Grange View C. E. Primary School

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At Grange view we let our light shine, always sparkle and strive to achieve our God given potential.

Let your light shine brightly before others.

Matthew 5:16

Our Ethos

The children are living a Christian life where they aim to flourish and thrive, thinking about our core Christian Values; Friendship, Forgiveness, Respect, Perseverance and Community to become lifelong learners.

Our Aims

- To provide a stimulating and secure environment, inclusive of children from all faiths and cultures.
- To provide an engaging, meaningful and relevant curriculum that equips all learners with the necessary skills for their educational journey.
- To value all individuals and support them to reach full potential and create an atmosphere of equal opportunity where expectations are high.
- To grow caring citizens who value the world we live in and celebrate moments of awe and wonder.
- To offer opportunities for collective reflections and inspire spiritual development that shape daily lives.
- To help the children to form values which will allow them to make moral choices throughout their lives, not just during their school years.
- To work in partnership between home, school, church and the wider community.

Grange View C.E Primary School

Handwriting Policy

We are very proud of our pupils' handwriting and take particular care with our handwriting style.
In line with the Writing Framework 2025, handwriting is taught explicitly and regularly across the school beginning in reception, in addition to writing in phonics lessons. We use Letter-join's whole school handwriting scheme as the basis of our handwriting policy, which enables us to meet National Curriculum requirements through a structured teaching programme.

Our vision

Handwriting is an important part of this journey. Developing a clear, fluent and confident handwriting style enables children to communicate their ideas effectively, take pride in their achievements and become increasingly independent as writers. We recognise that handwriting is not simply about presentation; when handwriting becomes fluent and automatic, children are better able to focus their attention on the ideas, vocabulary and creativity within their writing.

Through high-quality teaching, regular practice, encouragement and appropriate support, we aim to ensure that every child experiences success and develops confidence in themselves as a writer.

Objective

Handwriting is a core skill which influences the quality of work throughout the curriculum. By the end of Key Stage 2 pupils should have the ability to produce fluent, legible and speedy joined handwriting, and to understand that different styles of handwriting are used for different purposes.

Our intention is to make handwriting an automatic process that does not interfere with creative and mental thinking.

Aims



Through the teaching of handwriting, we aim to:

- develop a neat, legible, fluent and increasingly efficient handwriting style;
- establish consistently high expectations for handwriting and presentation across the curriculum;
- enable children to form letters correctly and, when developmentally appropriate, develop a fluent joined style;
- develop automaticity so that the physical process of handwriting does not place unnecessary demands on children's thinking;
- teach children to select an appropriate handwriting style for different purposes;
- encourage children to value their work and take pride in what they produce;
- ensure that all children, including those with additional needs, receive the support and adaptations they need to make progress;
- enable every child to develop confidence and independence, letting their light shine as they flourish and work towards their God-given potential.

These aims retain the key intentions of the Letter-join model, including automaticity, legibility, speed and appropriate handwriting styles.

Expectations

Consistency is central to the successful teaching of handwriting. Children should encounter the same high expectations as they progress through school so that skills are built systematically and confidently from one year group to the next.

Every class will have a dedicated handwriting session every day for approximately 10–15 minutes. This regular practice will provide children with the opportunity to develop correct letter formation, fluency, consistency and, as they progress through school, appropriate joining, speed and stamina.

During handwriting practice:

- children will use lined handwriting books or paper which mirror, as closely as possible, the line size and format used in their English books. This supports children in transferring the skills practised during handwriting sessions directly into their everyday writing;
- all staff will reinforce the same expectations for sitting posture, pencil grip and paper/book position;
- teachers and supporting adults will model the handwriting style expected for their year group consistently, including when writing on whiteboards and when modelling writing during lessons;
- children will be encouraged to apply their handwriting skills across the curriculum rather than seeing handwriting as a skill used only during handwriting lessons;
- high expectations will be balanced with encouragement, recognising individual progress and helping children to develop pride and confidence in their written work.

The Letter-join model similarly stresses staff modelling, coherence and continuity throughout school and the importance of children developing pride in their work.

Correct posture, grip and paper positioning will be explicitly taught rather than assumed. Children will be supported to sit comfortably with their feet appropriately supported, their chair positioned correctly and their paper angled appropriately for their dominant hand. Particular consideration will be given to left-handed writers.

Through these shared expectations, children will know what successful handwriting looks and feels like wherever they are learning within school.

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 key stage targets are met throughout learning, as emphasised in the 2025 Writing Framework.

Pens and pencils

Children will use writing tools appropriate to their age, stage of development and individual needs.

