

# **Carrington Infant School (Carrington Schools Federation)**

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## **Handwriting Policy**

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### **MISSION STATEMENT:**

**The Carrington Schools Federation: an ambitious, caring, and inclusive community.**

### **VISION:**

**To be a nurturing community that develops respectful, resilient, and happy children with the self-belief, knowledge, and skills to thrive in the future.**



Date Policy last reviewed: October 2025

Signed by:

Head Teacher: Kate Cliffe

Chair of Governors: Nadia Zachary

Date:

Date:

## Aims

At Carrington Infant School we follow the Nelson Handwriting Scheme (Oxford University Press) alongside the transcription processes outlined in the Systematic Synthetic Phonics Programme Little Wandle for Letters and Sounds (Wandle Learning Trust).

We aim for:

- Pupils to write legibly, fluently and at a reasonable speed.
- Pupils to develop their handwriting skills progressively and to be able to write legibly at each point in their development.
- Pupils to develop an effective and comfortable pencil grip.
- Pupils to know that all letters start from the top (except d and e which start in the middle).
- Pupils to form letters correctly; knowing the size and orientation of letters.
- Pupils to produce legible handwriting in a style that can be joined by the end of KS1.
- Pupils to know the importance of clear and neat presentation in order to communicate meaning effectively across the curriculum.
- A consistent approach to handwriting and presentation throughout the school, including consistent modelling of writing in children's books, on the whiteboard, and on handwritten displays and resources.

## Handwriting Progression

### EYFS Provision and Progression

In the Early Years Foundation Stage, writing skills are encouraged through physical play and mark making. The development of fine motor skills is planned for within literacy sessions and is evident throughout continuous and enhanced provision, creating opportunities for all pupils to produce an effective pencil grip and prepare for early writing.

As Grapheme-Phoneme Correspondences (GPCs) are taught in Phonics sessions during the autumn term, the children learn the formation phrases in line with Phase 2 sessions from Little Wandle for Letters and Sounds using the Grapheme and Mnemonic Picture cards and Formation phrases which match the expected formation set out in the Little Wandle scheme of learning.

Alongside phonics sessions, children who are developmentally ready begin to learn the letter families in developmental order: L family, V family, C family, R family.

Children then choose and write the correct grapheme for each of the sounds they have learnt in order to form initial sounds in words and then progress to form simple CV, VC, CVC, CVCC, CCVC and CCVCC words. All of the GPCs taught are practised during daily Phonics sessions using whiteboards.

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Children are taught the letters in their name when they are developmentally ready and are encouraged to write their name independently. Close attention is paid to using the tripod pencil grip, correct posture and the positioning of the paper to help children develop good handwriting habits for the future. Support is available within the classroom environment in the form of Grapheme Mats (which include the formation of Capital Letters) and Phonics displays.

In the EYFS, children have access to a range of writing opportunities and mark-making tools including (but not limited to): chubby crayons, big chalk, paint brushes, play dough and thick triangular pencils.

Within the Summer term, pupils who are ready move on to apply their handwriting skills using the Nelson Handwriting Scheme. Handwriting is modelled by teaching staff and pupils are supported with the positioning and sizing of letters.

By the end of Reception, all pupils are expected to:

- Begin to use a pincer grip while holding a pencil.
- Begin to form lower-case letters in the correct directions, starting and finishing in the right place.
- Begin to form digits 0–9.

### **Year One Provision and Progression**

In Year One, the children have daily handwriting sessions, followed by writing the modelled letters at the start of every teacher focused English session.

Each teaching session begins with reminders about physical preparation, correct seating and posture, and encouragement to sit up straight. Teachers then model the weekly handwriting focus as outlined on the Oxford Owl Nelson Handwriting website. Pupils then have independent practice time in a calm environment, applying their skills using the corresponding 'Unit Focus Resource Sheet'.

In the autumn term, children learn, consolidate and recap:

- How to sit correctly at a table and hold a pencil comfortably and correctly.
- Lower-case letters in the correct direction.
- Starting and finishing in the right place.
- Capital letters and digits 0–9.

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In the Spring term, pupils are taught which letters belong to which handwriting 'families'. The Nelson Handwriting Scheme groups letters into sets:

- Set 1: c a o d g q s f e
- Set 2: i l t u j y
- Set 3: r n m h k b p
- Set 4: v w x z

In the second half of the spring term, pupils begin forming diagonal joins and horizontal joins using these sets. The joining groups divide the letters according to how they will join to other letters:

- Group 1: a c d e h i k l m n s t u
- Group 2: a c d e g i j m n o p q r s u v w x y
- Group 3: b f h k l t
- Group 4: f o r v w

In the summer term, the four joins and the following are reviewed:

- Break letters are the eight letters after which no join is made.
- Joins are not made to or from the letter z: b g j p q x y z.
- Capital letters and numerals are never joined.

By the end of Year One, all pupils are expected to:

- Sit correctly at a table, holding a pencil comfortably and correctly.
- 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' and practise these.

Children with gaps in their letter formation are given additional formation practice.

## Year Two Provision and Progression

In Year Two, the children take part in discrete handwriting sessions three times a week, followed by more practice of the letters learnt the following morning as a start-of-day activity.

Pupils use the Nelson Handwriting worksheets from the Oxford Owl website, following the sequence of joins throughout the year: ai, ee, ie, oa, oo, oi, ea, er, ou, or, air, al, ot. Joining from: c, g, le, sh, es, ky, ing, kn, mb, wh, wr, wa, ly, cian, less, est.

Children with gaps in their initial letter formation are given additional handwriting practice.

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By the end of Year Two, all pupils are expected to:

- Form lower-case letters of the correct size relative to one another.
- Use 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.

All children in KS1 also use English books which contain handwriting lines so they can reinforce their letter formation within every written piece of work.

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