



Handwriting Policy

Broadmayne First School

Approved by: Teaching
Staff

Date: November 2025

Last reviewed on: November 2025

Next review due by: November 2026

At Broadmayne First School, our motto "Flying High" reflects our commitment to helping every child reach their full potential in all areas of learning, including handwriting. We believe that developing fluent, legible, and confident handwriting is a vital skill that underpins success across the curriculum and supports children in becoming proud, independent writers.

In line with the national Writing Framework Guidance on Handwriting, we aim to provide a consistent, progressive approach that ensures children are taught the key skills, posture, and stamina needed for effective writing. Handwriting is not an isolated skill but an integral part of our English curriculum. Children practise handwriting daily within their English lessons, allowing regular opportunities to refine their technique and take pride in the presentation of their work.

Aims and Objectives

At Broadmayne First School, we aim to ensure that all children develop handwriting that is legible, fluent, consistent, and increasingly speedy, enabling them to communicate effectively and with pride. Our approach reflects our belief that handwriting is both a practical life skill and a creative form of self-expression.

Our Aims are to:

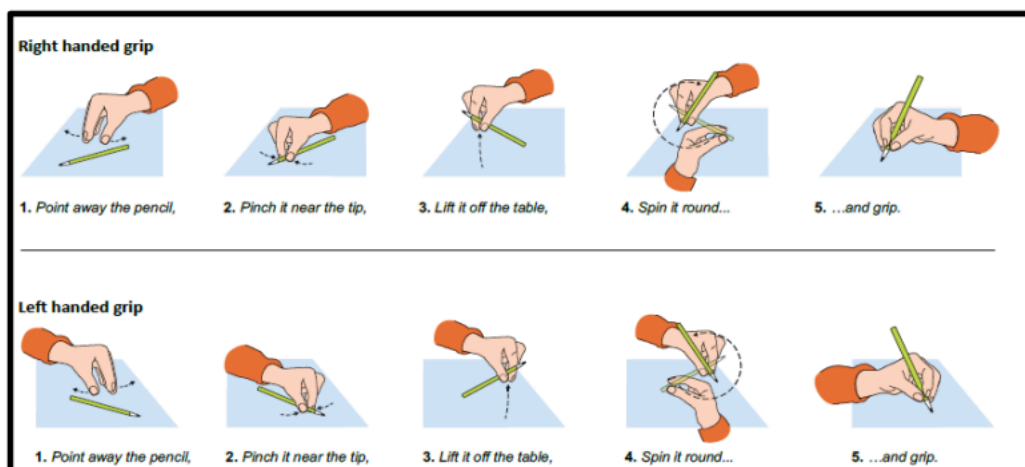
- Provide a clear, structured, and progressive approach to handwriting across the school, in line with the Writing Framework Guidance on Handwriting.
- Ensure all pupils understand the importance of presentation and take pride in the appearance of their written work.
- Support the development of fine and gross motor skills through carefully planned activities, particularly in the Early Years and Key Stage 1.
- Foster good posture and pen grip habits from the outset, with consistent expectations reinforced across all year groups.
- Encourage children to develop stamina and fluency, allowing their handwriting to become an automatic and efficient skill.
- Promote the values of our school motto "Flying High" by helping children take ownership of their learning and strive for their personal best in every written task.

