

Our Lady & St Benedict Catholic Academy Handwriting Policy



January 2026



Handwriting Policy

Here at Our Lady and St Benedict Catholic Academy we are very proud of our pupil's handwriting and take particular care in our cursive/joined-up handwriting style. We use Letter-join as the basis of our handwriting policy that covers all the requirements of the 2014 National Curriculum.

Handwriting is a basic skill that influences the quality of work throughout the curriculum. At the end of Key Stage 2 all pupils should have the ability to produce fluent, legible and, eventually, speedy joined-up handwriting, and to understand the different forms of handwriting used for different purposes.

We aim to make handwriting an automatic process that does not interfere with creative and mental thinking.

As a catalyst to speedy handwriting we encourage parents and carers to use the Letter-join resources at home and can arrange for free access to the Home Edition of Letter-join.

School aims

We aim for our pupils to develop a neat, legible, speedy handwriting style using continuous cursive letters that leads to producing letters and words automatically in independent writing.

By the end of Year 6 pupils will understand the importance of neat presentation and the need for different letterforms (cursive, printed or capital letters) to help communicate meaning clearly.



Expectations

All teaching staff are expected to model the correct style of handwriting in early years this is printed lower case letter and the cursive style in year groups 1-6 for all their handwriting, whether on whiteboards, displays or in pupil's books.

Consistency throughout the school

Pupils should experience coherence and continuity in the learning and teaching of handwriting across all school years and be encouraged to take pride in the presentation of their work. Our objective is to help pupils enjoy learning and develop their handwriting with a sense of achievement and pride.

Handwriting frequency

Handwriting is a cross-curricular task and will be taken into consideration during all lessons. Formal teaching of handwriting will be carried out regularly and systematically to ensure all key stage targets are met.

Method

Our teachers are encouraged to use neat, joined-up cursive writing for all handwriting tasks including report writing (when not word-processed), marking and comments.

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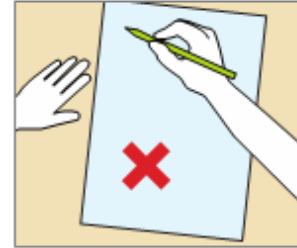
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Correct posture and pencil grip for handwriting

Pupils should be taught to sit correctly at a table, holding a pencil comfortably and correctly.

SITTING POSITION

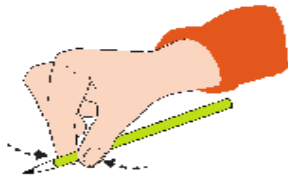


Paper position for right-handed children

THE TRIPOD PENCIL GRIP

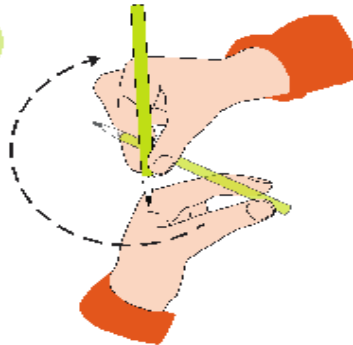
Both right and left handed children should be encouraged to use the tripod grip which allows the pen/pencil to be held securely whilst allowing controlled movements of the pen/pencil nib.

1



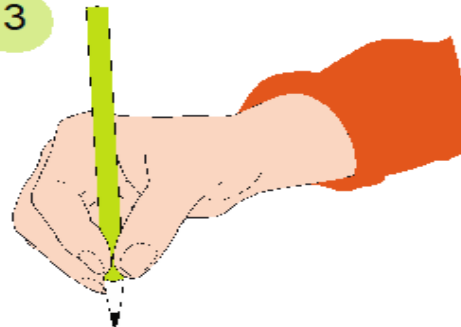
1) Grip the pencil with your index finger and thumb with the nib pointing away.

2



2) With your free hand, spin the pencil from underneath.

