

A cord of three strands is not easily broken”

Ecclesiastes 4:12



Weeting Primary School Handwriting Policy



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Due for review: July 2028



Introduction

At Weeting Primary School, handwriting is seen as an essential skill in the quest to spell and write fluently, confidently and competently. We teach one style of handwriting so that children are able to present their work to the highest standard. Our aim is that all children's writing can be read easily, and accurately, by any audience in school or in the wider community.

The Handwriting Journey

The journey to a fully joined handwriting approach starts in the Early Years Foundation Stage where children are taught printed handwriting, focusing on correct letter formation, with lead outs from these. As the children move into Year 1, printed handwriting is further developed to include lead ins and lead outs to individual letters. From Year 2 onwards children are taught fully joined handwriting.

A joined handwriting style links kinaesthetic 'muscle memory' with the relationship between the sounds of our speech and the letter shapes, letter groupings and whole written words. Our approach to the teaching of handwriting, focuses on accuracy of letter formation, rather than speed. At the start of their handwriting journey, we liken the emphasis on correct formation to the process of drawing, where accuracy and detail are keys to success.

The Handwriting Style

Early Years Foundation Stage and Year 1



The Alphabet

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Year 2 and Key Stage 2

As children progress, the handwriting style introduces two main joins – a diagonal join which starts on the writing line and a washing line join (or smile join). The joins are very important for spacing letters evenly and children are taught that there must be a clear ‘join’ between all the letter shapes. The children are taught to think carefully about which part of each letter is the letter shape and which part of the letter is the join.

At first, all lower case letters are taught as discrete (separate) shapes starting with the pencil/pen point on the writing line to form the diagonal lead in stroke. The children are also taught to think carefully about the letters they write and the join each letter needs in whole words.

All upper case, or capital letters, are simple print letter shapes which do not join other letters. The children are taught that capital letters start from the top, just below the upper writing line.

The Alphabet

Aa Bb Cc Dd Ee Ff Gg

Hh Ii Jj Kk Ll Mm Nn

Oo Pp Qq Rr Ss Tt Uu

Vv Ww Xx Yy Zz

Debbie Hepplewhite's joined handwriting font

Software from www.cursivewriting.org reflects both the printed and joined up style and is used to model writing on class interactive whiteboards.

Number Formation

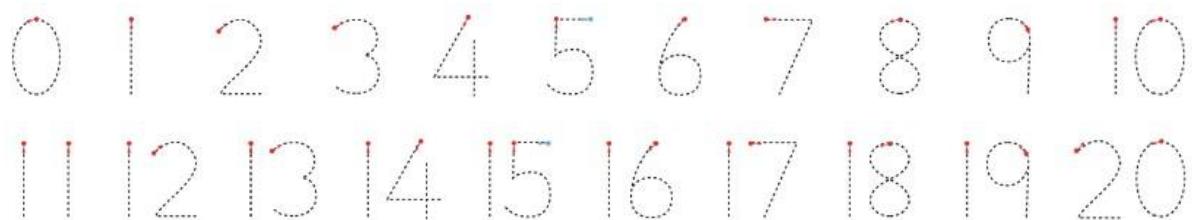
The focus on number formation is to ensure consistency of number presentation throughout the school.

Number formation will be practised in the EYFS and KS1. Additional support on number formation in KS2 can be supplemental to handwriting practice or as part of individual support programmes.

Where work completed in maths books shows incorrect number formation, a focus should be placed on practice of the specific numbers that are incorrectly formed. Dotted formations to trace may be used to support this as needed.

Number formation to use

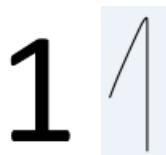
This shows the starting point for all numbers.



This shows the direction the pencil should travel when forming each number.



The following forms should not be used in written work:



This form is often confused with a 7.



These variations of 4 should not be used. The first two forms are not defined enough, and the final form can be easily confused with the letter 'y'.

The Teaching of Handwriting

Children are taught how to use a tripod grip to write effectively and efficiently. They are reminded to hold their pencil at the end of the painted part.

Desks and chairs are matched to the correct height of the children so that they are able to maintain a good sitting posture. They are encouraged to rest their writing hand on the paper, below the words being written so that the words are not obscured. Children may tilt their paper slightly to the right (if right handed) or to the left (if left handed) to increase comfort. Their other hand should be used to keep the paper secure.