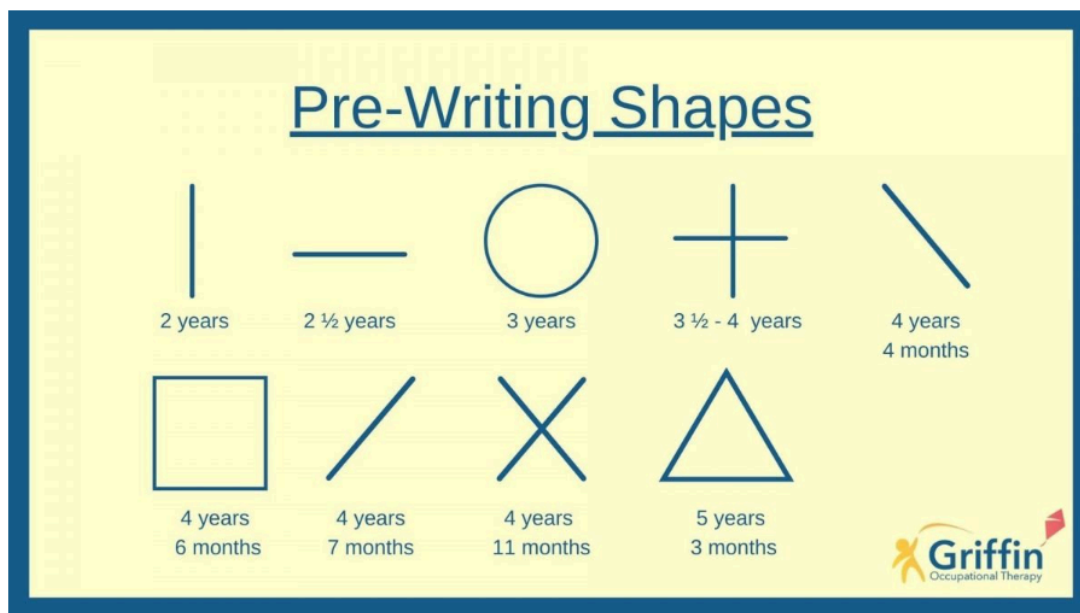
Teaching and Progression of Handwriting

At Broadmayne First School, the teaching of handwriting follows a carefully sequenced, developmental pathway that ensures progression from early mark-making to fluent, joined writing. Our approach is fully aligned with the Writing Framework Guidance on Handwriting and complements our Supersonic Phonics programme, allowing handwriting and phonics to reinforce one another.

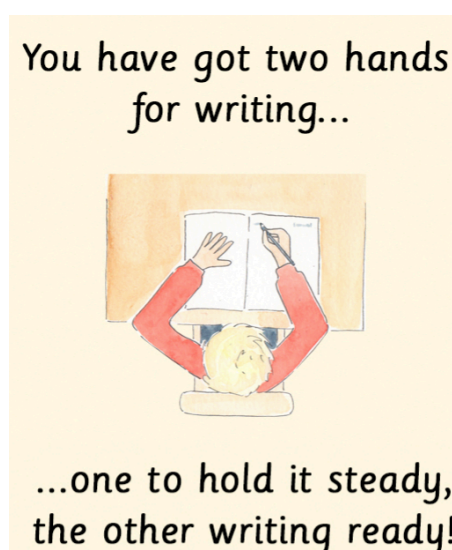
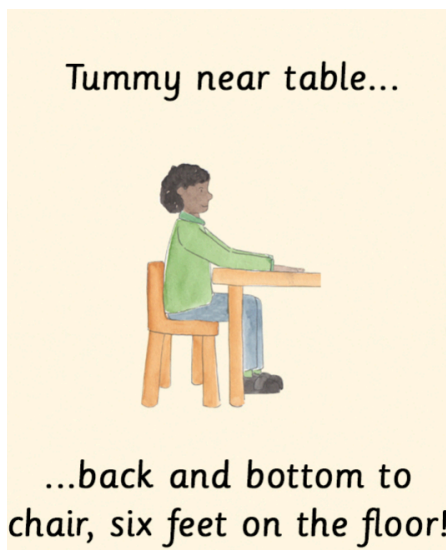
Early Years Foundation Stage (EYFS)

In Reception, children begin their handwriting journey through a range of pre-writing and fine motor activities designed to build strength, control, and coordination. During the first half term, the emphasis is on developing pencil grip, handwriting patterns and movement pathways, crossing the midline, gross motor control through climbing and balancing, and fine motor dexterity through threading and mark-making. Pre-writing shapes are essential building blocks for handwriting: Children need to be able to draw lines, curves, and shapes — such as vertical lines, circles, and crosses—before they can successfully learn to write letters. Such skills are practised in our Magic Mover sessions and our PE lessons.





