



BELMONT SCHOOL
 (Additionally Resourced Mainstream School)

Handwriting Policy and Program of Study
NOVEMBER 2025



<p>UNCRC Article 19 - Every child has the right to protection Global Goal 4 – Quality Education Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. Global Goal 10 - Reduced Inequalities Reduce inequality within and among countries.</p>	
Head Teacher	
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Date Ratified	6 th January 2026
Review Date	3 Year

Rationale – taken from Writing Framework Guidance DFE 2025

- Specific instruction in handwriting is needed in order for children to develop **automatic, legible** handwriting.
- Legible writing that can be produced comfortably, at speed and with little conscious effort allows children to focus on the higher-level aspects of writing content and composition.
- The purpose of handwriting is communication, to be read by others and re-read by self.
- Self-esteem and performance across all subjects is negatively influenced if handwriting is illegible.

Intent

- To develop correct letter formation: consistently sized and proportioned letters that are correctly orientated and positioned based on a script used commonly consistently throughout the school.
- To develop handwriting for different purposes.
- To develop a pride in their work and a positive self-image.

Why is it so important?

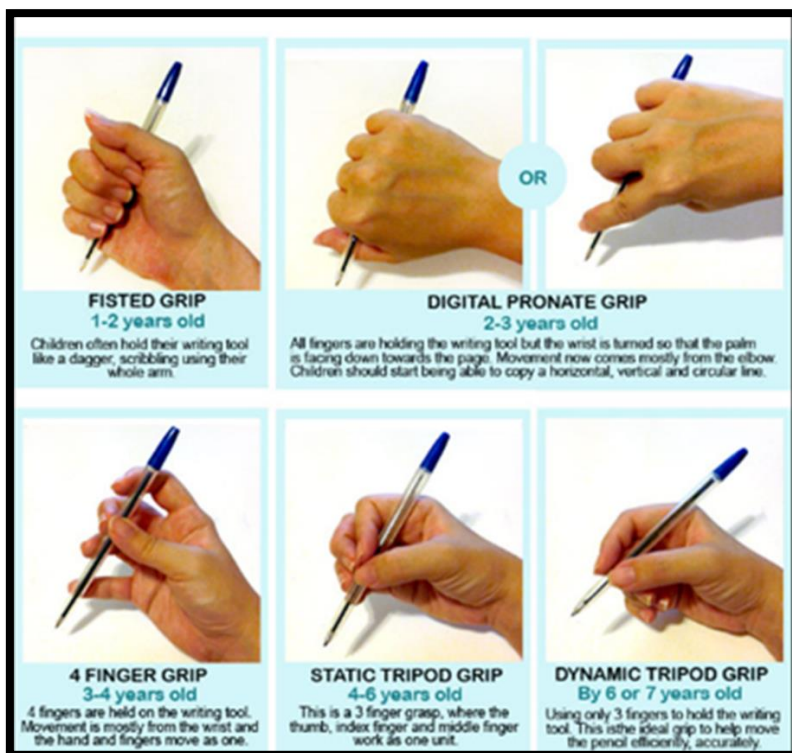
Good handwriting is an essential skill in the quest to spell and write fluently, confidently and competently. A joined handwriting style links kinaesthetic muscle memory with the relationship between the sounds of speech and the letter shapes, letter groupings and whole written words. The ability to write neatly can raise self-esteem and provides a motivating factor in the production of written work.