Children are taught to form the correct height and size of letters using standard lined paper. Adults model letter formation on lined flipchart paper.

Joins are either a diagonal line (bottom left to top right) or a hook (like a smile or washing line) over from top left to top right. Children are encouraged to write joins slowly so that they are forming these accurately.

The loops on letters ('y', 'g', 'j', 'f') must be of a consistent size.

The descenders of letters 'f', 'g', 'j' and 'y' go straight down through the writing line with a thin loop and continue to form the beginning of the diagonal join to the following letter. The diagonal join and washing line join (or smile join) need to be adjusted for writing the letter 'e'.

Once a group of letters has been taught, children are given words, consisting of the taught letters, and tell the adult how to write the word. This enables the children to be clear about which parts are the lead ins, joins and actual letters.

Children then progress on to writing sentences or a paragraph in print, placed in front of them and then asked to re-write it using joined handwriting.

SEN support

Children who experience difficulties with handwriting will be able to access additional support for this area of their learning. Support will be provided in line with our SEND policy. They will have access to additional class support from either the class teacher or teaching assistant during handwriting sessions. Differentiated work will be provided as appropriate.

Children may also require access to handwriting aids such as pencil grips or writing slopes to help with motor control, pencil grip and hand strength exercises.

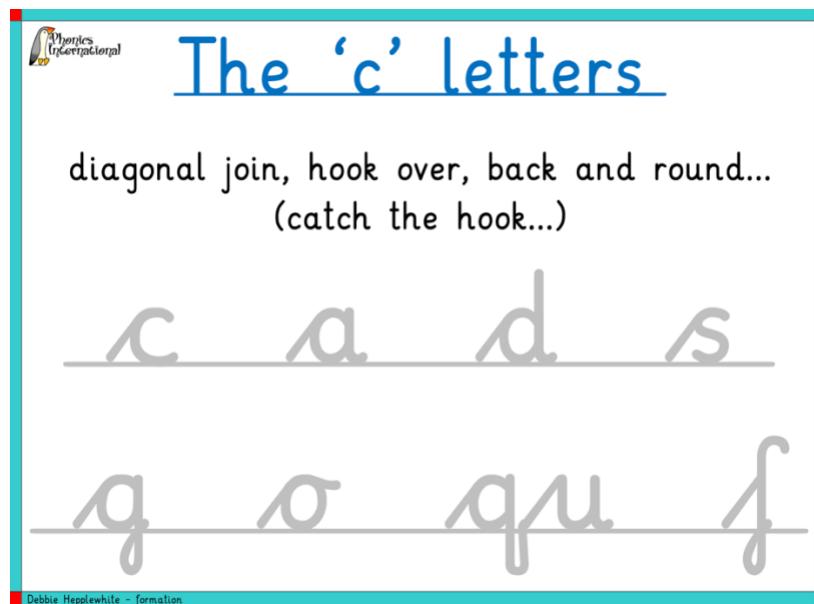
Those who need further support will then be identified to the school SENCO. Additional support may be required in the form of targeted intervention, or assessment for additional needs that may be impacting their handwriting and/or their fine motor skills.

Parents will be informed if their child requires additional support beyond in-class strategies.

The Role of the Adult

All staff use the same style of handwriting (either printed or joined) depending on what is being taught in class. This could include shared writing, modelled writing, feedback comments in subject books, homework books and reading records.

The teaching sequence of handwriting focuses on families of letters that have the same starting points:



These letters are formed using a diagonal line, hook over, back and round. The formation consists of 3 separate points. Children need to think about, and slowly write, each of these 3 separate points.

'q' and 'u' – the letters are written together, but a spacer is still needed. The diagonal join is the spacer between the 'q' and the 'u'.

Tall, ascenders first

diagonal join, up, down...

l t

h b k



Debbie Hepplewhite - formation

't' – the cross is from left to right and above the diagonal join.

Half height, down

diagonal join, down...

r n m p

i j



Debbie Hepplewhite - formation

'r' – uses a washing line join.

Half height, bowl...

diagonal join, bowl... (or [zigzag...](#))



Debbie Hepplewhite - formation

Odd ones

diagonal join...

sweep round...



Debbie Hepplewhite - formation

'x' is the only letter where the pencil is taken off after the first diagonal across in the letter to complete the formation.

