

Lowerhouse Junior School, Burnley

HANDWRITING POLICY	
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Inspiring a lifelong love for learning

Aspiration

Integrity

Respect

Resilience

Aspiration Integrity Respect Resilience

Handwriting Policy

At Lowerhouse Junior School 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.

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

At Lowerhouse Junior School, our overarching aims for handwriting are to ensure that all pupils:

- Develop legible, fluent, and efficient handwriting that enables them to communicate confidently and effectively.
- Acquire a consistent handwriting style, based on a continuous cursive approach, that supports spelling, composition, and presentation.
- Take pride in the appearance of their written work and understand the value of clear, purposeful handwriting.
- Progress towards developing a personal handwriting style that remains legible and efficient.
- Experience handwriting as an enjoyable, achievable skill, regardless of their starting point or individual needs.

Expectations

Class teachers are responsible for:

- Planning and delivering daily handwriting lessons, following the school's agreed style and progression.
- Modelling correct letter formation, joins, and presentation.
- Assessing and tracking pupil progress, and providing feedback and support.
- Identifying pupils who require additional practice or intervention.
- Creating a positive, inclusive classroom environment that promotes effective handwriting.

Support staff assist in delivering handwriting interventions, supporting individual pupils, and reinforcing high standards of presentation across the curriculum.

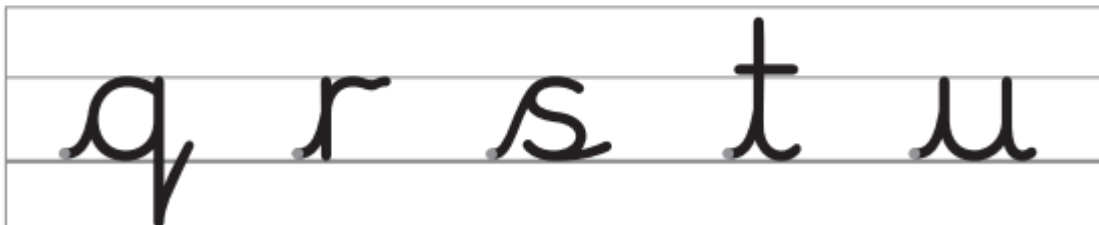
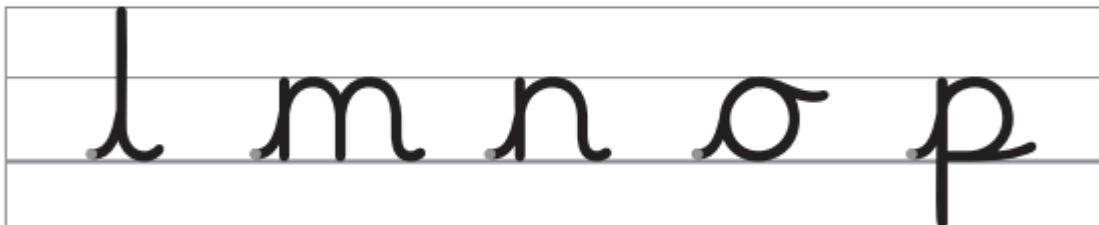
Consistency throughout the school

Pupils should experience coherence and continuity in the teaching and learning of handwriting across all school years and be encouraged to take pride in their work. We want to help pupils enjoy learning and developing their handwriting, so they feel a sense of achievement and pride.

When modelling handwriting, teachers will use the mnemonics from the Red Rose Phonics Scheme of work. This is to ensure fidelity to our infant school and ensure consistency for children when transitioning from Year 2 to Year 3.

a	Round the anchor and down the rope.
b	Down the bat and round the ball.
c	Curl round the cat.
d	Back round the dog's body, up to his ears and down to his tail.
e	Across the shelf and over the elf.
f	Follow down the flamingo and fly.
g	Go round the gorilla and swing from the vine.
h	Down the hill and over the hedge.
i	Down the insect and don't forget his cap.
j	Jump off the jetty and don't forget your cap.
k	Down the koala's body, arm and leg.
l	Down the long ladder.
m	Down the mound and over the moles.
n	Down the nose and over the nostril.
o	Back around the octopus.
p	Down the path, up the path and round the pond.
q	Quick! Back round the pond, down and splash.
r	Rain down to the ground and over the rainbow.
s	Slip down the slide.
t	Down the tree and across the branch.
u	Down under the sea, up for breath and down again.
v	Down the vase and up the vase.
w	Down the wave and up the wave. Down the wave and up the wave.
x	Cross the box and cross the box.
y	Down the yo-yo, up the yo-yo and swing.
z	Zip, zap, zoom!

