



## Winslow CE School - Handwriting Policy

Our vision is 'Let your light shine'. The rainbow symbolises God's unconditional love for each individual. We seek to reflect that light in all we do: in our community, both local and wider, our communication, both word and action, with curiosity and courage, and with care and compassion for everyone, inspiring a love of learning.

Within this vision, we are committed to raising standards in handwriting and presentation so that children and adults alike take pride in their work. We believe that developing a fluent, legible, and confident handwriting style enables children to let their light shine in every piece of written work, helping them to communicate with clarity and confidence. By valuing high-quality presentation, we nurture self-belief and pride, encouraging every learner to enjoy the process of improving their handwriting while celebrating their achievements.

### Reception

In Reception, we prioritise the development of fine and gross motor skills before expecting children to write with a pencil. Early handwriting instruction focuses on pre-writing movements, including mark-making in the air or on different surfaces, using tools, and developing control of shoulder, wrist, and finger movements.

From Week 2 of the Autumn term, children begin phonics sessions following the Little Wandle Letters and Sounds (LWLS) programme. As part of this, correct letter formation is introduced through modelling and the use of formation phrases (Appendix A). Children apply these within phonics by Autumn 1, Week 5.

Formal handwriting with pencils is introduced **only when children are physically ready**, ensuring a developmentally appropriate progression. Handwriting is taught daily, in small steps, with frequent opportunities for practice. Teaching is explicit, systematic, and additional to phonics instruction.

This approach reflects DfE guidance, balancing early physical development with the systematic teaching of handwriting.

### Year 1

Pupils in Year 1 will begin daily handwriting sessions. Letter formation will continue to be taught using the LWLS formation phrases (Appendix A).

#### **National Curriculum Aims: Pupils should be taught to:**

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these



Autumn 1:

Set 1: c o a d g q e s f

Set 2: l i t j y u

Autumn 2:

Set 3: m n r h b p k

Set 4: V W X Z

**Spring 1 and Spring 2:**

Reinforcement of letters already taught using formation phrases.

Capital letters:

A	B	C	D	E	F	G
H	I	J	K	L	M	N
O	P	Q	R	S	T	U
V	W	X	Y	Z		

**Summer 1:**

Begin handwriting of tricky words and CVC words.

**Summer 2:**

Recap of letter formation, including capital letters and tricky words. Begin to learn handwriting by writing simple sentences.



## Year 2

Year 2 Pupils in Year 2 will continue to have daily handwriting sessions. Diagonal and horizontal strokes will be introduced. Letter formation will be taught using the LWLS formation phrases, even when diagonal and horizontal strokes are taught. The looped k, y, g, f, j should be taught. The phrases 'lead in' and 'join' will be used when children are ready.

### **National Curriculum Aims: Pupils should be taught to:**

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters
- use spacing between words that reflects the size of the letters

### **Autumn 1:**

Recap of letters already taught using formation phrases.

### **Autumn 2:**

Looped letters:

<i>k</i>	<i>y</i>	<i>g</i>	<i>f</i>	<i>j</i>
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### **Spring 1:**

Diagonal joins to letters without ascenders:

<i>ai</i>	<i>ar</i>	<i>us</i>	<i>au</i>	<i>aw</i>
<i>er</i>	<i>ew</i>	<i>ir</i>	<i>ur</i>	<i>ss</i>
<i>as</i>	<i>ea</i>	<i>ie</i>	<i>se</i>	<i>ue</i>



Horizontal joins to letters without ascenders

ou	ni	wi	xe	ere
oe	re	ure	ne	we
oi	on	os	or	ov
ow	oa			

**Spring 2:**

Diagonal joins to letters with ascenders:

ab	ul	it	ch	kn
ll	sh	th	ed	be
de	br			

**Horizontal joins to letters with ascenders:**

ol	wh	ot		
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**Diagonal joins to letters with ascenders:**

ff	ph	qu	igh	ng
squ	fe	ge	pe	



### Horizontal joins to letters with ascenders:

op	oy	
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### Summer:

### Diagonal joins to letters with descenders.

ff	ph	qu	igh	ng
squ	fe	ge	pe	

### Horizontal joins to letters with descenders.

op	oy	
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### Years 3 and 4

Pupils in Year 3 and 4 will begin weekly handwriting sessions three times per week. Letter formation will be taught using the LWLS formation phrases, even when diagonal and horizontal strokes are taught. Review joins taught in Year 2, following the suggested progression. The phrases 'lead in' and 'join' will be used.

In Year 4, handwriting lessons could focus on the spelling of tricky words and key vocabulary. Children should begin to practise writing sentences and short passages. Children are expected to apply letter joins when writing in all areas of the curriculum.

### National Curriculum Aims: Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]
- pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say (non-statutory).



## **Years 5 and 6**

Pupils in Years 5 and 6 will complete handwriting lessons twice a week. Children should practise writing sentences and short passages. Children should apply letter joins when writing in all areas of the curriculum.