Leading to washing line

o r re

n w x

won off ran coat want

after a washing line join, add a 'hook over' for c group of letters



Debbie Hepplewhite - formation

The teaching sequence of handwriting reflects the teaching sequence of the Sounds Write Initial Code:

Pre-Unit 1

c	This /c/ is a half-height letter which sits on the line. There are six more letters which start exactly the same way. We can call them the '/c/ for cat letters': Start between the writing lines slightly lower than half-height: All the way round.
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Unit 1

a	This /a/ starts like the /c/ for cat between the writing lines: All the way round, up, down and flick.
i	This /i/ is a half-height letter which starts half-way between the writing lines: Down, flick, off and dot.
m	This /m/ is a half-height letter which starts half-way between the writing lines: Down, up around and down, up around and down, and flick.
s	This /s/ starts like the /c/ for cat between the writing lines: Around to the left and around to the right.
t	This /t/ is a tall letter and it starts off just below the top writing line: Down to the line and flick, off and cross.

Unit 2

n	This /n/ is a half-height letter which starts half-way between the writing lines: Straight down the line, back up, over and down, then flick.
o	This /o/ starts like the /c/ for cat between the writing lines: All the way round.
p	This /p/ is a half-height letter which starts half-way between the writing lines: All the way down, back up and all the way round.

Unit 3

b	This /b/ is a tall letter and it starts off just below the top writing line: Down to the line, up to half-height and all the way round.
g	This /g/ starts like the /c/ for cat between the writing lines: All the way round, up, all the way down and curl.
h	This /h/ is a tall letter and it starts off just below the top writing line: Down to the line, up to half-height, over the hill and flick.

Unit 4

d	This /d/ starts like the /c/ for cat between the writing lines: All the way round, all the way up, down to the line and flick.
e	This /e/ is a half-height letter. Start a little bit lower than half-way between the writing lines: Across then sweep right around like the /c/ for cat.
f	This /f/ is a tall letter and the tail goes under the writing line: Go over the hill, all the way down and flick, off and cross.
v	This /v/ is a half-height letter which starts half-way between the writing lines: Diagonal down and diagonal up.

Unit 5

k	This /k/ is a tall letter and it starts off just below the top writing line: Down to the line, up to half height, loop, down and flick.
l	This /l/ is a tall letter and it starts off just below the top writing line: Down to the line and flick.
r	This /r/ is a half-height letter which starts half-way between the writing lines: Down up and across.
u	This /u/ is a half-height letter which starts half-way between the writing lines: Down, across, up, down and flick.

Unit 6

j	This /j/ is a half-height letter which starts half-way between the writing lines: All the way down and flick, off, and dot.
w	This /w/ is a half-height letter which starts half-way between the writing lines: Form a double zigzag which sits on the writing line. Zig-zag-zig-zag.
z	This /z/ is a half-height letter which starts half-way between the writing lines: Across, slash, across.

Unit 7

x	This /x/ is a half-height letter which starts half-way between the writing lines: Diagonal line, off, diagonal line.
y	This /y/ is a half-height letter which starts half-way between the writing lines: Down, across, up, all the way down and flick.

ff	This /f/ is the 2-letters 1-sound spelling of /f/. Both letters are tall letters and the tails go under the writing line: Go over the hill, all the way down and flick, off and cross. Off. Go over the hill, all the way down and flick, off and cross.
ll	This /l/ is the 2-letters 1-sound spelling of /l/. Both letters are tall letters and start off just below the top writing line: Down to the line and flick. Off. Down to the line and flick.
ss	This /s/ is the 2-letters 1-sound spelling of /s/. Both letters start like the /c/ for cat between the writing lines: Around to the left and around to the right. Off. Around to the left and around to the right.
zz	This /z/ is the 2-letters 1-sound spelling of /z/. Both letters are a half-height letter which start half-way between the writing lines: Across, slash, across. Off. Across, slash, across.