Chosen letter formation



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 in two thirty minute slots per week with regular and systematic practice across the curriculum to ensure key stage targets are met throughout learning, as emphasised in the 2025 Writing Framework.

Pens and pencils

Pupils will write in pencil in Year 3 and 4. All pupils in year 5 and 6 will use pen, with the option of handwriting pen or ballpoint pen. Any adaptations needed to support pupil's individual needs will be informed by the school SENCo and in line with advice from professionals such as specialist teachers.

Inclusion

Provision for Pupils with SEND

Lowerhouse Junior School is committed to ensuring that all pupils, including those with special educational needs and disabilities (SEND), can access and succeed in handwriting. In line with the SEND Code of Practice (2015), we make reasonable adjustments to remove barriers to learning and provide targeted support. This may include:

- Use of multisensory approaches, such as tactile resources, sand trays, or large-scale letter formation.
- Adapted writing tools, such as pencil grips, sloped boards, or specialist pens.
- Alternative methods of recording, including the use of ICT, voice-to-text software, or scribing, where appropriate.
- Additional adult support for modelling, guided practice, and feedback.
- Individual or small-group intervention programmes for pupils requiring further support.

Teachers work closely with the SENDCo, parents/carers, and external specialists to identify needs, plan provision, and monitor progress. All adaptations and interventions are recorded and reviewed regularly.

Differentiation and Adaptation

We recognise that pupils develop handwriting skills at different rates and may require differentiated support. Teachers use assessment information to identify pupils who need additional practice, targeted intervention, or alternative approaches. Strategies include:

- Breaking down handwriting tasks into manageable steps.
- Providing extra time for practice and completion of written work.
- Using visual aids, checklists, and prompts to support letter formation and joins.
- Offering personalised feedback and encouragement.
- Setting individual handwriting targets and celebrating progress.

Early identification and intervention are key to supporting pupils with handwriting difficulties. Staff receive regular training in recognising and addressing handwriting challenges, including those associated with dyslexia, dyspraxia, and other specific learning differences.

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.

Key Stage Teaching

Lower Key Stage 2: Years 3 and 4

Handwriting lessons will continue twice a week 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, and French. 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 two thirty-minute 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.

Lesson Structure and Delivery

Handwriting lessons at Lowerhouse Junior School follow a consistent structure to maximise learning and engagement. Each session includes:

- **Modelling:** The teacher demonstrates the focus letter(s), join(s), or movement pattern, using clear verbal instructions and visual aids.
- **Guided Practice:** Pupils practise alongside the teacher, receiving immediate feedback and support. Teachers circulate to observe, prompt, and correct as needed.
- **Independent Practice:** Pupils apply their skills independently, working in handwriting books or on relevant tasks. Differentiated activities are provided where appropriate.
- **Feedback and Review:** Teachers provide verbal and/or written feedback, highlighting strengths and areas for improvement. Pupils are encouraged to self-assess and reflect on their progress.

Lessons are designed to be interactive, purposeful, and enjoyable, with opportunities for movement, discussion, and peer support. Teachers adapt the pace and content to meet the needs of their class, ensuring that all pupils are appropriately challenged and supported.

Resources and Environment

A range of high-quality resources is used to support handwriting teaching and learning, including:

- Handwriting books with appropriate line guides for each year group.
- Pencils, pens, and specialist writing tools (e.g., pencil grips, sloped boards).
- Visualisers, whiteboards, and digital tools for modelling and demonstration.
- Letter formation charts, posters, and displays in classrooms and shared areas.
- Multisensory resources for pupils requiring additional support.

