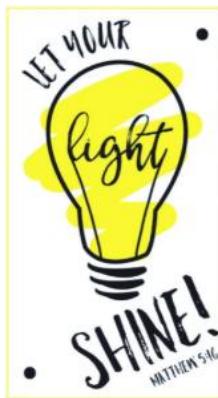




St Uny Church of England Academy

Handwriting



Why is Handwriting Important?

Handwriting is a key skill for life and a tool of communication. At St Uny C of E Academy, we recognise the importance of developing fluent, legible handwriting so that pupils can communicate effectively and confidently in all areas of the curriculum.

We believe that high-quality handwriting teaching supports not just the physical skill of writing, but also supports spelling, reading, and independent learning. We strive to make handwriting a skill that comes automatically, allowing pupils to focus on the content of their writing.

This policy outlines our approach to teaching handwriting in line with the **National Curriculum for England**, using the **Morrells Handwriting Scheme**. It provides a consistent approach from EYFS through to Year 6, ensuring progression in skills and high expectations for all pupils.

What are the Aims of Handwriting Teaching at St Uny?

- To ensure all children develop a fluent, legible handwriting style.
- To support children in forming letters correctly with consistent size and spacing.
- To ensure all children develop an efficient, joined style when appropriate.
- To foster pride in presentation and accuracy across the curriculum.
- To make handwriting automatic and comfortable, allowing pupils to focus on content.
- To support children who find handwriting challenging with targeted, inclusive interventions.

How Do We Teach Handwriting?

We use the **Morrells Handwriting Programme** across all year groups. This programme meets the requirements of the National Curriculum and provides clear, progressive teaching of print, joins, and fluent writing styles.

Handwriting is taught in **short, regular, multi-sensory sessions**. Practice is embedded in everyday learning across the curriculum, with high expectations for presentation in all written work.

We follow six key stages of handwriting development:

1. **Readiness for Writing** – gross and fine motor development, posture and pencil grip
2. **Letter Formation** – correct starting points, orientation and size
3. **Securing Correct Formation** – consistent orientation, accurate spacing, size and letter position
4. **Beginning to Join** – using Morrells' structured approach to letter joins
5. **Securing Joins** – fluency and speed in joined writing
6. **Developing a Personal Style** – consistency, legibility, adapting handwriting for audience and purpose

Scientific research stipulates that in order to write, children require:

- postural control
- bi-lateral integration
- midline crossing
- binocular vision
- sound and visual processing skills
- integrated primitive reflexes.

However, many of these are not in place until a child is 7 -8 years old. Writing is all to do with muscle movement, both the hand muscles and the muscle memory. Research also informs us that poor postural control can lead to a weak inner ear and poor sound processing. This is why it is important to ensure every child is sitting correctly to write.



Handwriting in the Early Years Foundation Stage (EYFS)

In EYFS, handwriting focuses on developing **pre-writing skills** through gross and fine motor control activities, leading to correct letter formation.

Children are encouraged to explore writing using a multi-sensory approach through a variety of activities and a range of large and small tools in both indoor and outdoor settings. Activities include:

- Dough Disco
- Finger Gym
- Pattern drawing
- Tracing and copying
- Large-scale mark-making using chalk, sand, paint etc.

Children are taught to sit correctly and hold a pencil using the **tripod grip**. We support correct movement and flow over neatness at this stage.



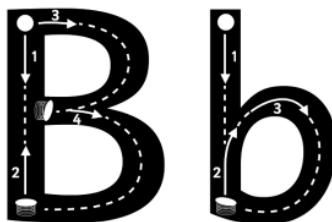
Letter formation begins once children are physically ready, using **Morrells' letter families**. Letters are introduced in groups based on movement patterns rather than alphabetically. Capital letters are taught **after** lower-case letters have been secured.

Handwriting families

coagqd
rnmhpb

c o a g q d
i l t k j
v w u y f
r n m h p
b e s x z

Upper and lower case letters:



Handwriting in Key Stage 1 (Years 1 & 2)

In KS1, children focus on forming letters correctly, starting and finishing in the right place, with consistent size and spacing.

- Handwriting is taught **daily** using Morrells resources and approaches.
- Pupils complete active practice within handwriting sessions and across the wider curriculum.
- Teachers model correct formation and encourage pupils to self-check.

Children are taught to:

- Form letters of the correct size in relation to each other.
- Use finger spaces between words.
- Begin to understand the concept of joining letters.
- Distinguish between ascenders (e.g., b, d, h) and descenders (e.g., g, j, y).

By the end of Year 2, most pupils should be using some simple joins and writing with increased fluency and consistency.

Handwriting in Key Stage 2 (Years 3–6)

In Lower KS2, pupils consolidate letter joins and focus on developing **fluency, consistency, and speed**.

- Children are taught to join consistently using the Morrells scheme.
- Handwriting is taught **at least three times per week**, with regular active practice taking place **daily**.
- Use of Morrells handwriting workbooks continues for consolidation.

By Upper KS2, most pupils:

- Write in a fluent, joined style automatically.
- Have developed their own legible and efficient personal handwriting style.
- Adapt handwriting for different tasks (e.g., neat final copies, quick note-taking, diagrams).
- Write using pen (usually a handwriting pen) once joins and formation are secure.

Pupils are expected to maintain a high standard of presentation in all work.

- Handwriting is taught **at least once a week**, with regular active practice taking place **daily**.

Supporting Pupils with Additional Needs

We believe that all pupils can achieve handwriting success with the right support.

Children who experience difficulty are identified early and provided with appropriate intervention. This may include:

- Additional fine/gross motor development activities
- Use of pencil grips, sloped boards, or specially adapted writing tools
- Targeted support using Morrells intervention books
- Visual and kinaesthetic strategies (e.g., skywriting, sand trays, multi-sensory resources)

For some children, handwriting may never become fully automatic. In such cases, reasonable adjustments (e.g., use of laptops or voice-to-text software) may be considered in line with SEND support plans.