Hey with Zion Primary School - Handwriting Progression Map EYFS to Year 6

This progression map aligns with the DfE Writing Framework (July 2025) and reflects evidence-based principles for effective handwriting instruction. Its purpose is to ensure that handwriting is taught explicitly, systematically and in a clear sequence, so that transcription skills do not hinder composition, learning or assessment.

Across schools within the Trust, handwriting is taught explicitly, systematically and in a coherent sequence so that pupils' transcription skills support rather than impede composition, learning and assessment. Accuracy in letter formation is prioritised before the development of speed, and pupils are not expected to write fluently until they can demonstrate secure, consistent formation. Handwriting is taught in addition to phonics and English lessons, recognising that each has a distinct role.

Teachers are expected to model the agreed handwriting style consistently, ensuring that pupils rehearse correct formation at every stage. The progression is designed so that each step builds securely on previous learning - valuing consolidation over acceleration.

While individual schools may use different schemes or supporting resources, the expectations, progression and frequency set out in this document apply across all Epworth Education Trust schools. Hey with Zion Primary School use the following progression document and the Letter-join Handwriting scheme.

Handwriting progression

Handwriting is a developmental process and children should progress only when secure, with high ambition for all.

EYFS moving from pre-writing to writing - shapes

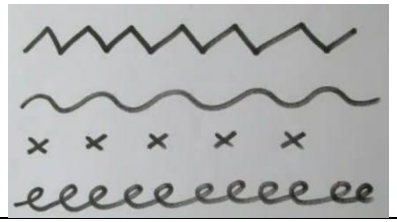
Before a child can start learning to write letters and understand what they mean, a number of other skills must be learned. Children enhance their gross motor skills with air writing, pattern making and physical activities.

Being able to interpret, imitate and copy a design is important for learning writing skills. The pre-writing shapes below can help children to learn this.

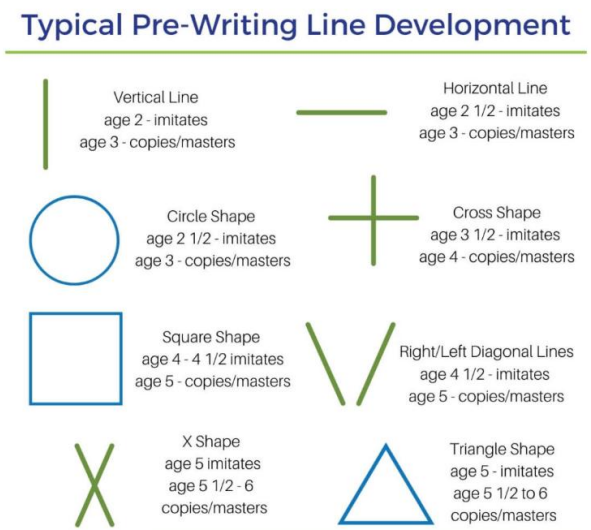
The shapes are arranged in developmental order. If one is too difficult, go back to the previous one.

EYFS moving from pre-writing to writing – patterns

Following on from shapes, pre-writing patterns like the ones below should be used to practice controlling the writing implement and developing fluency. These patterns are different types of lines such as zig-zags, waves, spirals and crosses. They are used by children when they are starting to get structure into their mark-making, moving beyond circles and dots. They are a bridge between the earliest mark-making and later writing letters. Prewriting-patterns are something that children should be trying for a while before they attempt writing letters.







These movements are practiced with mark making on paper, white board work, sensory trays, iPads and within the explore and play sessions.

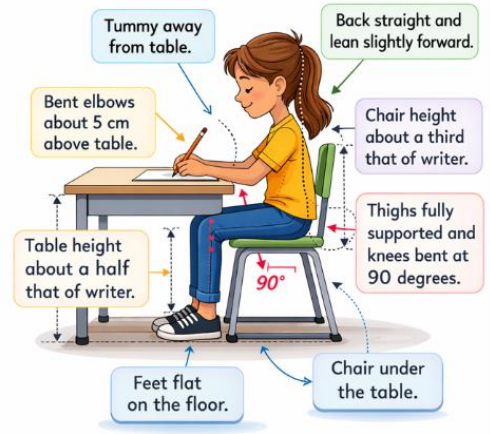
Once children have mastered these movements on both large and small scale, they are then ready to begin forming letters.

