

Handwriting at Westfield

At Westfield Primary School, we believe that developing clear, legible, and confident handwriting is an essential skill that supports children's learning across the curriculum. Our handwriting policy aims to ensure a consistent approach to the teaching and practice of handwriting, fostering pride in presentation and written communication.

We understand that children develop fine motor skills at different rates, and we are committed to providing supportive, engaging, and tailored activities to meet the needs of all learners. Through regular practice and encouragement, we aim to help children write fluently and comfortably.

Our approach to handwriting teaching emphasizes correct letter formation using the Twinkl Phonics letter formation characters and formation rhymes and stories (see appendix 1 and 2), appropriate pencil grip, and posture. As children progress, they will be introduced to a cursive style to promote speed and ease in writing. By developing good handwriting habits early on, we empower our pupils to express their thoughts and ideas effectively.

This policy outlines the expectations for handwriting at each stage of learning and provides guidance for staff, parents, and pupils to ensure a consistent and supportive handwriting journey for every child. There is further support for teachers found in the Handwriting Teaching Overview – Appendix 4.

Progression of Letter Joins

Year 1	
Autumn 1	
Week	Lesson focus
1	Posture, pencil grip, paper orientation, pressure checks (The P Checks – see Appendix 3) - continue to monitor, model & teach throughout the year.
2	Baseline sits on the line Ascenders/ Descenders
3	Letters similar in size <u>Monday</u> <u>Monday</u> Space between words
4	Curly Letters Individual letter formation: c Individual letter formation: d Individual letter formation: o Individual letter formation: g Individual letter formation: a Individual letter formation: q
5	Individual letter formation: e (different starting point) Review Curly Letters: c, d, o, g, a, q, e
Autumn 2	
1	Ladder Letters Individual letter formation: i Individual letter formation: f Individual letter formation: u
2	Individual letter formation: l

	Individual letter formation: t Individual letter formation: k Individual letter formation: j
3	Individual letter formation: y Review Ladder Letters: i, f, u, l, t, k, j, y
4	Review Curly Letters: c, d, o, g, a, q, e Focus: baseline sits on the line, ascenders, descenders <u>Monday</u> <u>Monday</u>
5	One Armed Robot Letters Individual letter formation: p Individual letter formation: h
6	Individual letter formation: m Individual letter formation: b
Spring 1	
1	One Armed Robot Letters Individual letter formation: n Individual letter formation: r Review One Armed Robot Letters: m, h, p, b, n, r
2	Review Ladder Letters: i, f, u, l, t, k, j, y Review Curly Letters: c, d, o, g, a, q, e
3	Zig Zag Monster Letters Individual letter formation: x Individual letter formation: v Individual letter formation: z
4	Individual letter formation: w Individual letter formation: s Review Zig Zag Monster Letters: x, v, z, w, s
5	Review One Armed Robot Letters: m, h, p, b, n, r
6	Focus: baseline sits on the line <u>Monday</u> <u>Monday</u>
Spring 2	
1	Capital letters: L, F, E, H, T, I
2	Capital letters: U, C, O, Q, G, S
3	Review Ladder Letters: i, f, u, l, t, k, j, y
4	Review Curly Letters: c, d, o, g, a, q, e
5	Review Bouncy Letters: m, h, p, b, n, r
6	Review Diagonal Letters: x, v, z, w, s
Summer 1	
1	Capital Letters: J, D, P, B, R

2	Capital letters: K, A, N, M, V, W, X, Y, Z
3	Numbers 0, 1, 2, 3, 4
4	Numbers 5, 6, 7, 8, 9
5	Review Ladder Letters: i, f, u, l, t, k, j, y - ascenders & descenders
6	Review One Armed Robot Letters: m, h, p, b, n, r - ascenders & descenders
Summer 2	
1	Review Diagonal Letter: x, v, z, w, s
2	Capital letters
3	Numbers 0, 1, 2, 3, 4, 5, 6, 7, 8, 9
4	Spaces between words
5	Baseline sits on the line
6	Ascenders and descenders

Year 2	
Autumn 1	
Week	Lesson focus
1	Posture, pencil grip, paper orientation, pressure checks - continue to monitor, model & teach throughout the year. Introduce S Factors (for more information, see Appendix 3 - National Handwriting Association): Shape Space Size Sitting Stringing (joining) Encourage children to self-assess against the S Factors regularly
2	Shape: Curly letters (see Reception/ Year 1)
3	Shape: Ladder Letters (see Reception/ Year 1)
4	Shape: One-armed robot Letters (see Reception/ Year 1)
5	Shape: Zig zag monster Letters (see Reception/ Year 1)
6	Sitting: Letters sit on baseline
Autumn 2	
1	Space: space between words
2	Size: consistent letter size
3	Stringing: Joining patterns

