ○ Correct formation before joining ○ Consistent size and orientation ● Begin writing in joined script in structured tasks 	<ul style="list-style-type: none"> ● Majority of writing is joined ● Joins are mostly accurate ● Writing is legible and increasingly fluent
Year 4 (HFL Development of Fluency)	<p>Increasing fluency and consistency</p> <ul style="list-style-type: none"> ● Consolidate all joins ● Improve: <ul style="list-style-type: none"> ○ Writing speed ○ Consistency in size and spacing ● Apply joined handwriting across subjects 	<ul style="list-style-type: none"> ● Fluent joined handwriting ● Consistent presentation ● Clear and legible at speed
Year 5 (HFL Refinement)	<p>Automaticity and personal style</p> <ul style="list-style-type: none"> ● Handwriting becomes automatic ● Adapt handwriting for purpose: <ul style="list-style-type: none"> ○ Neat presentation ○ Faster note-taking ● Maintain high standards across all work 	<ul style="list-style-type: none"> ● Fluent, efficient handwriting ● Consistent, neat presentation ● Increased independence
Year 6 (HFL Mastery)	<p>Mastery and independence</p> <ul style="list-style-type: none"> ● Confident, fluent joined handwriting ● Ability to: <ul style="list-style-type: none"> ○ Write at speed ○ Maintain legibility under pressure ● Develop a clear, personal handwriting style 	<ul style="list-style-type: none"> ● Fully automatic handwriting ● Consistently neat and legible ● Ready for secondary school expectations
Key Whole-School Expectations	<p>Across all stages:</p> <ul style="list-style-type: none"> ● Tripod grip is established in EYFS and reinforced throughout ● Letter formation is taught in groups (not alphabetical order) ● Joining is introduced only when formation is secure ● Handwriting is embedded across the curriculum 	