In the Early Years and during the initial stages of handwriting development, children will have opportunities to use a range of tools and materials to develop gross and fine motor control. These may include chunky crayons, chalk, pencils, whiteboards and other mark-making materials. The Letter-join programme also encourages mark-making through paper, whiteboards, sensory materials and tablets as children develop their fine motor skills.

As children's fine motor control develops, they will progress to pencils and, when they demonstrate sufficient control, fluency and consistency, appropriate handwriting pens. The

decision to move from pencil to pen should reflect the individual child's handwriting development rather than simply their age or year group.

Where iPads are used as part of handwriting interventions or additional handwriting practice, children will use a stylus pen wherever appropriate. This ensures that digital practice continues to reinforce the physical movements, grip, control and letter formation required for handwriting rather than becoming a separate touchscreen activity.

Inclusion



For children who experience handwriting difficulties due to fine motor development, including those who are left-handed and/or with special educational needs, appropriate additional support will be put in place. Letter-join's Lesson Planners include differentiation activities for extra practice/challenge and their Handwriting Recovery Programme is used as an intervention for our key stage 2 pupils to give structured support if they find handwriting challenging.

Handwriting at home



Throughout the year, pupils are encouraged to practise their handwriting at home using the Letter-join Pupil login.

Teachers may set Home Learning Tasks, but children can also explore Letter-join's handwriting resources, including watching and practising letter and word animations (with parents) and playing online interactive games. Letter-join's online games and activities include:

Early Years and Key Stage 1:

- **Magic Patterns** - supports the development of fine motor skills through tracing patterns, shapes and mazes.
- **Magic Words** - gives children the freedom to practise handwriting by tracing their own choice of letters and words.
- **Write it Right!** - awards stars for practising and improving letter shapes and joins.
- **When I Grow Up** - lets learners select fun characters while learning to write their names.
- **LetterMatch** - helps children learn the sounds and names of letters.
- **LetterLotto** - rewards pupils when they correctly recognise and trace letters.
- **Letter Families** - is a fun activity for learning which letter family each letter of the alphabet belongs to.



Phonics:

- **SoundMatch** - is a fun matching pairs game exploring Phase 1 phonics sounds.
- **PhonicsMatch** - is a fun matching pairs game for Phases 2 to 5 phonics.
- **Phozzle** - gets children practising phonemes and graphemes to reveal a mystery picture.

Key Stage 2:

- **Write in Time!** - is a fun, timed activity to support the development of fast and fluent handwriting.
- **Remember Write** - helps boost spelling and writing while testing pupils' memory skills.

All Key Stages:

- **Word Bank** - a bank of words created by a teacher to support the learning of spelling and vocabulary for pupils to practise.
- **Word Search** - pupils have fun finding words while learning tricky spellings.
- **Spelling lists** - pupils practise high frequency, common exception and statutory words.

Key Stage Teaching

Early Years

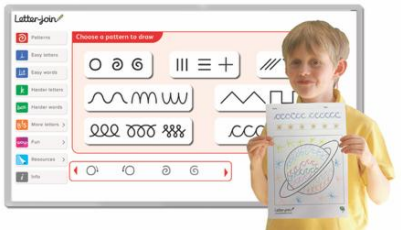
We teach short, daily handwriting lessons, which may include:



- warm-up activities to get ready for handwriting
- air writing, pattern making and physical activities to develop gross motor skills
- correct sitting position and pencil grip for writing
- mark making on paper, whiteboards, sensory trays and tablets, etc. to develop and refine fine motor skills
- the introduction of letter shapes, their sounds, formation and vocabulary.

Module 1 Lesson Planner

***Module 1 Print** teaches handwriting using a printed font style.



This module is divided into three sections covering:

- pre-writing patterns
- easy letters and words
- harder letters and words.

At the end of this module children should be able to recognise and form all lowercase letters of the alphabet in a printed style.

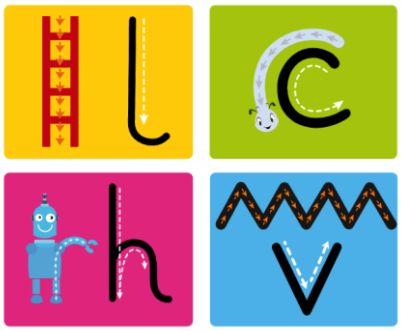
Key Stage 1: Years 1 and 2

Teaching continues as five short lessons:



- continuing with gross and fine motor skills activities
- practise to strengthening handwriting learning
- learning where and when to use capitals and printed letters, reinforced by practice
- practising handwriting with spelling, punctuation and grammar (SPaG).