	E.g. stringing the letter e together: 
4	Diagonal joins (no ascender or descenders) From a vowel into a consonant – e.g.: ai, ac
5	an am
6	Review: ai, ac, an, am
Spring 1	
1	Common digraphs Diagonal movement from the baseline ch, sh
2	th, ck
3	Review diagonal joins: ai, a c, an, am
4	Review common digraphs: ch, sh, th, ck
5	Horizontal joins (no ascenders or descenders) Move across the midline smoothly and develop flow and even spacing. oo, oa, oe
6	wh, wi, wa
Spring 2	
1	re, ve, se
2	Review horizontal joins: oo, oa, oe, wi, wa, re, ve, se
3	Review diagonal joins: ai, a c, an, am
4	Review common digraphs: ch, sh, th, ck
5	Diagonal joins to ascenders Require more control and are introduced once pupils are confident with basic joins. Reinforce correct height and proportion. al, cl
6	fl, sl
Summer 1	
1	Horizontal joins to ascenders More complex because the join must rise cleanly. Strengthen precision and consistency. ol, oh,
2	Review horizontal joins: oo, oa, oe, wi, wa, re, ve, se
3	Review joins to ascenders or ladder letters: al, cl, fl, sl, fi, hi, li, di, ri, ni
4	Joins to descenders Careful control of letter height and spacing. Maintain legibility without letters colliding. ag, eg, ig
5	ay, oy, ey
6	Break letters - letters that do not join - x and z don't join into but join out of: axe lazy
Summer 2	
1	Size: Consistent letter size
2	Shape: Clear ascenders/descenders
3	Space: Regular spacing between words and letters
4	Number formation
5	Capital letters

6	Self-evaluation using S Factors: sitting, size, shape, spacing, stringing (i.e. joining).
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Year 3	
Autumn 1	
1	P Checks: Posture, Pencil, Paper, Pressure S Factors: Shape, Space, Size, Sitting, Stringing (i.e. joining). Encourage children to self-assess against the S Factors regularly
2	Curly letters (see Reception/ Year 1)
3	Ladder Letters (see Reception/ Year 1)
4	One Armed Robot Letters (see Reception/ Year 1)
5	Zig Zag Monsters Letters (see Reception/ Year 1)
6	Baseline sits on the line. Ascenders and descenders of correct size and placement.
Autumn 2	
1	Number formation
2	Diagonal joins ai, ac, an, am, ch, sh, th, ck
3	Horizontal joins oo, oa, oe, wi, wa, re, ve, se
4	Diagonal joins to ascenders al, cl, fl, sl
5	Horizontal joins to ascenders and ladder letters wh, ti, hi, li, di, ri, ni
6	Joins to descenders ag, eg, ig, ay, oi, ey
Spring 1	
1	Break letters - letters that do not join. x and z don't join into but join out of: axe lazy
2	Letters evenly sized
3	Consistent spacing between letters and words.
4	Downstrokes are parallel Downstrokes are equidistant
5	Ascenders and descenders do not collide.
6	More complex multi-letter joins str, spr, thr
Spring 2	

1	ing, ong, ung
2	Forming descenders and ascenders accurately
3	Number formation
4	Diagonal to join to a small letter: ci
5	Diagonal to join to a tall letter: mb
6	Correct height: ti, it
Summer 1	
1	Joining to and from the letter l, including ly
2	Forming s correctly when joining: es, as
3	ie - linked to plural spelling pattern
4	ed - linked to past tense spelling pattern
5	'H Brothers': sh, ch, th, wh, and ph
6	Capital letters
Summer 2	
1	Silent sisters: kn, gn, wr
2	Phonics phase 3 digraphs and trigraphs ck, ff, ll, igh
3	ss, ai, ee, oa, oo, ow, oi
4	ur, er, or, ar, ear, air, ure
5	Capital letters
6	Common initial blends: st, sl, cl, cr, fr, fl, br, bl

