



Bread and Butter: Handwriting



Intent

Handwriting is a foundational skill that underpins all aspects of written communication and develops progressively throughout a child's time in school. From early mark-making and the development of fine motor control in the early years, through to fluent, joined and legible writing in Key Stage 2, handwriting supports pupils in recording their ideas efficiently and with confidence. A consistent, whole-school approach ensures that pupils build secure habits over time, enabling them to focus on the composition and quality of their writing rather than the mechanics of letter formation.

High-quality teacher modelling, consistent language and clear expectations are central to our approach. Handwriting is taught and practised regularly to promote fluency, automaticity and pride in presentation.

Key Objectives and Skills by Year Group

The progression below outlines how handwriting skills are systematically developed from early mark-making to fluent, joined writing.

Across all year groups:

- Teachers model correct letter formation and joins consistently
- A consistent approach to language and letter formation is used
- Handwriting expectations are reinforced in all written work

Year Group	Handwriting Expectation	Instruction
Pre-School	<ul style="list-style-type: none">• Mark making, building from lines (horizontal and vertical), circles, crosses and then more complicated shapes• Developing pencil grip from fist grip → digital pronate grip → 4	<ul style="list-style-type: none">• Teacher modelling during directed drawing time• 1:1 mark making weekly• Opportunities to practice during continuous provision.



	finger grip	
EYFS	<ul style="list-style-type: none"> ● Forming recognisable letters ● Developing anti-clockwise motion with forming letters ● Form capital letters ● Developing pencil grip to a tripod grip 	<ul style="list-style-type: none"> ● Teacher modelling during RWI lessons. ● Opportunities to practice during continuous provision.
Year 1	<ul style="list-style-type: none"> ● Forming capital letters and digits mostly correctly ● Forming most lower-case letters in the correct direction, starting and finishing in the right place ● Mostly using spaces between words 	<ul style="list-style-type: none"> ● Use of teacher modelling to ensure consistency in letter formation and joining digraphs/special friends. ● Termly printed booklets for home practice.
Year 2	<ul style="list-style-type: none"> ● 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 	<ul style="list-style-type: none"> ● Use of teacher modelling to ensure consistency in letter formation and joining ● Termly printed booklets for home practice.
Year 3	<ul style="list-style-type: none"> ● Use the diagonal and horizontal strokes needed to join letters in most of their writing 	<ul style="list-style-type: none"> ● Use of teacher modelling to ensure consistency in letter formation and joining across the school. ● Teacher modelling during every spelling lesson and time for pupils to practice woven into every spelling lesson. ● Early morning and post-lunch tasks used for practice. ● Termly printed booklets for home practice.
Year 4	<ul style="list-style-type: none"> ● Producing joined, legible handwriting in most of their writing 	
Year 5	<ul style="list-style-type: none"> ● Maintain joined, legible handwriting in most of their writing 	
Year 6	<ul style="list-style-type: none"> ● Maintain legibility in joined handwriting when writing at speed 	



By the end of Key Stage 2, pupils write with increasing fluency, consistency and automaticity. Secure handwriting enables pupils to focus on the content and structure of their writing, supporting overall attainment. Presentation reflects pride in work and supports effective communication.

Handwriting is monitored regularly to ensure pupils continue to develop and apply these skills consistently across the curriculum.