Pencil grip development



Habits for Learning Handwriting position – 'Ready to Write'

Posture:
Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor, their chair tucked in and their bottom at the back of the seat. (See appendix 1)



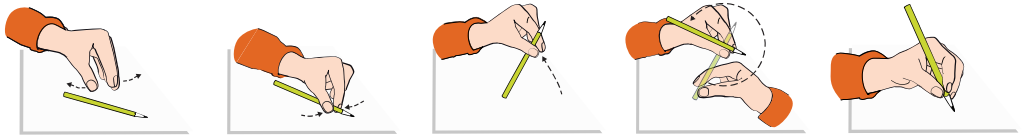
Position of paper:
Left-handed children are encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging. Right-handed children may find it helpful to tilt paper slightly to the left. Paper is steadied with the free hand.

Right-handed pencil grip



Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and

Left-handed pencil grip

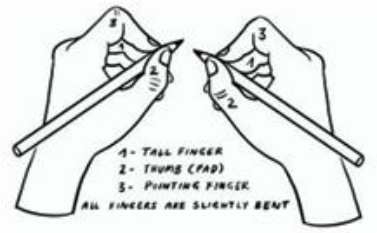


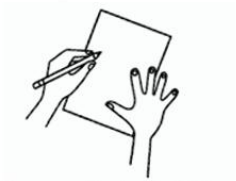
Point away the pencil, Pinch it near the tip, Lift if off the table, Spin it round... and

The development of a tripod grasp

There are developmental stages that a child may go through when learning to hold a pencil. In all year groups, children are reminded to use the appropriate grip when writing. (If children are finding this difficult, triangular pencils or pencil grippers can be used to support this.) Tripod grip can be taught through 'Nip,' 'Flip' and 'Grip.'

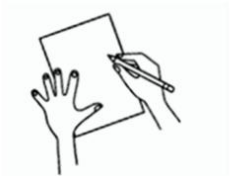
Finger positioning using the tripod grip:





Paper positioning for left-handers:

Paper positioning for right-handers:



Writing pressure:

Some children find it difficult to judge how tightly they hold a pencil or how much pressure they use when writing. Both very heavy and very light pressure can affect handwriting quality and comfort.

Heavy (Dark) Pressure

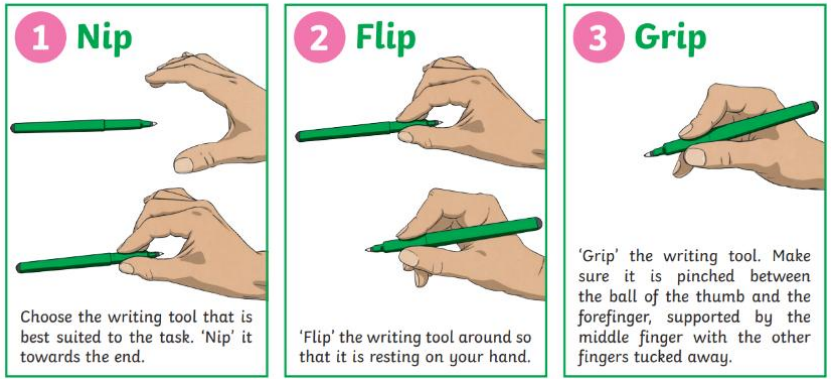
Children pressing too hard often seek extra sensory feedback.
Quick tips:

- Do a hand warm-up before writing to increase awareness.
- Practise "ghost writing" - write lightly and erase without leaving marks.

Light (Faint) Pressure

Children writing too lightly may have weak finger strength or reduced sensory awareness.
Quick tips:

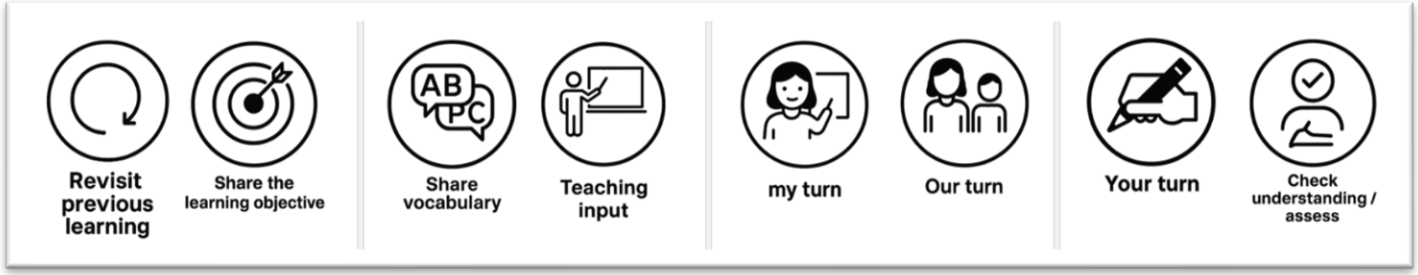
- Start with a hand warm-up to "wake up" the hands.
- Use triangular pencils, larger pencils, crayons, or pencil grips to stop slipping.
- Practise colouring firmly with crayons to build strength.
- Build shoulder and arm strength through climbing, pushing, or writing on a vertical surface.