Module 2 Lesson Planner: Year 1



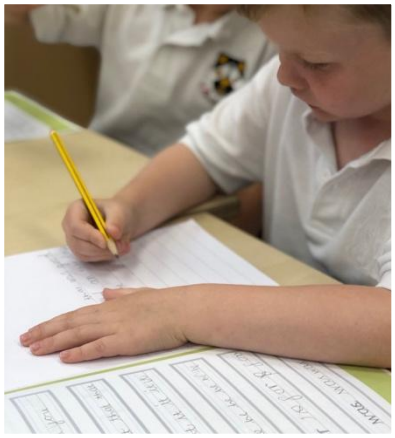
***Module 2 Print to Cursive** teaches how to correctly use and write capital letters, printed letters, numbers, punctuation, maths symbols and other symbols. Children are then introduced to pre-writing patterns and cursive letters in preparation for Module 3 when they are required to start joining their handwriting.

This module is divided into three sections covering:

- warm-up activities, letter families and capital letters
- the uses of printed letters
- numbers and symbols
- the introduction of pre-cursive patterns and cursive letters.

On completion of this module, children should be confident in writing all capital and printed letters, numbers and symbols and have some familiarity with the orientation of cursive letters.

Module 3 Lesson Planner: Year 2



***Module 3 Starting Cursive** introduces children to cursive letters and how to join them which is reinforced with regular practice in letter formation and joining.

The sections in this module cover:

- cursive letters and words
- revisiting letter families
- high frequency words
- joining techniques
- sequencing sentences
- dictation exercises
- times table facts
- spelling, punctuation and grammar (SPaG) practice.

With regular handwriting practice throughout this module, children should now be developing fluency and speed in their writing.

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue each day in Lower Key Stage 2.

Module 4 Lesson Planner: Year 3





Module 4 teaches pupils to use a joined style throughout their independent writing in all subjects, helping them to refine their handwriting based on the requirements of each lesson. This module covers topics such as dictation, double letters, number vocabulary, palindromes, tongue twisters, modern foreign languages (French and Spanish), onomatopoeia, simile and statutory spellings.

Through a variety of resources which link handwriting to other areas of the curriculum, on completion of this module, the legibility, consistency and quality of handwriting should be improving.

Module 5 Lesson Planner: Year 4



Module 5 focuses on handwriting practice which supports other subjects in the curriculum and, at the same time, builds on fluency and consistency. This module aims to promote meaningful links with other subjects such as English, maths, science, geography, French and Spanish. Making such links enables children to apply the skills they are learning in context and, also provides depth to the curriculum.

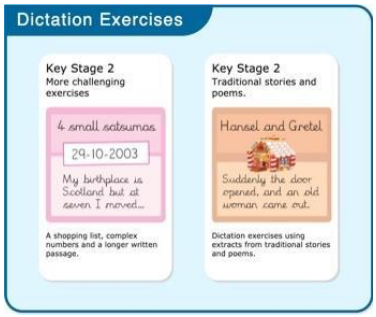
Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in this module's lessons.

On concluding this module, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

Upper Key Stage 2: Years 5 and 6

More advanced handwriting techniques will be taught during weekly lessons:

- reinforcing joined handwriting across the curriculum
- form-filling/labelling using printed and capital letters
- dictation exercises promoting quick note-taking and speedy handwriting writing skills
- SATs spelling, punctuation and grammar (SPaG) practice.



Module 6 Lesson Planner: Year 5

Module 6 continues to build on combining fluent handwriting with other subjects across the curriculum.

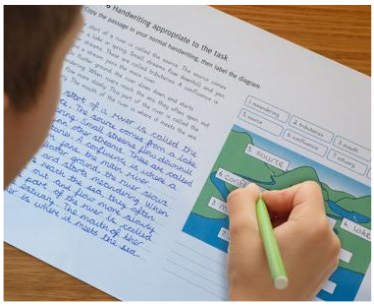


In this module, learners will have plenty of opportunity to develop the skills and stamina needed to write at length, with accurate spelling and punctuation. With Letter-join's wide range of resources they will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects.

On completing this module, children should be producing joined writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Module 7 Lesson Planner: Year 6

Module 7 presents learners with a range of tasks where they need to decide on an appropriate style of handwriting. Promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises help refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. A range of curriculum-based worksheets offer opportunities to practise writing at length.