Year 4	
Autumn 1	
Week	Lesson focus

1	P Checks: Posture, Pencil, Paper, Pressure S Factors: Shape, Space, Size, Sitting, Stringing (i.e. joining) and Speed. Encourage children to self-assess against the S Factors regularly
2	Baseline sits on the line. Ascenders and descenders of correct size and placement.
3	Number formation
4	Diagonal joins ai, ac, an, am, ch, sh, th, ck
5	Horizontal joins oo, oa, oe, wi, wa, re, ve, se
6	Diagonal joins to ascenders al, cl, fl, sl
Autumn 2	
1	Horizontal joins to ascenders wh, ti, hi, li, di, ri, ni
2	Joins to descenders ag, eg, ig, ay, oi, ey
3	Capital letters
4	Practise joining most common rhymes -ain, - an, - ap, - aw, - ay
5	ail, - ake, - ale, - all, - ank, -at, ate
6	eat, - ell, -ice, -ick, -ide, - ight,
Spring 1	
1	-ill, -in, -ine, -ing, -ink, -ip, -it
2	- ock, - oke, - op, - ore, - ot
3	-uck, -ug, -ump, -unk
4	Joining to and from the s: - ash, - est
5	Digraphs: ay, ie, ea, ir, ue, aw, wh, ph, ew, au
6	Joining to and from o: ou, oy, oe
Spring 2	
1	Days of the week
2	Months of the year
3	Trigraphs: ure – as in pure, cure, sure tch – as in match, fetch, notch
4	Suffixes: -tion, -sion, -ssion, - cian
5	Suffixes: -ing, - ed, - er, - est, -y, -ment, -ness, -ful, -less
6	Prefixes: un-, dis -, mis -, in
Summer 1	
1	Contractions: use of apostrophe: can't, didn't, hasn't, couldn't, it's, I'll
2	The letter y placed in a word anywhere but the end: myth, gym, Egypt, pyramid, mystery
3	More suffixes: - ous, -ly
4	More prefixes: im-, ir-, re-, sub -, inter -, super -, anti-, auto-
5	Common exception words
6	Common exception words
Summer 2	
1	Develop writing stamina for extended pieces.
2	Reinforce the correct size and height of letters relative to each other.
3	Ensure letters with ascenders and descenders are formed correctly and in proportion.
4	Introduce strategies for writing neatly at speed
5	Practise strategies for writing neatly at speed
6	Self-evaluation using S Factors: sitting, size, shape, spacing, slant, stringing (i.e. joining) and speed.

Year 5	
Autumn 1	
1	P Checks: Posture, Pencil, Paper, Pressure. S Factors: Shape, Space, Size, Sitting, Stringing (joining), Slant and Speed. Encourage children to self-assess against the S Factors regularly
2	Baseline sits on the line. Ascenders and descenders of correct size and placement
3	Number formation
4	Diagonal joins ai, ac, an, am, ch, sh, th, ck
5	Horizontal joins oo, oa, oe, wi, wa, re, ve, se
6	Diagonal joins to ascenders al, cl, fl, sl
Autumn 2	
1	Horizontal joins to ascenders or ladder letters wh, ti, hi, li, di, ri, ni
2	Joins to descenders ag, eg, ig, ay, oi, ey
3	Joining to and from the s: -ash, -est
4	Joining to and from the o
5	Joining from the r
6	Joining to and from the f
Spring 1	
1	Joining to the e
2	Capital letters
3	-cious
4	-tious
5	-cial
6	-able, -ible, -ably, -ibly
Spring 2	
1	Letter formation review - letter families

2	Letter formation review - letter families
3	More silent sisters: doubt, island, lamb, solemn, thistle, knight
4	-ough-
5	Dictation to develop speed and fluency
6	Dictation to develop speed and fluency
Summer 1	
1	Dictation focus: baseline sits on the line
2	Dictation focus: ascenders and descenders parallel and of correct size, placement
3	Dictation focus: speed and fluency
4	Printing for clarity: when not to join
5	Dictation focus: speed and fluency
6	Introducing a right-leaning slant- add to S Factors
Summer 2	
	Discrete practice of handwriting for speed, fluency and legibility.

Year 6	
Autumn 1	
Lesson focus	
P Checks: Posture, Pencil, Paper, Pressure S Factors: Shape, Space, Size, Sitting, Stringing (i.e. joining) and Speed. Encourage children to self-assess against the S Factors regularly Review a selection of joins Right-leaning slant	
Autumn 2	
Focus: Best presentation and own style Developing own style whilst remaining joined, to improve fluency, speed and legibility. Add style to S Factors. Dictation to develop fluency and speed	
Spring 1	
Focus: Labelling Labelling maps, diagrams, tables and charts- which letter style and which implement? Dictation to develop fluency and speed	
Spring 2	
Focus: Tricky joins Dictation to develop fluency and speed	
Summer 1	
Develop writing stamina, fluency and speed for extended pieces.	
Summer 2	
Develop writing stamina, fluency and speed for extended pieces.	

Handwriting is taught **three times a week** in dedicated **15-minute sessions**. These short, focused lessons provide regular opportunities for children to practice and refine their handwriting skills. The consistent practice ensures that pupils develop good habits in letter formation, joins, and overall presentation.

In addition to these sessions, teachers encourage children to apply their handwriting skills across the curriculum, reinforcing their learning in real writing contexts. Targeted support is provided for pupils who may need additional practice to build confidence and fluency.