We place high importance on the expectations for sitting at the table, ensuring children adopt the correct posture, pencil grip, and positioning of paper. These routines are our Supersonic Phonics learning behaviours:












As children become ready, they are introduced to correct letter formation alongside their phonics learning. We teach the children letter families and formation rhymes to print letters. Children work within wide lined books

and begin their understanding of ascending and descending letters with teacher support.

There are 4 supersonic friends which help us form our letters:









Cals Curly Letters

Letter	Letter Script	Letter	Letter Script
	Curl around the cat		Curl around the otter
	Around the ant's head and down its body		Curl around the dragonfly's wings, up to its head and down
	Curl around the gorilla's body, down and around his arm.		Curl around the quail's body, down and flick at the tail.
	Curl around the elephant's ear and down its trunk.		Curl down the flamingo's long body. Cross over its wings.
	Squirl and squiggle down the squirrel's tail.		










Len's Ladder Letters

Letter	Letter Script	Letter	Letter Script
	Down the ladders and curl		Down the treehouse and curl the ladders. Cross the branches.
	Down the iguana's short body and curl it's tail. Dot the leaf.		Down the underground, up to the umbrella and back underground.
	Down the jackdaw's long body and curl its tail. Dot the berry.		Down the yoyo's string, curl up and back down to the yoyo.

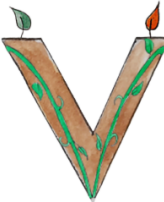





Ben's Bouncy Letters

Letter	Letter Script	Letter	Letter Script
	Down the rain, up and over the rainbow.		Down to its tail, up, over and down to the newt's nose
	Down the mole, up, over and down the mound...up, over and down the mound.		Down the hay bales, half way up, over and down the hill.
	Down the branch, halfway up and curl around the beehive!		Down to its feet, all the way up and curl around the penguin's face.
	Down to the koala's toes, straight in with one leg and straight out with the other.		



Zippy's Zigzag letters

Letter	Letter Script	Letter	Letter Script
	Down the vine and up the vine.		Down the wave, up, down and up again.
	Down the foxes tail to its front paw. Down its nose to its hind paw.		Across the zap, down the zap and across the zap again.

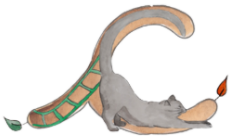


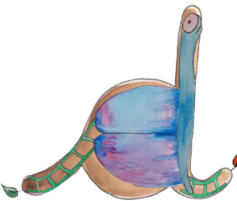
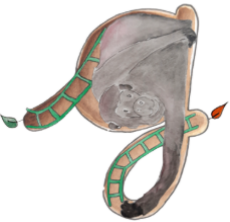
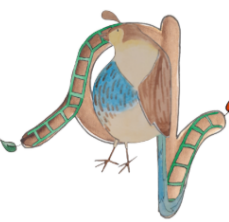
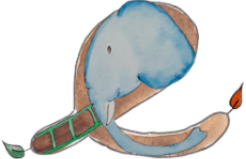


Key Stage 1

In Years 1 and 2, handwriting teaching continues daily within English lessons, supported by short, focused practice sessions. In Year 1, lessons reinforce correct letter formation, proper posture and paper positioning, and begin to develop consistent size, spacing, and alignment. As the children move into Year 2, the children focus on learning the lead in and lead outs for each letter. They progress towards joining letters when secure in single letter formation and pattern fluency. PE lessons continue to develop core strength, shoulder stability, and upper body coordination.