The classroom environment is organised to promote effective handwriting, with attention to:

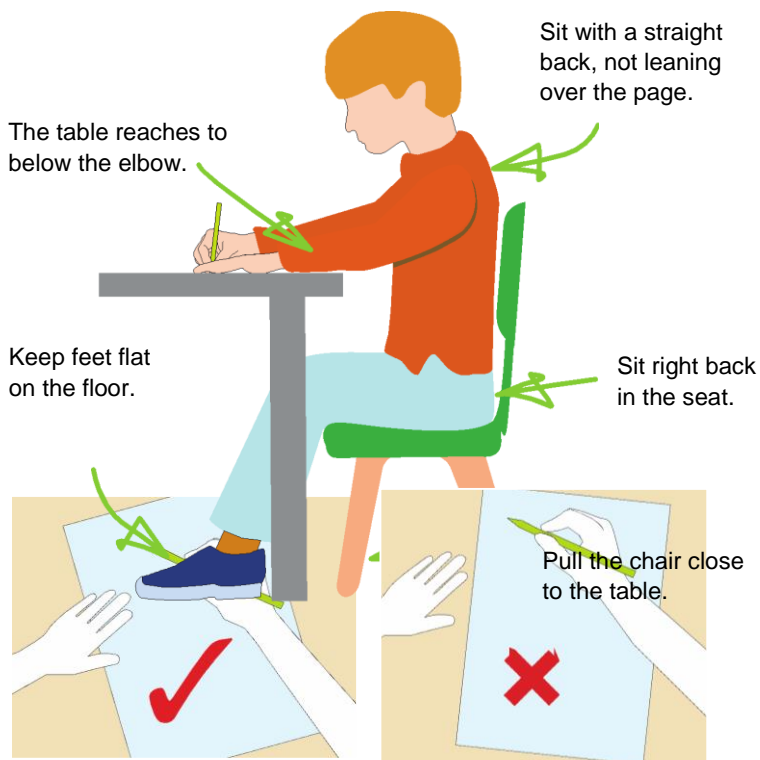
- **Seating and Posture:** Pupils are seated comfortably at appropriately sized tables, with feet flat on the floor and chairs at the correct height. Teachers check and support correct posture and pencil grip.
- **Lighting and Space:** Classrooms are well-lit, with sufficient space for movement and practice.
- **Displays:** Handwriting exemplars, letter families, and key vocabulary are displayed and referred to regularly.

Teachers create a positive, supportive atmosphere where effort and improvement are recognised and celebrated.

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.

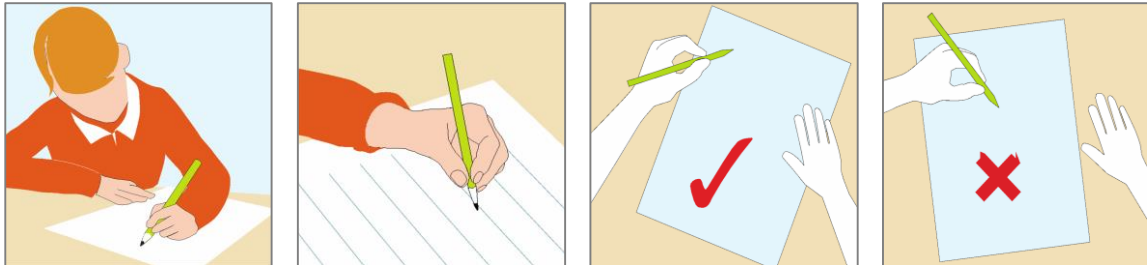
Left-handed writer

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.

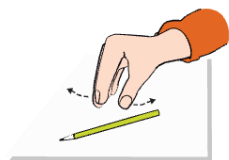


The Tripod Pencil Grip

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 it off the table,

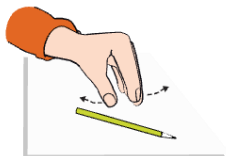


Spin it round...



and grip.

Left-handed pencil grip



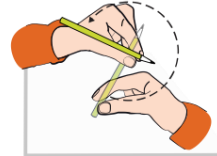
Point away the pencil,



Pinch it near the tip,



Lift it off the table,



Spin it round...



and grip.