



Lawrence View Handwriting Policy

1. Purpose & Scope

Purpose: This policy sets out clear expectations for handwriting across the school, ensuring consistency, progression, and alignment with our Writing Framework. It outlines how handwriting should be taught, when handwritten work should be used, and the developmental principles underpinning our approach.

Scope: Applies to all staff working with pupils from Foundation Stage through KS2. Includes all handwriting instruction, practice, assessment, and standards for written work across the curriculum.

2. Core Writing Principles (from the Writing Framework)

All handwriting teaching must reflect the values of the school's Writing Framework. Key messages include: -

- **Be clear and concise:** handwriting should support clear communication.
- **Be legible and accessible:** handwriting must be readable by all.
- **Be inclusive and respectful:** use writing practices that value every learner's needs.
- **Be accurate and accountable:** formation, size and placement must be taught consistently.
- **Be transparent and traceable:** ensure pupils' written work supports understanding and progression.

These principles underpin all handwriting expectations and teaching sequences.

3. Developmental Approach to Handwriting

3.1 Foundation Stage: Strength Before Pencil Grip

In Foundation Stage, the focus is on **strengthening exercises and fine motor activities to develop core strength before children pick up a pencil.**

This includes:

Gross motor strengthening such as climbing, pushing, pulling, and balancing

Fine motor activities such as threading, squeezing, pegging, dough work, tweezers, paint brushes

Mark-making using large tools before formal pencil use

This approach ensures children develop the physical readiness needed for successful handwriting.

4. Teaching Progression and Resources

4.1 Little Wandle Mantras – Whole-School Consistency

Across the school, **Little Wandle mantras for letter formation** provide consistent language and modelling from all adults.

4.2 Reception: Little Wandle Handwriting Programme

In Reception, **when children are developmentally ready**, the **Little Wandle handwriting programme** is introduced. This supports:

- Letter formation sequencing
- Consistent starting points
- Correct directionality
- Multi-sensory learning to embed formation

4.3 Transition to Penpals

After the Little Wandle sequence is secure, children **move on to Penpals**, while staff continue using relevant aspects of Little Wandle to maintain consistency.

Penpals emphasises:

- Large-scale movement patterns

- Strengthening exercises
- Gross motor preparation before completing all letter families
- Developing fluency and control

4.4 Progression to Joining

When children are **secure in forming all letters correctly**, they move on to learning **joins**, including diagonal and horizontal joins. Focus areas include consistency, spacing, legibility, and fluency.

5. Pen Licence

A **Pen Licence** is awarded when handwriting is consistently: - **Legible - Accurate** in letter formation - **Securely joined** where appropriate - **Fluent and appropriately sized** across subjects

Pen Licences recognise sustained standards rather than isolated examples.

6. Handwriting Standards for All Pupils

- Handwriting should be clear, controlled, and appropriately sized.
 - Letters must sit correctly on the line with ascenders and descenders clearly distinguished.
 - Pencil grip and posture should be monitored and corrected when necessary.
 - Pupils should apply their taught handwriting style consistently across the curriculum once secure.
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7. Tools, Mediums & Corrections

- Pencils are used until a Pen Licence is awarded.
 - Permanent dark ink is used once a Pen Licence is granted.
 - Corrections should be made using a single line through the error.
 - Correction fluids or tapes must not be used.
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8. Presentation & Record Management

- Handwriting practice books should clearly show progression.
- Staff must model correct letter formation at all times.

- Displays and working walls must reflect correct formation and Little Wandle mantras.
 - Handwriting is practised daily in EYFS/KS1 and regularly in KS2.
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9. Monitoring, Assessment & Support

- Teachers assess handwriting informally each day.
 - Formal reviews take place termly.
 - Senior leaders may carry out work scrutiny to ensure whole-school consistency.
 - Pupils requiring additional support receive targeted intervention based on identified needs.
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10. Review Cycle

This policy is reviewed annually to ensure alignment with the Writing Framework and current teaching resources.
