



DIOCESE OF SOUTHWELL
& NOTTINGHAM

MULTI ACADEMY TRUST

Linby cum Papplewick C of E Primary School

Handwriting Policy

Policy date: January 2026

Policy review date: January 2029

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Introduction

At Linby cum Papplewick C of E Primary School, we believe that clear, fluent, and legible handwriting is an essential skill that supports children's learning and communication. Our handwriting policy ensures consistency and progression across all year groups.

Aims

- To develop a neat, legible and fluent handwriting style.
- To ensure children take pride in their written work.
- To provide structured teaching of handwriting skills from EYFS through to Year 6.

Approach

Scheme Used: Little Wandle Handwriting Scheme (Reception and KS1)

Precursive Handwriting (KS2)

Frequency: Handwriting is taught daily for 15 minutes, four times a week in reception. In KS1 and KS2, handwriting is taught 10-15 minutes, four times a week.

Focus Areas:

- EYFS to Year 2: Emphasis on correct letter formation following the Little Wandle scheme.
- KS2: Focus on letter joins, spelling rules and developing fluency and speed.

The 4 Ps

- Pencil Grip – Correct tripod grip.
- Posture – Sitting upright with feet flat on the floor.
- Paper Position – Angled appropriately for left/right-handed writers.
- Pressure – Applying the right amount of pressure for smooth writing.

Progression and Expectations

Children in EYFS and KS1 will learn to form letters correctly and consistently.

By KS2, children will develop joined handwriting and aim for fluency and accuracy.

Handwriting will be applied across all subjects to maintain high standards.

Pen Licence

Children who demonstrate consistent fluency, accuracy, and neatness in their handwriting will be awarded a Pen Licence, allowing them to write in pen for their work.

Monitoring and Assessment

Teachers will monitor handwriting regularly in all subjects.

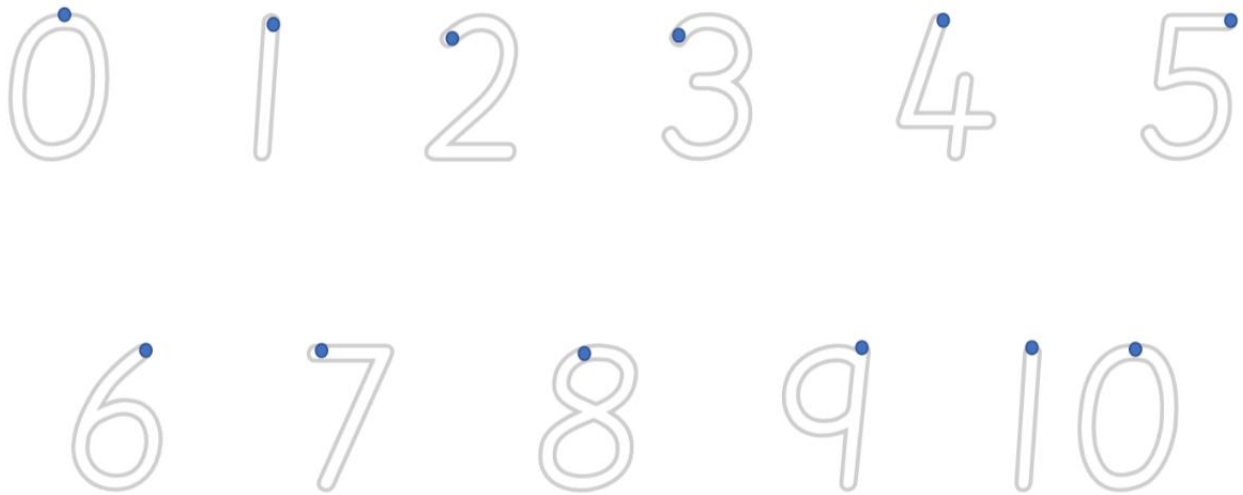
Left-handed Writers

Children who write left-handed may feel more comfortable sitting at the left-hand corner of the table so that there is plenty of elbow room and space to tilt paper. Teachers must talk to the child about their preference when planning seating positions.

Children with an established style of handwriting

If a child has an established style of handwriting learnt elsewhere (e.g. children coming from a different school) that differs slightly from the agreed style used in the school, they should be free to continue to write in this style if it allows them to write clearly and neatly e.g. looping letters.