Cursive letters






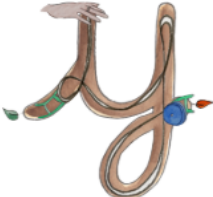


Cals Curly Letters

Letter	Letter Script	Letter	Letter Script
	Up the ladder, curl around the cat.		Up the ladder to his head, curl around the otter. Lead out to the ladder.
	Up the ladder to its head. Around the ant's head and down its body. Lead out to the ladder		Up the ladder to its wings. Curl around the dragonfly's wings, up to its head and down. Lead out to the ladder.
	Lead up the ladder to its back then curl around the gorilla's body, down and around his arm. Loop and lead out to the ladder.		Up the ladder to its head then curl around the quails body, down and flick at the tail. Lead out to the ladder.
	Up the ladder, then curl around the elephant's ear and down its trunk.		Up the ladder to its head, curl down the flamingo's long body. Cross over its wings. Lead out to the ladder
	Up the ladder to its tail, and squiggle down the squirrel's tail. Lead out to the ladder.		


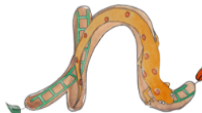







Len's Ladder Letters

Letter	Letter Script	Letter	Letter Script
	Up the ladder, then down the ladders and curl		Up the ladder, then down the treehouse and curl the ladders. Cross the branches. Lead out to the ladder.
	Up the ladder, then down the iguana's short body and curl its tail. Dot the leaf. Lead out the ladder.		Up the ladder, then down the underground, up to the umbrella and back underground. Lead out to the ladder.
	Up the ladder to its head, down the jackdaw's long body and curl its tail. Lead out the ladder. Dot the berry.		LEad up the ladder, then, down the yoyo's string, curl up and back down to the yoyo. Loop and lead out to the ladder.




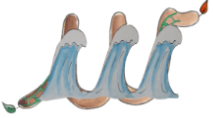
Ben's Bouncy Letters



Letter	Letter Script	Letter	Letter Script
	Up the ladder to the sun, then down the rain, up and over the rainbow.		Up the ladder to the top, up, over its tail, up, over and down to the newt's nose. Lead out to the ladder.

	Up the ladder to its head, down the mole, up, over and down the mound...up, over and down the mound. Lead out to the ladder.		Up the ladder to the top, then down the hay bales, half way up, over and down the hill. Lead out to the ladder
	Up the ladder to the top, then down the branch, halfway up and curl around the beehive! Lead out to the ladder.		Up the ladder to the top, then down to its feet, all the way up and curl around the penguin's face. Lead out to the ladder.
	Up the ladder to its paw, then down to the koala's toes, straight in with one leg and straight out with the other. Lead out to the ladder.		



Zippy's Zigzag letters

Letter	Letter Script	Letter	Letter Script
	Up the ladder to the top, then down the vine and up the vine.		Up the ladder, then down the wave, up, down and up again. Lead out to the ladder.

	<p>Up the ladder to its tail, then curl down its tail to its hind paw. Curl down its nose to its front paw. Lead out to the ladder.</p>		<p>Up the ladder, across the zap, down the zap and across the zap again.</p>
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Key Stage 2

As children move into Key Stage 2, the focus shifts towards developing fluency, speed, and individual style while maintaining legibility. Children are encouraged to develop a personal, joined handwriting style that remains clear and consistent across all subjects.

Sequence of Teaching

	Autumn	Spring	Summer
Rec	I can form Len's Ladder letters: l, i, u, t, y, j	I can form Ben's Bouncy Letters : b h k m n p r I can form Zippy zigzag letters correctly: v w x z	I can form Cals Curly Letters: a c d f e s o q g
Year 1	I can have a good posture - TNT (tummy near table) I can use a pinchy grip. I can use one hand to hold the paper steady, the other hand writing ready. I can form Len's Letters: i l t u j y I can form Ben's Bouncy Letters : b h k m n p r	I can form capital letters correctly. I can identify capital letters within a sentence. I can form Cals letters: a c d f e s o q g	I can form punctuation marks, maths symbols and digits 0-9 correctly. I can distinguish between letters from each letter family. I can form Zippy zigzag letters correctly: v w x z
Year 2	I can form Len's Letters with lead ins and lead outs: i, l, t, u, j and y. I can form Ben's Bouncy Letters with lead in and lead outs correctly : m, n, h .	I can form Ben's Bouncy Letters with lead in and lead outs correctly k, b, p and r I can form the Cals Curly letters with lead in and lead outs correctly: c, a, d, e, s and g.	I can form the Cals Curly letters with lead in and lead outs correctly: f, q and o. I can form the Zippy's ZigZag letters with lead in and lead outs correctly: z, v, w and x