Implementation

- Teachers allow for differentiated learning through explicit teaching of handwriting as well as applied guidance throughout other areas of the curriculum.
- Children are introduced to the **print formation of lower-case and capital letters** in Reception as part of the Rocket Phonics program. These letters have clear start and finishing points and are supported by letter-formation scripts in order to support the correct modelling to children. **(Appendix 1)**
- From Year 1, pupils are introduced to **cursive handwriting** also via the Rocket Phonics program. This is an all joined style with two main joins – a diagonal line which starts with the pencil point on the writing line, and a smile join **(Appendix 2)**. Explicit teaching of handwriting is evident throughout the Rocket Phonics program in Year 1 and 2.
- Children will be taught the traditional tripod pencil grip and to think carefully about the letters they write and the join each letter needs in whole words. The teaching focus should be on the mechanics of handwriting rather than only copying.
- Seating posture is also emphasised. Children are instructed that their writing hand should rest lightly on the paper below the words being written so that the words are not obscured.
- Handwriting will be taught regularly and systematically within the Middle Years, building on the styles introduced in Key Stage 1, and as the need arises, in groups and individually in the Upper Years.
- In the Upper Years children will be expected to fluently join their handwriting when writing in their books, with the exception of any task that focuses on note-taking.
- Children will understand the purpose of Handwriting instruction. In the Early Years the focus will be upon the need to communicate, moving towards efficient letter formations for note taking and an ability to produce a ‘neat’ copy.

Pencil Grip

Staff are to check and promote that children are holding their pencils/pens in the correct position for writing:



Staff are to help children in EYFS and KS1 by practising how to hold a pencil by using the following script:

“Put your froggy legs [thumb and forefinger] on the bottom of the painted part of the pencil [not on the cone/ shaped end part] with the pencil across the frog’s back [back of the hand], then put the log under the frog” [middle finger supporting the pencil to complete the tripod grip].

Staff to use a shorter pencil to support children who are struggling.

The Role of the Teacher and Learning Support Staff

- To provide a legible, clear model of the school handwriting style when working with children, marking books and writing on smart boards.
- To model the school script for pupils in their writing.
- To ensure access of available to the Handwriting script and that it is displayed in the classroom.

Working with Parents

- All parents will receive a copy of Handwriting script and formation guide of lower case letters during pre-school visits and meetings. Parents of older children who are new to the school will receive a copy in their welcome pack.
- Parents will be reminded of the script at the Beginning of Year Parent Meetings. A workshop may be offered alongside other Literacy support meetings during the year.

Entitlement for all

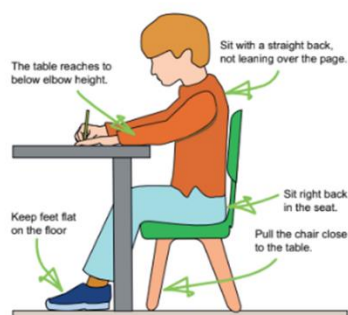
- **Provision for Left-Handed Children** - Some left-handed children may experience handwriting difficulties and develop fluency later than right-handers because they are pushing the pen across the page rather than pulling it. See guidance notes on assistance for left-handed writers below
- **SEND** Some children have more specific handwriting needs such as **Dysgraphia**, **Developmental Disorders**; (e.g. Dyslexia, Dyspraxia, Autistic spectrum) or **VisualMotor Co-ordination deficits**. These children should be considered specifically in line with the school SEND policy.
- The use of appropriate resources such as triangular-shaped pencils, smaller pencils or writing slopes may be provided for children who exhibit specific difficulties.
- **Computers** will be made available for children experiencing grave fine motor difficulties, after consultation with the SENDCO.

Posture

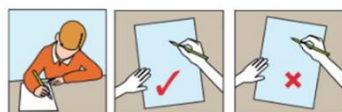
Staff to review pupils seating plans so that they are compliant with the diagram below:

Right handed children

How to sit correctly to be comfortable for handwriting.

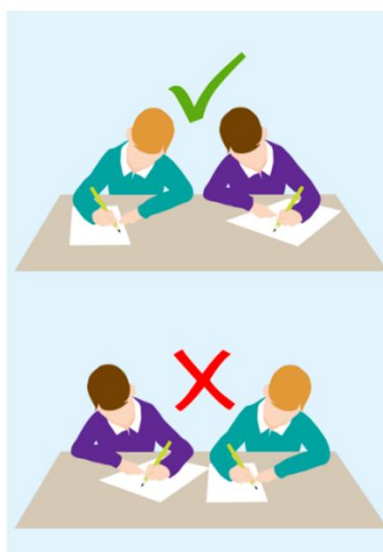


How to hold and position the paper.