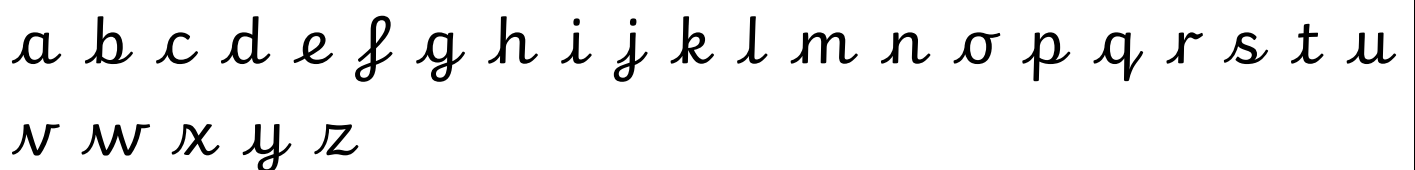
Appendix 1: Number and letter formation guides



Reception and KS1 – Little Wandle












Year 2 – Year 6:









Appendix 2: Little Wandle Letter Formation Phrases







Unit 2: Curly letter family

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Curl around the cat.		Around the queen's face, down her robe and a flick at the end.
	Around the astronaut's helmet and down into space.		Around the elephant's eye and curl down its trunk.
	Around the duck's body, up to its head and down to its feet.		Down the snake from head to tail.
	Around the goat's face and curl under its chin.		Down the flamingo to its foot and across its wings.
	All around the octopus.		






Unit 3: Long letter family

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down the lollipop stick.		Down the jellyfish and dot its head.
	Down the iguana and dot the leaf.		Down and around the umbrella and back to the ground.
	Down the tiger and across its neck.		Down, around the yo-yo and curl around the string.














Unit 4: Bouncy letter family

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down, up and over the mouse's ears.		Down the bear's back, up and around its tummy.
	Down, up and over the net.		Down the penguin's back, up and around its head.
	From the cloud to the ground and over the rainbow.		Down, up and over the helicopter.

Unit 5: Zig-zag letter family

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down to the bottom of the volcano and back up to the top.		Across the top of the zebra's head, zig-zag down its neck and along.
	Down and up and down and up the waves.		Down the kite, up to the top corner and down to the bottom corner.
	From the top, across the box to the bottom. From the top again, across the box to the bottom.		

Letter mnemonic	Formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.

Letter mnemonic	Formation phrase
	From the top, down, back to the top. Diagonally down, then straight up to the top.
	From the top - all around the o.
	From the top, down then back up. Curve right to halfway down.
	From the top - all around the o. Lift off. Short line diagonally down.
	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
	From the top, curl around to the left. Then curl around to the right to make a snake shape.
	From the top, down and stop. Lift up and from the left, make a line across the top.
	From the top, down and curve right, then straight up to the top.
	From the top diagonally right to the bottom, then diagonally up to the top.
	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
	From the top go across, diagonally down to the left and across the bottom.

Appendix 3: Activities for fine and gross motor skill development

Crumple paper

Crumple a sheet of newspaper or scrap paper in the hand until it is a tight ball. Try to do it while holding the hand in the air. That way, the fingers work harder!

Do this whenever paper needs to be thrown away - Crumple it up and toss it in a bin!

Dough disco

Dough Disco is a high tempo, high energy session with play dough. Designed to encourage maximum participation the sessions are created for all levels of ability. Children develop fine motor muscles by manipulating the dough in a variety of ways, while listening to upbeat music.

Squiggle while you wiggle

Children follow a range of hand movement patterns, directed by the adult, whilst listening to upbeat music. Large paper should be laid out on the floor and children gather around with pens. Teacher demonstrates the pattern that they will draw on the paper e.g zigzags, waves.

Walk a ball

Use the fingers to “walk” a small ball up and down the legs. You could walk the ball up one leg, across the tummy and down the other leg. Make it harder: use just the tripod fingers (thumb, index and middle fingers) to walk the ball.

