



Handwriting

Intent

The intent for handwriting is based on our curriculum driver: **Be Brave**. This driver underpins our approach to learning by providing opportunities for all our children to challenge themselves, persevere and take pride in producing their very best work. At Woodthorpe Infant School, we recognise that fluent, legible handwriting is a fundamental life skill that enables children to communicate their ideas effectively and confidently.

Our aim is to ensure that every child develops accurate letter formation, good presentation and increasing handwriting fluency. We believe that handwriting should become automatic so that children can focus their attention on composing and communicating their ideas rather than the mechanics of writing.

At Woodthorpe Infant School we follow the National Curriculum in England (2014) alongside **Little Wandle Letters and Sounds Revised**, ensuring that letter formation is taught consistently from the very beginning of Reception. Children learn the correct formation of each letter alongside the corresponding phoneme, enabling them to develop secure habits from the outset. As children move through Key Stage 1, they continue to develop consistency in size, orientation and spacing before progressing to lead-ins, lead-outs and joined handwriting when they are developmentally ready.

Our intent is that:

- All children develop correct letter formation from the beginning of Reception.
- Children develop an effective pencil grip, correct posture and appropriate paper position.
- Handwriting is taught consistently across the school using a shared approach and language.
- Children develop increasingly fluent, neat and legible handwriting.
- High standards of presentation are evident across all areas of the curriculum.
- Children take pride in their written work and understand the importance of presenting it well.

Implementation

In Foundation 2, we follow the EYFS Statutory Framework and Development Matters to teach the physical foundations required for handwriting alongside daily phonics teaching through Little Wandle Letters and Sounds Revised. Children develop their gross and fine motor skills through a range of carefully planned activities before applying these skills to letter formation.

Letter formation is taught explicitly within daily Little Wandle handwriting lessons, 3x a week, using the agreed formation phrases. Children are taught correct starting and finishing points for every letter alongside the associated phoneme. Opportunities to rehearse and apply these skills are provided throughout continuous provision and independent writing activities.

Throughout Key Stage 1, handwriting is taught through daily discrete lessons 4x a week and reinforced across all curriculum subjects. Teachers explicitly model the school's agreed handwriting style, using consistent language and high-quality demonstrations. Children are given frequent opportunities to practise previously taught skills before applying them in purposeful writing.

The expectation for handwriting develops as children progress through school. In Foundation 2 and Year 1, children concentrate on accurate letter formation, correct orientation, consistent sizing and appropriate spacing without lead-ins or lead-outs. During Year 2, children continue refining their letter formation while introducing lead-ins and lead-outs. Once children demonstrate secure formation, appropriate sizing and consistent positioning in relation to the line, they begin learning joined handwriting.

Teachers and teaching assistants consistently model high expectations through classroom displays, shared writing, marking and all written communication. Handwriting expectations are reinforced throughout the curriculum so that children understand the importance of neat presentation in every subject.

Where appropriate, adaptations are made to support individual pupils to enable all children to achieve success while maintaining high expectations. These may include one or a combination of; additional handwriting practice, fine motor activities, pencil grips, writing slopes and adapted resources.

Impact

All children receive high-quality handwriting teaching that builds progressively from Reception to the end of Key Stage 1. Through frequent practice and consistent expectations, children develop secure handwriting habits that become embedded in their long-term memory.

Teachers assess handwriting continuously through each handwriting lesson as well as through the children's independent writing across the curriculum. Assessment focuses on letter formation, pencil grip, posture, spacing, sizing, orientation and overall presentation. Feedback is provided throughout lessons so that misconceptions are addressed promptly.

By the end of Year 2, the majority of children will write with confidence, fluency and increasing automaticity. Their handwriting will be legible, consistently formed and appropriately presented, enabling them to focus fully on the content of their writing. They will leave Woodthorpe Infant School with the handwriting skills required to access the Key Stage 2 curriculum successfully and to communicate effectively throughout their education.

Writing and SEND

For pupils with SEND, adaptations may be made to handwriting teaching based on individual needs. We ensure that pupils are appropriately challenged whilst providing the support necessary for success by:

- using teaching approaches that match individual needs;
- providing additional opportunities to develop fine and gross motor skills;
- breaking learning into manageable steps;
- using adapted resources, including pencil grips, writing slopes and alternative line guides where appropriate;
- providing targeted intervention to develop handwriting and motor control;
- ensuring adaptations maintain high aspirations and ambition for every child.

For some pupils with more complex SEND needs, handwriting expectations may be personalised in line with their individual learning plans whilst enabling them to make the best possible progress.