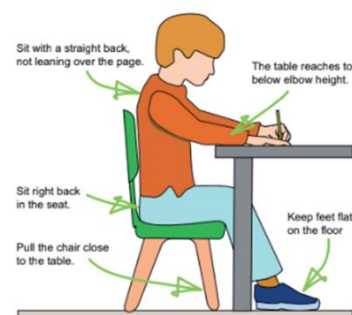
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



Assessment

Teacher assessment

Teachers will assess children's handwriting progression during lessons as they write as well as once they have completed their writing. Criteria for assessment may include:

- Does the child adapt the correct posture?
- Does the child hold the pencil correctly?
- Does the child use the correct movements when forming/joining?
- Does the child write fluently?
- Is the writing legible?
- Is the writing appropriate?
- Is the child's handwriting developing in-line with statutory curricula?

Pupil assessment

Throughout the writing process, and during written work in the wider curriculum, children are encouraged to assess their handwriting. A visual prompt to present work neatly and with a high standard of handwriting can be found on lesson slides for children to refer to in order to reflect and assess.

The expectation for a high standard of handwriting is always clearly communicated prior to writing tasks. Neat presentation is always recognised and praised by the class teacher and children are encouraged to review their handwriting as part of the writing process.

Whole-school assessment

The subject leader for English will regularly assess handwriting across the school and this will also be considered during routine monitoring of topic books. Criteria for whole-school assessment may include:

- Is the handwriting generally legible and in line with age expectation?
- Are letters being shaped correctly?
- Are joins being made correctly?
- Are spaces between letters, words and lines correct?
- Is writing size appropriate?
- Are the writing standards demonstrated by the majority of children in line with statutory curriculum?
- Is there progression in the quality of handwriting from one year to the next?

Provision for left-handed pupils

At least 10% of the population are left-handed. All teachers are aware of the lefthanded children in their class and make appropriate provision:







- Paper should be positioned to the left for right handed pupils and to the right for left handed children and slanted to suit the individual in either case;
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision;
- Children should be positioned so that they can place their paper to their left side;
- Left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;
- Extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are aware of the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.



















Appendix 1:

Print formation of lower-case and capital letters in Reception

(Rocket Phonics)


	Up and over the hill and curl around to make a snake		Up and over the hill and curl around to make a snake
	I go up and over the hill and curl around. I straighten up to catch the hook, then go straight down and flick.		I start at the top and draw a diagonal line down to the left. I lift my pencil off, go back to the top and draw a diagonal line down to the right. Then I lift my pencil off and draw a straight line from left to right.
	I start at the top and go straight down and flick. I take my pencil off and cross the stick.		I start at the top and draw a straight line from left to right. I find the middle of the line and draw a line straight down.
	I start in the middle, go straight down and flick. Then I take my pencil off and put a little dot above the stick		I start at the top and draw a short straight line from left to right. I take my pencil off, find the middle of the line, and draw a straight line down. I take my pencil off and draw a straight line from left to right.
	I start in the middle and go straight down. Then I go straight back up to form a half bridge then around to make a bowl		I start in the middle and go straight down. Then I go straight back up to form a half bridge then around to make a bowl
	I start in the middle and go straight down. Then I go straight back up to form a full bridge, then flick.		I start at the top and go straight down to the writing line. I lift my pencil off and draw a diagonal line down from left to right. I keep my pencil on the page and draw a line straight up to the top.
	I start in the middle and go straight down. Then I go back up to form a full bridge, then another bridge, then flick		I start at the top and go straight down. I lift my pencil off, go back to the top and draw a zigzag down and back up, then I draw a straight line down.
	I go up and over the hill and curl around. I straighten up to catch the hook, then keep going straight up to make a tall letter. Then I go straight back down and flick.		I start at the top and go straight down. I lift my pencil off, start at the top and form a curve down.