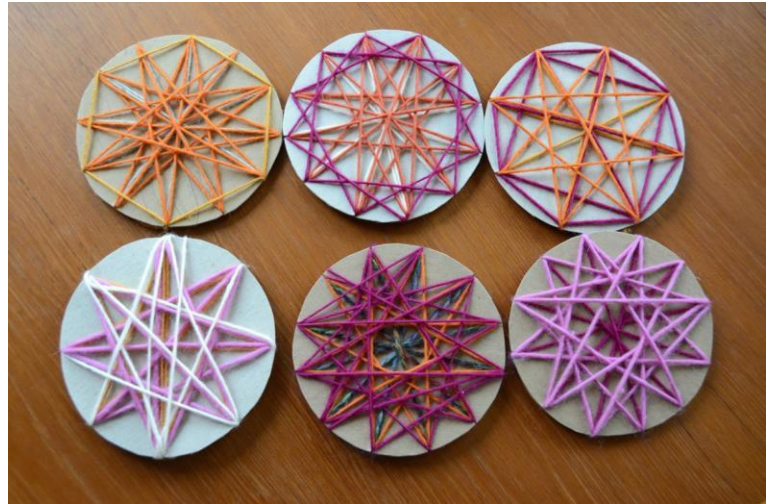
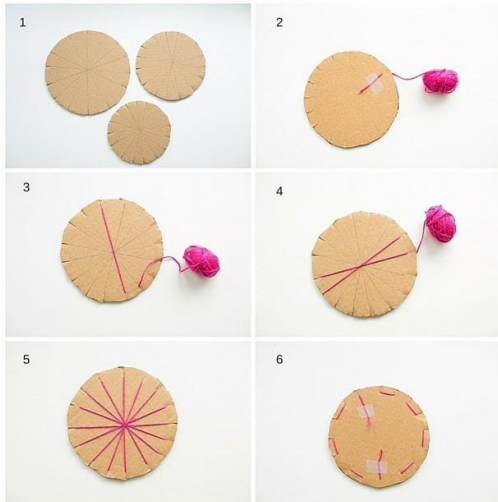
Twirl a beanbag

Using a basic beanbag, position the fingers under the beanbag, holding it level, keeping the bean bag level, slowly rotate the bean bag 360 degrees, using the fingers and thumb to manipulate it. You could also try using a small bag of dried beans, popcorn or rice, if you don't have a beanbag on hand!



Weaving

Cut cardboard into any shape that you like. Then, using scissors, carefully cut short slits around the outside of the shape. Pierce a hole in the middle of your shape, thread your string through the middle and use some tape to stick the end of the string to the cardboard. Start to weave your string around the shape in anyway that you like.



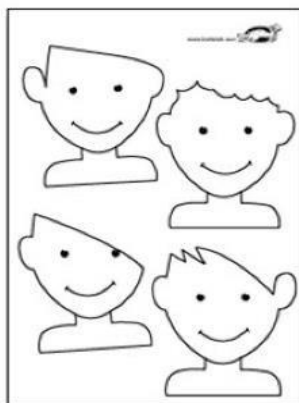
Threading

Try putting string or spaghetti through beads or cotton reels. Maybe you could try putting string or spaghetti through the holes in colanders.

Practise scissor skills

Try kirigami, the art of making cut out shapes, like snowflakes. <https://www.origami-resource-center.com/kirigami-for-kids.html>

Practise your hairdressing skills (in paper!) - You can use the template below or draw your own template, cutting out different hairstyles to go on the template.



Bank some money

Hold some coins in the hand and then work them up to the fingers one by one to push them through the slots of a money bank. Side slots get the fingers working hardest. Tip: recycle a container to use instead of a money bank!

Ideas for strengthening arms

- Large painting and drawing at easels
- Using equipment such as rakes, brooms and shovels
- Bouncing and throwing a ball
- Activities that involve climbing, pushing, pulling and large arm movements

Ideas for strengthening hands

- Using a spoon
- Using a spray bottle to water plants/paint
- Playdoh (rolling, manipulating, using a cutter, making small objects etc.)
- Pouring activities (moving water from one object to another)
- Using tweezers and tongs to transfer small objects
- Threading beads onto a lace
- Building blocks including Lego

Other activities

- Chair pushups - place hands on either edge of your chair and push your bottom off the seat with your arms straight. Do 5-10.
- Pencil pushups - place your pencil on the paper and your arm and wrist on the table. Keeping your arm and wrist touching the table, use your thumb and 2 fingers to lift the pencil off the paper and back down again. Do 10 of these.
- Pencil roll ups - hold out your hand flat with the palm facing upwards. Lay a pencil on your fingertips and try to roll it towards your wrist and back again, using just your fingers and keeping your wrist still.
- Help to hand the washing out at home using clothes pegs (open the pegs using your thumb and index finger only).
- Pop bubble wrap