Handwriting Policy



Hillborough Infant and Nursery School

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Approved by: Headteacher	**Date:** December 2025
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This policy has been updated to reflect the General Data Protection Regulation (GDPR) and Data Protection Act 2018, and it supersedes the HM Government Information Sharing Guidance for Practitioners and Managers published in March 2015.	

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1. Objective

This policy outlines the school's approach to teaching handwriting using the Read Write Inc. (RWI) programme. High-quality handwriting is essential for pupils' confidence, fluency and presentation. Through consistent teaching and practice, pupils learn to form letters correctly, develop legibility and eventually write with speed and ease. Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

2. Aims:

Our handwriting teaching aims to ensure that all pupils:

- Develop correct letter formation from the outset.
- Use appropriate posture, pencil grip and sitting position.
- Form letters using the RWI handwriting phrases.
- Develop legible, fluent handwriting that enables efficient composition.
- Take pride in the presentation of their work.
- Progress towards joined handwriting (when appropriate for the school's chosen progression).

3. Teaching and Learning

3.1 Foundations in Early Years

Children learn to:

- Hold a pencil using a triangular/tripod grip.
- Sit with the correct posture: feet flat, paper tilted, non-writing hand steadying the page.
- Practise early handwriting patterns through fine motor activities, including:
    - Dough disco
    - Squiggle while you wiggle
    - Art hub
    - Threading, tweezers, mark-making stations
    - Fine Motor Friday

3.2 Read Write Inc. Letter Formation

All teachers use the RWI handwriting phrases to ensure consistent letter formation. Letters are taught in the order of the RWI Set 1, 2 and 3 sounds. Children are introduced to:

- Lowercase letters first.

- Capital letters once lowercase formation is secure.
- Correct start points, ensuring letters begin at the correct place on the line.

3.3 Handwriting Practice

- Handwriting is taught explicitly and timetabled three times a week in KS1 and EYFS ● Children up to set 1C have additional letter formation lessons.
- Children practise on lined paper, ensuring consistency with line spacing appropriate to age.

4. Progression across the School

EYFS

- Focus on correct letter formation, orientation and size.
- Emphasis on the "frog-on-a-log" / tripod grip.
- Children write letters individually and begin to write simple words.

Key Stage 1

- Secure correct formation of all letters.
- Maintain consistent size and position on the line.
- Begin early joins only when correct formation is secure ● Practise writing high-frequency words and "Red Words".
- Children develop a handwriting style that is:
    - Fluent
    - Legible
    - Consistent in size and spacing
- Pupils refine their joined style where appropriate.

5. Presentation Expectations

Across all subjects, pupils must:

- Start writing at the margin or left-hand side.
- Use a sharp pencil in EYFS and KS1..
- Cross out using a single line if necessary (no scribbling).
- Take pride in presenting neat, careful work.

6. Inclusion and Support

We recognise that some pupils may have additional needs affecting handwriting. Support may include:

- Pencil grips, sloping boards or alternative paper.
- Additional fine motor intervention groups.

- Targeted handwriting sessions.
- Consultation with occupational therapy where appropriate.

All teachers differentiate handwriting expectations to ensure accessibility and success for every child.

7. Staff Roles and Responsibilities

Teachers will:

- Model correct letter formation at all times.
- Use RWI phrases consistently.
- Ensure daily handwriting practice forms part of the routine.
- Provide feedback that reinforces handwriting expectations.
- Monitor progress and identify children who need additional support.

Leaders will:

- Monitor consistency of handwriting across classes.
- Provide ongoing CPD for staff on RWI handwriting strategies.
- Ensure resources (books, lines, and pencils) support high-quality handwriting teaching.

8. Monitoring and Review

This policy will be reviewed annually to ensure:

- Consistency of handwriting style across the school.
- Effective implementation of RWI handwriting teaching.
  Adaptations as necessary to support pupils' needs