	<p>I go up and over the hill and curl around. I straighten up to catch the hook, then go straight down. I curl to make a tail.</p>		<p>I go up and over the hill then curl right around then finish off with a short straight line across from left to right.</p>
	<p>I go up and over the hill then curl right around to form a circle</p>		<p>I go up and over the hill then curl right around to form a circle.</p>
	<p>I start in the middle and go up and over the hill and curl around</p>		<p>I start at the top and go up and over the hill from and curl around.</p>
	<p>I start at the top and go straight down I go back up (to half-height) to form a bow shape.</p>		<p>I start at the top and go straight down. I lift my pen off, find the middle of the line and go out and up in a diagonal line. Then lift my pencil off, go back to the middle and go out and down in a diagonal line.</p>
	<p>I set off from left to right then sweep round, over the hill from right to left and curl around</p>		<p>I start at the top and go straight down, then go across from left to right in a straight line. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.</p>
	<p>I start in the middle and go straight down then curl to form a bowl. I go back up then straight back down and flick.</p>		<p>I start at the top and go straight down then curl to form a bowl.</p>
	<p>I start in the middle and go straight down .I go back up to form a half bridge.</p>		<p>I start at the top and go straight down. I lift my pencil off, go back to the top and form a small loop. Then I draw a diagonal line.</p>
	<p>I start at the top and go straight down. I go back up (to half-height) to form a full bridge, then flick.</p>		<p>I start at the top and go straight down. I lift my pencil off, leave a gap and start again at the top to go straight down. Then I lift my pencil off and form a line across the middle from left to right.</p>
	<p>I start at the top and go straight down I go back up (to half-height) to form half a bridge then curve to meet the stick.</p>		<p>I start at the top and go straight down. I lift my pencil off, start back at the top and form a loop to the mid-point and a loop to the bottom.</p>


	<p>I go up and over the hill, then I go straight down and I curl to make a tail. I take my pencil off and draw a short straight line across.</p>		<p>I start at the top and go straight down. Then I lift my pencil off and go across at the top in a straight line from left to right, and again in the middle with a shorter straight line from left to right.</p>
	<p>I start at the top and go straight down and flick.</p>		<p>I start at the top and go straight down, then go across in a straight line from left to right.</p>
	<p>I go straight down. Then I curl to make a tail. Then I take my pencil off and put a little dot above the stick.</p>		<p>I start at the top and draw a line from left to right. I take my pencil off, find the middle of the line, then go straight down and curl around from right to left to form a tail..</p>
	<p>I start in the middle and form a single zigzag.</p>		<p>I start at the top and form a single zigzag.</p>
	<p>I start in the middle and form a double zigzag.</p>		<p>I start in the middle and form a double zigzag.</p>
	<p>I form a diagonal line. I take my pencil off and start on the bottom writing line to form a diagonal which crosses the first line.</p>		<p>I form a diagonal line. I take my pencil off and start on the bottom to form a diagonal which crosses the first line.</p>
	<p>I go straight down and curl to form a bowl Then straight back down I curl to make a tail.</p>		<p>I start at the top and form a diagonal down to the mid-point. I take my pencil off, leave a space and form another diagonal down from the top to the midpoint. Then I go straight down from the midpoint to the bottom.</p>
	<p>I start in the middle and form a short straight line across from left to right. Then I form a diagonal line back down to the line. Then, I form another short straight line across from left to right</p>		<p>I start in the middle and form a short straight line across from left to right. Then I form a diagonal line back down. Then, I form another short straight line across from left to right.</p>
	<p>I go up and over the hill and curl around. I straighten up to catch the hook, then go straight down I kick back at the bottom.</p>		<p>I go up and over the hill from right to left, then curl right around to form a circle. Then I lift my pen off and form a short straight diagonal line through the bottom right of the circle.</p>


Appendix 2:


Cursive handwriting Styles (Rocket Phonics)


