



ALAMEEN
PRIMARY SCHOOL



HANDWRITING POLICY

Approved by:	Mohammed Rahman (Head Teacher)
Date effective from:	September 2026
Next review due by:	September 2027
Signed:	M A Rahman

IN THE FOOTSTEPS OF
MUHAMMAD

Handwriting Policy

Years 1–6 | Whole-school resource: Twinkl Handwriting Scheme

1. Rationale

Fluent, legible handwriting is an important part of transcription. When letter formation and handwriting become increasingly automatic, pupils can devote more attention to spelling, sentence construction and composition. Handwriting is therefore taught explicitly, practised frequently and reinforced across the curriculum.

2. Framework and curriculum alignment

As an independent school, Al Ameen is not required to follow the National Curriculum in every detail; however, this policy deliberately aligns progression with the National Curriculum English programmes of study and has been reviewed against the DfE Writing Framework (2025), DfE Reading Framework, the Independent School Standards guidance (April 2026), and current inspection expectations. The Twinkl scheme is a resource to support this progression; it does not override statutory or school curriculum expectations.

The DfE Writing Framework emphasises explicit handwriting teaching from the earliest stages and continued practice to build fluency. The September 2026 inspection toolkits also expect leaders to identify pupils who have not secured foundational skills, including handwriting, and provide effective additional teaching and practice.

3. Aims

- Develop correct, efficient letter and numeral formation before expecting pupils to join.
- Build legibility, consistency, fluency and speed progressively.
- Enable pupils to choose when joined or unjoined writing is most appropriate.
- Develop comfortable posture, paper position and pencil/pen control without enforcing a single grip where an alternative is functional and comfortable.
- Ensure left-handed pupils and pupils with SEND receive appropriate teaching and adaptations.
- Promote pride in presentation while ensuring handwriting difficulties do not mask a pupil's knowledge or unnecessarily restrict access to the curriculum.

4. Teaching expectations

Classes in Years 1–6 receive short, regular handwriting teaching. The usual model is approximately 10–15 minutes daily or as frequently as needed within the English timetable. Teachers may adapt frequency and duration according to pupil need, while ensuring sufficient practice for fluency.

- Model letter formation and joins explicitly, using consistent language and the school's agreed letter forms.
- Teach from large movement and air-writing where helpful, then move to controlled practice on appropriately lined paper.
- Link handwriting practice to phonics and spelling where this supports automaticity, without allowing copying to replace thinking and composition.
- Provide immediate, specific feedback on formation, size, spacing, joins and legibility.
- Expect the same core standards of legibility across subjects, while recognising that presentation expectations vary according to the task.

5. Progression from Year 1 to Year 6

Phase	Teaching focus	Expected outcome
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Year 1	Secure posture, pencil control and correct formation of lower-case letters, capitals and digits. Develop size and spacing.	Letters formed correctly and consistently. Joining is not a routine expectation.
Year 2	Consolidate formation. Begin diagonal and horizontal joining strokes once letters are secure. Teach which letters are best left unjoined.	Increasingly consistent size, spacing and appropriate early joins.
Years 3–4	Use the joins needed for fluent writing, while knowing when letters should remain unjoined. Increase consistency, quality and speed.	Joined handwriting is increasingly fluent and legible in independent writing.
Years 5–6	Develop fluent, increasingly rapid handwriting. Choose letter forms, joins and the most suitable writing implement for the task.	Legible and fluent handwriting at an efficient speed, with appropriate joined or unjoined style.

6. Posture, pencil grip and left-handed pupils

- Pupils sit in a stable, comfortable position with adequate space and suitable desk/chair height.
- Paper is positioned to support a natural writing movement and the non-writing hand steadies the page.
- A comfortable tripod or other efficient functional grip is encouraged; staff avoid forcing a grip that causes discomfort or reduces control.
- Left-handed pupils receive specific teaching, including appropriate paper angle and seating position, so that their writing hand is not obstructed by a right-handed neighbour.
- Where pain, fatigue or significant motor difficulty is observed, staff seek advice from the SENCO and consider adapted equipment or specialist input.

7. Writing tools

Pencils are normally used while pupils are developing secure formation and control. Pens may be introduced when a pupil can maintain a consistent, legible style and the task is suited to pen. The choice of pencil or pen is an instructional decision, not a reward. Pupils in Years 5–6 are taught to choose the writing implement best suited to the task.

8. Inclusion and SEND

Teachers make reasonable adjustments so that pupils with SEND or physical, sensory or motor needs can participate successfully. Adaptations may include additional practice, larger line spacing, pencil grips, sloped boards, alternative writing tools, reduced copying, assistive technology or occupational therapy advice. A pupil should not be penalised for presentation where a documented need makes the usual standard inappropriate.

9. Assessment and intervention

- Teachers assess handwriting through taught sessions and ordinary writing across the curriculum.
- Progress is considered termly against the school's progression expectations, focusing on formation, legibility, consistency, fluency and speed.
- Pupils who are not securing foundational handwriting are identified early and receive additional teaching and practice.
- Interventions are reviewed for impact. Repeated practice without improvement triggers consideration of underlying motor, visual, sensory or SEND factors.

10. Monitoring and responsibilities

Role	Responsibility
Headteacher	Overall accountability for curriculum quality and implementation.

English Lead	Maintains progression, supports staff training, monitors implementation and reviews the Twinkl resources against current guidance.
Class teachers	Teach and model handwriting consistently, assess progress and adapt teaching.
Teaching assistants	Reinforce agreed approaches under teacher direction.
SENCO	Advises on reasonable adjustments and specialist support where needed.

11. Review

This policy is reviewed annually by the English Lead and Headteacher, or sooner if the DfE curriculum, Writing Framework, inspection expectations or the school's chosen handwriting scheme changes.