Unit 8 – 10 **no new code**

Unit 11

sh	This is the 2-letters 1-sound spelling of /sh/. Around to the left and around to the right. Off. Down to the line, up to half-height, over the hill and flick. Slide your finger under both letters and say /sh/.
ch	This is the 2-letters 1-sound spelling of /ch/. All the way round. Off. Down to the line, up to half-height, over the hill and flick. Slide your finger under both letters and say /ch/.
th	This is the 2-letters 1-sound spelling of /th/. Down to the line and flick, off and cross. Off. Down to the

	line, up to half-height, over the hill and flick. Slide your finger under both letters and say /th/.
wh	This is the 2-letters 1-sound spelling of /w/. Form a double zigzag which sits on the writing line. Zig-zag-zig-zag. Off. Down to the line, up to half-height, over the hill and flick. Slide your finger under both letters and say /w/.
ng	This is the 2-letters 1-sound spelling of /ng/. Straight down the line, back up, over and down, then flick. Off. All the way round, up, all the way down and curl. Slide your finger under both letters and say /ng/.
ck	This is the 2-letters 1-sound spelling of /c/. All the way round. Off. Down to the line, up to half height, loop, down and flick. Slide your finger under both letters and say /c/.
qu	<p>This is the spelling of /c/w/. They are two different sounds but we often see these letters together.</p> <p>First let's write this /c/ - <q>. This letter starts like the /c/ for cat: All the way round, up, all the way down and flick.</p> <p>Now let's write this /u/. This /u/ is a half-height letter which starts half-way between the writing lines: Down, across, up, down and flick.</p> <p>Now let's write /c/w/: All the way round, up, all the way down and flick. Off. Down, across, up, down and flick. Slide your finger under both letters and say /c/w/.</p>

A handwriting patter (verbal talk) is used to model the direction and formation of letters by adults, and children are actively encouraged to verbalise the formation, particularly in the early stage of handwriting development.

Suggested patter for printed letters

Letters	Patter [There are no 'tram lines' with this method.]
<u>c</u>	This is a half-height letter which sits on the line. There are six more letters which start exactly the same way. We can call them the 'curly /k/ letters'. [Say "/k/" for young beginners rather than 'see']: Start between the writing lines slightly lower than half-height: Go 'up and over the hill' from right to left, and curl around (to sit on the line).
<u>a</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then go straight down, and flick.
<u>d</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then keep going straight up (to just below the top writing line) to make a tall letter, then go straight down (to the bottom writing line), and flick.
<u>s</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left. Curl around like a snake (which sits on the writing line).
<u>g</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then go straight down through the writing line. Curl to make a tail below the writing line from right to left.
<u>o</u>	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl right around to form a circle (which sits on the writing line).
<u>qu</u> Go to <u>u</u> for <u>u</u> formation	This letter starts like the curly /k/ between the writing lines: Go 'up and over the hill' from right to left, and curl around. Straighten up to catch the hook, then go straight down through the writing line. Loop at the bottom (from left to right) to make a small 'smile' (but notice that it curls the opposite way round to the 'tail' of the /g/).
<u>f</u>	This is a tall letter and it starts off in the same way as the curly /k/ letters but higher up: Go 'up and over the hill' from right to left then go straight down through the writing line. Curl to make a tail below the writing line from right to left (like the /g/).

<u>l</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom writing line and flick.
<u>t</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line and flick. Take your pencil off. Cross the stick from left to right just above the half-way point.
<u>h</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form a full bridge , then flick.
<u>b</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form half a bridge then curve to meet the bottom of the stick.
<u>k</u>	This is a tall letter and it starts off just below the top writing line: Go straight down to the bottom line. Go back up (to half-height) to form half a bridge then turn it into a bow shape like this... [it's really like half a bow - demonstrate a full bow shape with two loops and two tails and then rub out the left-hand side of the bow].
<u>r</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line: Go back up to form half a bridge .
<u>n</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line: Go back up to form a full bridge , then flick.
<u>m</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line. Go back up to form a full bridge . Then form another full bridge , then flick.
<u>p</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down through the writing line . Go straight back up to form half a bridge which curves round to form a bowl which sits on the writing line.
<u>i</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down to the line, then flick. Then take your pencil off and put a little dot above the stick.
<u>j</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down through the writing line . Curl to make a tail below the writing line from right to left (like the /g/ and the /f/). Then take your pencil off and put a little dot above the stick.
<u>u</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form a bowl sitting on the writing line. Go back up to half-height, then straight back down to the writing line and flick.
<u>y</u>	This is a half-height letter which starts half-way between the writing lines: Go straight down and curl to form a bowl sitting on the writing line. Go back up to half-height, then straight back down straight through the writing line . Curl to make a tail below the writing line from right to left (like the /g/, the /f/ and the /j/).