 Start on the line, diagonal join to half height, hook over, back and round


 Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down, flick


 Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight up, straight down, flick


 Start on the line, diagonal join to half height, hook over, back and curl around like a snake, flick


 Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down through the line, loop around


 Start on the line, diagonal join to half height, straight up, straight down, flick, then cross the t from left to right above the join


 Start on the line, diagonal join to half height, straight up, straight down, up to form a full bridge, flick


 Start on the line, diagonal join to half height, straight up, straight down, up to form a half bridge and curve to complete the b, flick


 Start on the line, diagonal join to half height, straight up, straight down, up to form a bow shape, flick


 Start on the line, diagonal join to half height, down, back up to form a half bridge, smile join


 Start on the line, diagonal join to half height, down, back up to form a full bridge, flick


 Start on the line, diagonal join to half height, down, back up to form a full bridge, then another full bridge, flick


 Start on the line, diagonal join to half height, straight down through the line, back up to complete the curve of the p, flick


 Start on the line, diagonal join to half height, straight down to the line, flick, then dot the i


 Start on the line, diagonal join to half height, straight down through the line, loop around ready to join the next letter, then dot the j


 Start on the line, diagonal join to half height, hook over, back and round, catch the hook, smile join


 Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down through the line, sharp diagonal back up to stop at the writing line, diagonal join to half height, down to form the bowl for the u, down and flick


 Start on the line, diagonal join to half height, straighten up then hook over, back and straight down through the line, loop around ready to join the next letter


 Start on the line, diagonal join to half height, straight up, straight down, flick


 Start on the line, diagonal join to half height, down to form the bowl for the u, down and flick


 Start on the line, diagonal join to half height, down to form the bowl, straight down through the line, loop around to join the next letter


 Start on the line, diagonal join to half height, down diagonally to form a single zigzag, smile join

 Start on the line, diagonal join to half height, down diagonally to form a double zigzag, smile join














 Start on the line, diagonal join to half height, down diagonally to form the first line of x, pencil point off and start back down on the writing line to form another diagonal line up to half height for the second line of x, smile join














 Start on the line, diagonal join to half height, straight across from left to right, diagonal back down to the line, form a curved line across from left to right with a flick (which provides flair)

 Start on the line and the diagonal line sweeps around to form the e

 Start on the line, diagonal join to half height, down, back up to form a half bridge, smile join to the line which sweeps around to form the e

Teaching Sequence

Session	Group	Letters to cover
1	The 'c' letters	<p> Start on the line, diagonal join to half height, hook over, back and round</p> <p> Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down, flick</p> <p> Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight up, straight down, flick</p>
2	The 'c' letters	<p> Start on the line, diagonal join to half height, hook over, back and curl around like a snake, flick</p> <p> Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down through the line, loop around</p> <p> Start on the line, diagonal join to half height, hook over, back and round, catch the hook, smile join</p>
3	The 'c' letters	<p> Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight down through the line, sharp diagonal back up to stop at the writing line, diagonal join to half height, down to form the bowl for the u, down and flick</p> <p> Start on the line, diagonal join to half height, straighten up then hook over, back and straight down through the line, loop around ready to join the next letter</p>
4	The tall ascenders	<p> Start on the line, diagonal join to half height, straight up, straight down, flick</p> <p> Start on the line, diagonal join to half height, straight up, straight down, flick, then cross the t from left to right above the join</p> <p> Start on the line, diagonal join to half height, straight up, straight down, up to form a full bridge, flick</p>
5	The tall ascenders	<p> Start on the line, diagonal join to half height, straight up, straight down, up to form a half bridge and curve to complete the b, flick</p> <p> Start on the line, diagonal join to half height, straight up, straight down, up to form a bow shape, flick</p>

