

GREAT CHART PRIMARY SCHOOL

Handwriting

SEPT 2026



A Great Place to Discover and Learn

Vision Statement

A respectful community where we thrive and achieve our full potential as confident life long learners

Mission Statement

Preparing for life in our ever changing world, by providing opportunities to develop core values and a love of learning

Our core value is Respect

Our termly values: Team work, Ambition, Responsibility, Resilience, Kindness & Independence

Vision

At Great Chart Primary School, we recognise that handwriting remains an essential life skill. It is a fundamental tool for learning, communication and self-expression. We believe that secure handwriting enables children to record their ideas fluently, present their work with pride and become confident, independent writers.

Our aim is to establish strong foundations in handwriting from the earliest stages of learning, ensuring that all pupils develop a legible, fluent and increasingly automatic handwriting style. Alongside handwriting, children also develop the digital skills needed to communicate effectively in a modern world.

Intent

At Great Chart Primary School we aim to:

- develop confident, fluent and legible handwriting across the school
- teach correct letter formation and joins through a progressive curriculum
- ensure handwriting supports writing fluency rather than becoming a barrier
- promote high expectations of presentation across all curriculum areas
- provide targeted support for pupils who require additional intervention
- develop confident writers who can communicate effectively through both handwriting and technology.

Implementation

Handwriting is taught explicitly, practised regularly and applied consistently across the curriculum. Teachers model correct handwriting and maintain high expectations in every year group.

EYFS

Children develop the physical foundations for handwriting through fine and gross motor activities, mark making and continuous provision.

Teaching focuses on:

- developing core strength and fine motor control
- correct pencil grip
- correct sitting position
- letter formation using the school's agreed formation pattern
- beginning to write recognisable letters correctly.

Year 1

Children continue to develop secure letter formation and an effective tripod grip.

Handwriting is taught through discrete lessons and reinforced within Rocket Phonics and writing lessons.

Teaching focuses on:

- correct letter formation
- consistent letter orientation
- correct size and positioning
- appropriate spacing between words
- developing confidence and fluency.

Year 2

Children consolidate correct letter formation before progressing to a joined handwriting style.

- Teaching focuses on:
- revising correct formation

- clear ascenders and descenders
- diagonal and horizontal joins
- consistent letter size and spacing
- developing a fluent cursive script.

Children move to narrower lined books when handwriting is secure. Targeted intervention continues where required.

Years 3 and 4

Children build fluency and consistency through regular practice and application across the curriculum.

Teaching focuses on:

secure joining

- knowing when letters should remain unjoined
- consistent spacing
- proportionate ascenders and descenders
- increasing writing speed while maintaining legibility.
- Children are expected to apply joined handwriting across all independent writing.

Years 5 and 6

Children develop an individual, fluent handwriting style built upon secure foundations. Pen licences will be awarded during this time.

Teaching focuses on:

- writing legibly, fluently and efficiently
- selecting appropriate joins
- adapting presentation for different purposes
- maintaining high standards across all curriculum subjects
- developing speed without compromising quality

Children understand that presentation expectations vary according to purpose, from working drafts to published work.

Handwriting is taught progressively from EYFS to Year 6 through explicit teaching, regular practice and high expectations across the curriculum. Daily opportunities are provided for pupils to develop fluency and apply taught handwriting skills within meaningful writing.

SEND

Children who are not yet meeting age-related expectations receive appropriate intervention and adult support.

Support may include:

- Clever Hands
- Fizzy Programme
- BEAM
- fine motor activities

- adaptive equipment
- individual or small-group teaching.

Provision is tailored to individual needs and reviewed regularly. Children who require additional support receive targeted intervention.

Inclusive Practice

At Great Chart Primary School, we provide an inclusive curriculum accessible to all pupils regardless of their starting points or needs. Every child is entitled to a broad, balanced and ambitious curriculum that enables them to achieve their full potential. Teachers use expert knowledge of pupils' needs to plan appropriately differentiated lessons, employing strategies including scaffolding, visual supports, pre-teaching, and flexible grouping. We maintain high expectations for all pupils; adaptations enable access rather than limit ambition. Assessment identifies barriers and informs next steps, with reasonable adjustments made where appropriate. Additional adults support pupils in accessing quality-first teaching and developing independence. We work in partnership with parents, carers and external agencies to tailor provision effectively. The SENCO and subject leaders monitor inclusive practices to ensure all pupils, particularly those in vulnerable groups, make good progress and are well-prepared for their next stage of education.

Left-Handed Pupils

Teachers ensure that left-handed pupils receive appropriate support through:

- correct paper position
- appropriate seating
- suitable pencil grip
- access to left-handed equipment where appropriate
- explicit modelling of handwriting techniques.

Whole-School Expectations

Across the school all pupils are taught to:

- sit with good posture and both feet flat on the floor
- position themselves an appropriate distance from the table
- hold the pencil using an effective tripod grip
- position paper correctly according to writing hand
- stabilise paper using the non-writing hand
- apply appropriate pencil pressure
- take pride in presentation.

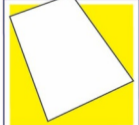
Teachers model these expectations consistently throughout the curriculum.

High-quality handwriting is expected across all curriculum areas and is viewed as an integral part of developing confident, fluent and successful writers.

Whole school development of teaching and learning



The '**P checks**' are used to support the *process* of handwriting and cover **Posture, Pencil grasp, Paper position and Pressure and fluency.**

Pupils to sit upright on chair with feet flat on the floor. Pupils to sit approximately a fist-distance away from the table.	 Posture	Pupils to use a tripod pencil grip and address inappropriate pencil grips with adaptive grips or specialist pens or pencils.	 Pencil
Paper will be tilted and offset according to the writing hand and held in place with the non writing hand.	 Paper	The act of writing should leave a clear trace on the paper. Neither too faint or too dark.	 Pressure

Teaching steps	Year group	Summary
	EYFS: Reception NC:KS1	Once a child is ready to write, the first important task is to learn how to form the letters correctly – best taught as a motor skill. (This will save many problems at later stages.)
	NC:KS1	Children need to understand that spaces need to be left between words so they can be easily read.
	NC:KS1	Once children are secure in forming letters correctly they need to know where to position them in relation to the base line.
	NC:KS1	... and also to their relative sizes:
	NC:KS1&2	Joined or cursive writing is the next step towards fluency.
	NC:KS2	Students in KS2 & 3 need to be able to write legibly and quickly
	NC:Yr5+	Students in KS2 & 3 need to be able to write legibly and quickly.
	NC:Yr5+	Students should be encouraged to develop a style of writing that works for them.

Letter formation families

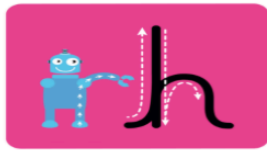
Curly Caterpillar Letters



a d c o f e s g q

Letterjoin

One-armed Robot Letters



b h k m n p r

Letterjoin

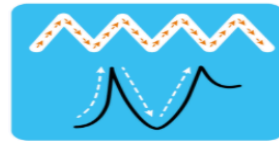
Long Ladder Letters



i l t u j y

Letterjoin

Zig-zag Letters



v w x z

Letterjoin