3



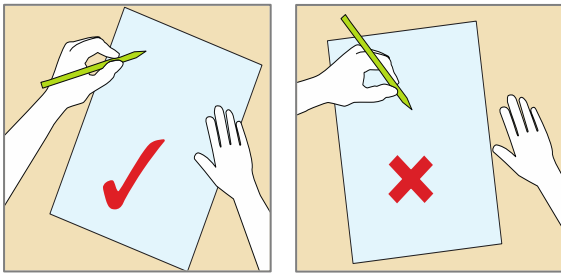
3) Use your middle finger to support the underside of the pencil.

LEFT-HANDED CHILDREN

Left-handed children may find it difficult to follow right-handed teachers as they demonstrate letter formation (and vice versa). Teachers should demonstrate to left-handers on an individual or group basis.



- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space.
- Pupils should position the paper/book to their left side and slanted, as shown.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Extra practice with left-to-right exercises may be necessary before pupils write left-to-right automatically.



Paper position for left-handed children

INCLUSION

Children whose handwriting is limited by problems with fine motor skills, including left-handed children, and children with special educational needs, will be given one-to-one tuition to help achieve their optimum handwriting level.

PENS AND PENCILS

Children are encouraged to start handwriting using a soft pencil. When fine motor skills have been established a handwriting pen can be used. More competent pupils can use a ballpoint pen.

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

In the bug club phonics scheme in reception each letter digraph and trigraph is taught as part of the phonics session in this order:

Phase	Unit	Focus
2	1	s, a, t, p
	2	i, n, m, d
	3	g, o, c, k
	4	ck, e, u, r
	5	h, b, f, ff l, ll, ss
3	6	j, v, w, x
	7	y, z, zz, qu
	8	ch, sh, th, ng
	9	ai, ee, igh, oa oo (long), oo (short)
	10	ar, or, ur, ow, oi
	11	ear, air, ure, er

Key stage 1: Years 1 and 2

Teaching sessions will aim to

- Continue with gross and fine motor skills exercises
- Strengthen cursive handwriting, learning and practice
- Teach numerals, capitals and printed letters; including where and when to use, learning and practice

In year 1 children will continue to develop their formation of printed letters to enable them to move onto pre cursive and joining techniques in year 2.

By the end of year 2 we aim for children to be able to recognize and form all lowercase letters of the alphabet and write words using the correct joining techniques. They should be confident in writing all the capital and printed letters, numbers and symbols and start to become familiar with their use.

With regular handwriting practice during English lessons children should now be developing the fluency and speed of their writing.

Cursive Lower Case Letters



Key stage 2

Handwriting expectations will continue in key stage 2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This will take place at the beginning of daily SPAG lessons.

Learners will continue to build on producing fluent, consistent and legible handwriting through the sharing of expectations, modelling and practice. Children will have practiced applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

By the end of key stage two, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

Guidelines for presentation

- The date is written at the topline on the left; it must be underlined using a ruler. In literacy this should be written as the long date and in mathematics the short date.
- If you make a mistake, draw one neat line through the mistake and start again – do not over-write.
- Write on the line.
- In mathematics journals all figures must be written neatly and clearly with one figure to each square.
- Start new work on the next clean page.
- Writing in pencil or blue fibre tip pen if appropriate.
- Pencils should be used for all work in maths books.
- Corrections must be recorded clearly to support the marking policy.

Expectation for work in books

- RE- 1 per week KS1 3 every 2 weeks KS2.
- English Books - Requirement of tasks in a standard week;
- Reading – Ks1 – 2 pieces of written recorded work per week. Ks 2 4/5 pieces of written work in the workbooks
- English skills- Daily handwriting practice – spellings recorded on a Monday and then at least 3 further evidenced activities over the week. + 1 SPAG on a Friday. (e.g -1 punctuation, 1 spelling (related to spelling tests and 1 grammar)
- Extended Write – 1 piece every other week
- Maths – 5 evidenced power maths lessons per week in addition to fluency.
- Science- At least 1 piece of evidenced work per week
- All other curriculum subjects – 1 piece of work for each curriculum subject taught evidenced in the book

Exercise books are school property and should be maintained to a high standard. Any child found defacing a book will be sent to the literacy leader or member of the SLT.

Monitoring and feedback on handwriting and presentation will be undertaken by subject leaders and senior leadership using a random selection of books across all subjects. In the Early years samples of evidence will be used.