Year 3	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Continue to encourage correct pen/pencil grip and posture when writing.</p> <p>Diagonal joiners without ascenders:</p> <p>ai ay ir er ie ue</p>	<p>Diagonal join to an ascender</p> <p>th ch wh oh ck al el at il</p>	<p>Horizontal joiners without ascenders</p> <p>oi oy on op ov ui ey aw ur an ip</p> <p>Horizontal joiners from ascenders:</p> <p>ok ot ob ol</p>
Year 4	<p>Use the diagonal and horizontal strokes that are needed to join letters.</p> <p>Continue to encourage correct pen/pencil grip and posture when writing.</p> <p>Diagonal joiners without ascenders:</p> <p>ai ee ie ea er in aw uo ig air</p>	<p>Diagonal joiners with ascenders</p> <p>al ot sh ch mb ed</p>	<p>Horizontal joiners without ascenders</p> <p>oa oo oi ou or vu va fl wo wa</p> <p>Horizontal joiners from ascenders:</p> <p>kn ly hi ki lo la ta ti to ha do do</p>

Expectations and Classroom Practice

At Broadmayne First School, we hold high expectations for handwriting, presentation, and learning behaviours across all year groups. These expectations are consistent with our school values and our “Flying High” ethos, encouraging children to show pride, care, and perseverance in their written work.

Feedback and Assessment in Handwriting

High-quality feedback is central to the development of pupils’ handwriting. Our approach ensures that children receive clear, consistent guidance that helps them refine letter formation and build confidence in their writing.

Close the Gap Marking

- Teachers use **close the gap marking** to provide precise, actionable feedback.
- Pupils are guided to identify specific areas for improvement (e.g., size, spacing, or joins) and are given opportunities to practise corrections immediately.
- This approach ensures that feedback is not only diagnostic but also developmental, enabling pupils to make rapid progress.

Use of Pink and Green Pens

- We adopt a pink and green pen system across all lessons to support handwriting development:
 - Pink pens highlight strengths, celebrating accurate letter formation, neat presentation, and progress.
 - Green pens identify areas for improvement, drawing attention to letters or joins that require further practice.
- This colour-coded system provides pupils with a clear visual cue, making feedback accessible and easy to act upon.

Consistency Across Lessons

- Pink and green pen feedback is used in all subjects and lessons, ensuring handwriting expectations are reinforced consistently across the curriculum.
- Teachers model corrections and provide scaffolded practice, so pupils understand how to improve their work.
- Regular monitoring allows staff to track progress and adapt support for individuals, including those with additional needs.

Pupil Involvement

- Pupils are encouraged to respond to feedback by practising target letters or joins immediately after marking.
- Self-assessment and peer feedback are promoted, using the same colour-coded system to build independence and ownership of progress.

Monitoring Standards

The English Subject Leader and Senior Leadership Team monitor handwriting across the school through work scrutiny and lesson observations. Findings are used to share best practice and identify professional development needs.

Roles and Responsibilities

Teachers plan and deliver high-quality handwriting instruction. Teaching Assistants support individuals and small groups. Subject Leaders monitor implementation, and parents are encouraged to support handwriting at

home. Children take responsibility for their handwriting by showing pride and perseverance in all written work.

Policy Review

This policy will be reviewed annually by the English Subject Leader and Senior Leadership Team to ensure it reflects current national guidance and best practice. Updates will be shared with staff and Governors.