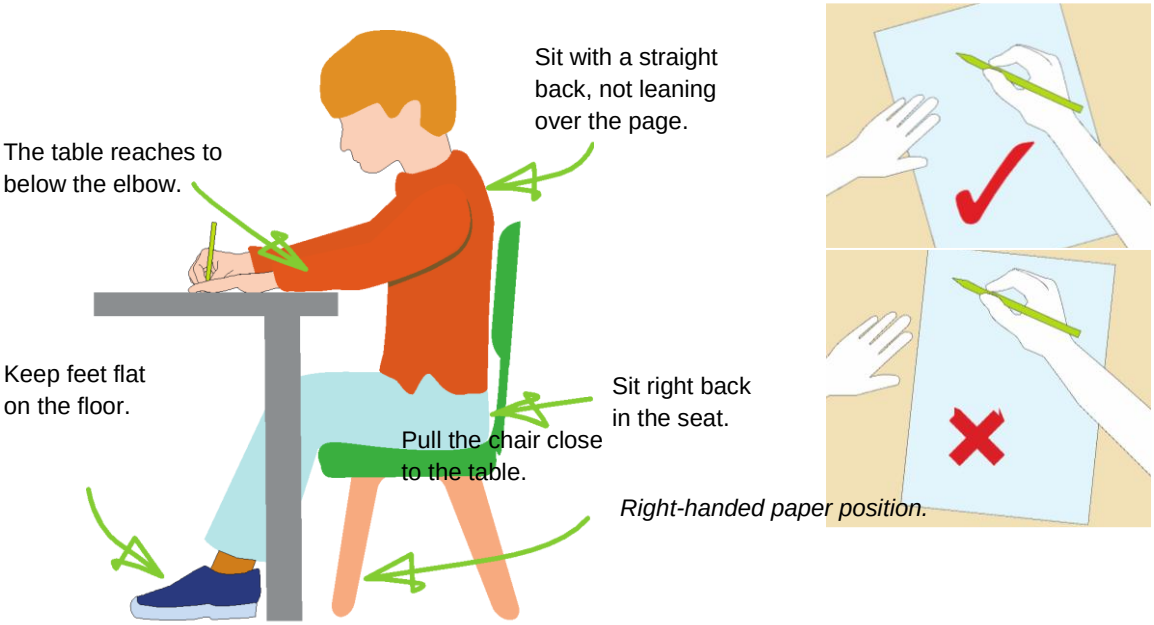
Module 7 also contains a series of worksheets to support SATs SPaG revision. They are designed to support pupils in meeting expected standards for spelling, punctuation and grammar, with lots of SPaG preparation and plenty of handwriting practice.

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

Correct posture, pencil grip and paper position for handwriting

Pupils are taught to sit correctly at a table and hold a pencil comfortably and correctly.

Sitting position

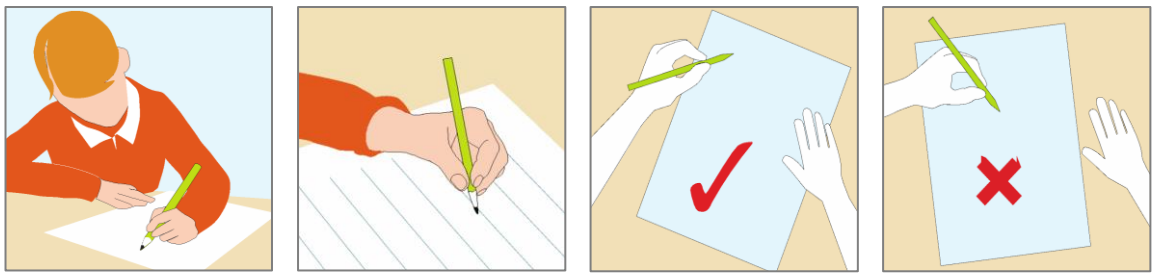


Right-handed paper position.

Left-handed writer

Left-handed children may find it difficult to follow the movements of right-handed teachers as they model letter formation (and vice versa). Teachers will 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.



Left-handed paper position.

The Tripod Pencil Grip

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

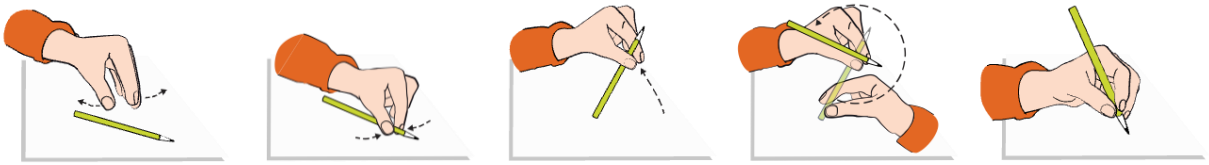
We use the Tripod Grip rhyme:

Right-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and grip.

Left-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and grip.