<u>v</u>	This is a half-height letter which starts half-way between the writing lines: Form a single zigzag which sits on the writing line.
<u>w</u>	This is a half-height letter which starts half-way between the writing lines: Form a double zigzag which sits on the writing line.
<u>x</u>	This is a half-height letter which starts half-way between the writing lines: Form a diagonal line similar to the first line of the /v/. Take your pencil-point off and start on the bottom writing line to form a diagonal line up to half height which crosses the first line.
<u>z</u>	This is a half-height letter which starts half-way between the writing lines: Form a short straight line across from left to right. Form a diagonal line back down to the line. Then form another short straight line across from left to right (which is along the bottom writing line).
<u>e</u>	This is a half-height letter. Start a little bit lower than half-way between the writing lines: Set off from left to right. Sweep right around and continue as if you are forming the curly /k/ letter sitting on the writing line.

Suggested patter for joined letters

Letters	Patter
<u>c</u>	Start on the line, diagonal join to half height, hook over, back and round
<u>a</u>	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down, flick...
<u>d</u>	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, straight up, straight down, flick...
<u>s</u>	Start on the line, diagonal join to half height, hook over, back and curl around (like a snake), flick...
<u>g</u>	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down through the line, thin loop ready to join the next letter...
<u>o</u>	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, washing line join...
<u>qu</u>	Start on the line, diagonal join to half height, hook over, back and round, catch the hook, (straighten up), straight down through the line, loop at the bottom, up with a parallel line, stop at the writing line, diagonal join to half height, down to form the bowl for the 'u', down and flick...
<u>f</u>	Start on the line, diagonal join to half height, straight up then hook over, back and straight down through the line, thin loop ready to join the next letter...
<u>l</u>	Start on the line, diagonal join to half height, straight up, straight down, flick...
<u>t</u>	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 (after the whole word is written)

<u>h</u>	Start on the line, diagonal join to half height, straight up, straight down, up to form a full bridge, flick...
<u>b</u>	Start on the line, diagonal join to half height, straight up, straight down, up to form half a bridge and curve to complete the 'b', flick...
<u>k</u>	Start on the line, diagonal join to half height, straight up, straight down, up to form a bow-shape, flick...
<u>r</u>	Start on the line, diagonal join to half height, down, back up to form half a bridge, washing line join...
<u>n</u>	Start on the line, diagonal join to half height, down, back up to form a full bridge, flick...
<u>m</u>	Start on the line, diagonal join to half height, down, back up to form a full bridge, then another full bridge, flick...
<u>p</u>	Start on the line, diagonal join to half height, straight down through the line, back up to complete the curve of the 'p', flick...
<u>i</u>	Start on the line, diagonal join to half height, straight down to the line, flick... then dot the 'i' (after the whole word is written)
<u>j</u>	Start on the line, diagonal join to half height, straight down through the line, thin loop ready to join the next letter... then dot the 'j' (after the whole word is written)
<u>u</u>	Start on the line, diagonal join to half height, down to form the bowl for the 'u', down and flick...
<u>y</u>	Start on the line, diagonal join to half height, down to form the bowl, straight down through the line, thin loop ready to join the next letter, flick...
<u>v</u>	Start on the line, diagonal join to half height, down diagonally to form a single zigzag, washing line join...
<u>w</u>	Start on the line, diagonal join to half height, down diagonally to form a double zigzag, washing line join...
<u>x</u>	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 again to form another diagonal line up to half height for the second line of 'x', washing line join...
<u>z</u>	Start on the line, diagonal join to half height, straight line across from left to right, diagonal line back down to the line, form a curved line across from left to right with a flick... (which provides flair)
<u>e</u>	Start on the line and the diagonal line sweeps round to form the 'e'...

Assessing Handwriting

Before starting the teaching of handwriting and, at regular termly intervals, children's handwriting should be assessed. Teachers use these pieces to identify correct letter knowledge and use error analysis to identify next steps in the teaching sequence. Assessments focus on:

EYFS

What letters can the children write?

KS1

Can the children write the letters in print handwriting?

Can they write the alphabet?

Can they write the corresponding capital and lower case letter?

Year 2 only

Can the children write the letters in joined handwriting?

KS2

Can the children write the alphabet?

Can they write the corresponding capital and lower case letter?

Can they write, in joined handwriting, "The quick brown fox jumps over the lazy fox"