### **National Curriculum Aims: Pupils should be taught to:**

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

### **Handwriting Interventions**















Some pupils may require targeted intervention to boost their handwriting fluency—this is vital for writing development. Without a smooth, legible script, children struggle to compose longer pieces of writing confidently. At Winslow, we address this by offering Bubble Writing (Appendix B) as a structured intervention for children. This scaffold, which places a "bubble" around each letter, helps pupils consistently form letters with uniform height, width, and spacing—key foundations of legible handwriting.















Bubble Writing reduces cognitive load by guiding letter formation and improving spatial awareness, allowing children to focus more on content and less on mechanics—a strategy that frees working memory for composition, as advocated by the new Writing Framework (2025). The Framework emphasises the importance of early, explicit transcription instruction, enabling handwriting to become automatic and supporting the development of writing fluency












By implementing Bubble Writing interventions, Winslow ensures that children develop a confident, fluent script—that empowers them to write extended, purposeful texts with pride and clarity.













In EYFS and KS1, children who are not yet able to form letters correctly will use the Little Wandle letter formation scaffold sheets to secure accurate letter formation. As letter formation is fundamental, only when these skills are established should children progress to the Bubble Writing intervention to develop fluency and consistency.

## Appendix A

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <b>s</b> <b>s</b>	 snake	Show your teeth and and let the s hiss out ssssss ssssss	Under the snake's chin, slide down and round its tail.
 <b>a</b> <b>a</b>	 astronaut	Open your mouth wide and make the 'a' sound at the back of your mouth a a a	Around the astronaut's helmet, and down into space.
 <b>t</b> <b>t</b>	 tiger	Open your lips; put the tip of your tongue behind your teeth and press t t t	From the tiger's nose to its tail, then follow the stripe across the tiger.
 <b>p</b> <b>p</b>	 penguin	Bring your lips together and push them open and say p p p	Down the penguin's back, up and round its head.
 <b>i</b> <b>i</b>	 iguana	pull your lips back and make the 'i' sound at the back of your mouth i i i	Down the iguana's body, then draw a dot (on the leaf) at the top.
 <b>n</b> <b>n</b>	 net	Open your lips a bit, put your tongue behind your teeth and make the nnnnn sound nnnnn	Down the stick, up and over the net.
 <b>m</b> <b>m</b>	 mouse	Put your lips together and make the mmmm sound mmmm	Down, up and over the mouse's ears, then add a flick on the nose.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth. Press the middle of your tongue to the top and back of your mouth and push your tongue down and forward to make the sound <b>g g g</b>	Round the goat's face, up to his ear; down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	c Curl round the heel of the sock. k Down the sock, up and round, back and down and to the corner. <b>Catchphrase:</b> Rock that sock!
 e	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and down its trunk.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 <span style="font-size: 2em; margin-left: 20px;">u</span>	 umbrella	Open your mouth wide and say <b>u u u</b>	Down and around the umbrella, stop at the top and down to the bottom and flick
 <span style="font-size: 2em; margin-left: 20px;">r</span>	 rainbow	Show me your teeth to make a <b>rrrr</b> sound <b>rrrr rrrr</b>	From the cloud to the ground, up the arch and over the rainbow.
 <span style="font-size: 2em; margin-left: 20px;">h</span>	 helicopter	Open your mouth and breathe out sharply <b>h h h</b>	Down, up and over the helicopter
 <span style="font-size: 2em; margin-left: 20px;">b</span>	 bear	Put your lips together and say <b>b</b> as you open them <b>b b b</b>	Down bear's back, up and round his big tummy.
 <span style="font-size: 2em; margin-left: 20px;">f</span>	 flamingo	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound <b>fffff</b>	Down the flamingo's neck, all the way to its foot, then across its wings.
 <span style="font-size: 2em; margin-left: 20px;">l</span>	 lollipop	Open your mouth a little, put your tongue up to the top of your mouth behind your teeth and press <b>llll</b>	All the way down the lollipop.

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
	 jellyfish	Pucker your lips and show your teeth use your tongue as you say j j j	All the way down the jellyfish. Dot on its head.
	 volcano	Put your teeth against your bottom lip and make a buzzing vvvv vvvv	Down to the bottom of the volcano, and back up to the top.
	 wave	Pucker your lips and keep them small as you say w w w	From the top of the wave to the bottom, up the wave, down the wave, then up again.
	 box	Mouth open then push the es/x sound through as you close your mouth es es es (x x x)	Start at the top, then across to the bottom of the box. Start at the top, then across to the bottom of the box.
	 yo-yo	Smile, tongue to the top of your mouth, say y without opening your mouth	Down and round the yo-yo, then follow the string round.
	 zebra	Show me your teeth and buzz the z sound zzzzzz zzzzzz	Zip across, zag down and across the zebra.





## Appendix B

Bubble  
Writing  
- Handwriting scaffold