6	The half-height down	 Start on the line, diagonal join to half height, down, back up to form a half bridge, smile join  Start on the line, diagonal join to half height, down, back up to form a full bridge, flick  Start on the line, diagonal join to half height, down, back up to form a full bridge, then another full bridge, flick
7	The half-height down	 Start on the line, diagonal join to half height, straight down through the line, back up to complete the curve of the p, flick  Start on the line, diagonal join to half height, straight down to the line, flick, then dot the i  Start on the line, diagonal join to half height, straight down through the line, loop around ready to join the next letter, then dot the j
8	The half height bowl	 Start on the line, diagonal join to half height, down to form the bowl for the u, down and flick  Start on the line, diagonal join to half height, down to form the bowl, straight down through the line, loop around to join the next letter
9	The half height bowl	 Start on the line, diagonal join to half height, down diagonally to form a single zigzag, smile join  Start on the line, diagonal join to half height, down diagonally to form a double zigzag, smile join
10	The odd ones	 Start on the line, diagonal join to half height, down diagonally to form the first line of x, pencil point off and start back down on the writing line to form another diagonal line up to half height for the second line of x, smile join  Start on the line, diagonal join to half height, straight across from left to right, diagonal back down to the line, form a curved line across from left to right with a flick (which provides flair)  Start on the line and the diagonal line sweeps around to form the e
11	Leading to washing line join	o, r, re words <ul style="list-style-type: none"> • fork • more • read • horse • react

12	Leading to washing line join	v, w, x words <ul style="list-style-type: none"> • water • vixen • extra • web • vet
12	the 'c' letters	c, a, d words <ul style="list-style-type: none"> • cars • crab • drab • dark • cold
13	the 'c' letters	s, g, o words <ul style="list-style-type: none"> • soak • soap • goat • grab • grass
14	the 'c' letters	qu, f words <ul style="list-style-type: none"> • flip • flop • quit • queen • fresh
15	The tall ascenders	l, t, h words <ul style="list-style-type: none"> • hall • then • thanks • length • stealth
16	The tall ascenders	b, k words <ul style="list-style-type: none"> • ball • kerb • kite • brick • block • broken

17	The half-height, down	r, n, m words <ul style="list-style-type: none"> • mind • ring • mint • drain • minor • morning
18	The half-height, down	p, l, j words <ul style="list-style-type: none"> • jam • nip • pens • print • jumble • juice
19	The half-height, bowl	u, y words <ul style="list-style-type: none"> • bury • turn • furry • hurry • worry
20	The half-height, bowl	v, w words <ul style="list-style-type: none"> • wise • wish • give • gloves • washed
21	The odd ones	x, z, e words <ul style="list-style-type: none"> • buzz • fizz • waxy • zigzag • Zebra •
22	Leading to washing line join	o, r, re words <ul style="list-style-type: none"> • ogre • corn • proud • roast • metre

23	Leading to washing line join	v, w, x words <ul style="list-style-type: none"> • dove • cows • woven • seven • except
24	the 'c' letters	c, a, d, s, g, o sentences <ul style="list-style-type: none"> • My camera is in a case. • My brother is a dancer. • My socks are odd. • We played on the swings.
25	the 'c' letters the tall ascenders	qu, f, l, t, h sentences <ul style="list-style-type: none"> • I know lots of facts. • We sat quietly. • I saw a little beetle. • The flowers wilted
26	the tall ascenders the half-height, down	b, k, r, n, m sentences <ul style="list-style-type: none"> • found a button. • I have a pet kitten. • The path is narrow. • I use good manners
27	the half-height, down the half-height, bowl	p, i, j, u, y sentences <ul style="list-style-type: none"> • The jars are on the shelf. • My jacket is purple. • I wear a uniform. • Pumas live in jungles.
28	the half-height, bowl the odd ones	v, w, x, z, e sentences <ul style="list-style-type: none"> • The oven is hot. • We recorded a video. • I woke up early. • I scored zero points.
29	Leading to washing line join	o, r, re, v, w, x sentences <ul style="list-style-type: none"> • I had a rest. • The rose bush grew taller. • The waiter served the food. • We visited the wax museum.