Links to Phonic Knowledge and development

To support children as they begin learning pure sounds in EYFS, teachers use the specific pictures and formation phrases from their chosen phonics scheme. These tools serve as essential mnemonics, helping children connect the sound to the visual grapheme and guiding them through the correct writing process. By consistently referencing these established prompts, teachers provide a reliable scaffold that builds children's confidence and accuracy in both letter formation and early writing development.

Handwriting is taught in line with the Trust's Teaching and Learning Model, with clear stages of explicit instruction, modelling and practice.



What a handwriting lesson should include: *(prepare, recap, teach, practise, assess)*

1) **Handwriting warm-up exercises:** Shoulder stability and strength; Crossing the mid-line; Wrist strength and flexibility; Thumb and finger strength and dexterity; Whole hand strength and dexterity.
2) **The 'P' checks: P**osture, **P**encil grip, **P**aper position, **P**ressure.
3) **Revisit previous learning.**
4) Share the focus for the session **(share learning objective).**
5) **Share key handwriting vocabulary which will be used (e.g., ascender, descender, anticlockwise, diagonal**

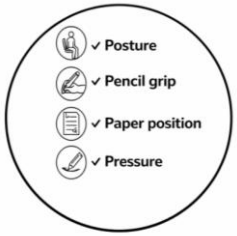


etc).

6) **Teacher modelling** letter formation, joins, spacing **(my turn)**. Introduce and reinforce key vocabulary when modelling.
7) Opportunities to **practise and apply (our turn, your turn).**
8) Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL **(check understanding).**
9) **Assessment** of skill through dictation of single words / phrases / sentences. **(assess)**

The following widgets are used within handwriting lessons…

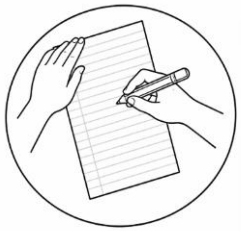

Handwriting warm-up exercises



The P checks


Posture


Pencil grip


Paper position


Presentation


Correct letter and number formation


Assess with dictation

Letter families and relative sizes Pupils should be taught to develop a consistent style by paying attention to how letters in each family are formed. The 'families' are grouped according to where each letter starts, although these families may differ slightly, depending on the handwriting scheme used. **Teaching expectation:** Pupils are taught to: • Write each 'family' of lower-case letters correctly **on the line** • practise writing **words containing letters from that family** • secure formation **before mixing families**	**Typical families are:** ➢ **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**  **Capital Letters A – Z** **Digits 0-9**	**Diagonal and horizontal joins** Pupils should be taught two basic joins: ➢ **diagonal joins** ➢ **horizontal joins**	**The diagonal join connects:** • letters from the line to small letters • letters from the line to tall letters • letters from the line to a, d, g, c, o, q (These letters need an extra stroke backwards across the top of a, d, g, c, o.) **The horizontal join connects:** • v, w, x, f, r to small letters • v, w, x, f, r to tall letters • v, w, x, f, r to a, d, g, c, o, q **Break letters** (letters that aren't joined **from**): *these vary in different schemes but frequently cited break letters include g, j, q, y, b, x, z*

EYFS Handwriting for children requiring extra support/SEND

Sensory exploration & gross motor control

Non- negotiable Expectations

- Handwriting development focuses on physical development, not formal writing.
- Daily large-scale movement builds core and shoulder strength.
- Fine motor skills develop through sensory, play-based hand use.
- Mark-making is exploratory and voluntary, with no expectation of control, letters or tracing.
- Adults model and encourage exploration without directing outcomes.
- No expectation of letter formation, tracing or pencil grip



Secure When Pupils Can…

- **Make marks using whole-arm movements.**
- **Use hands and fingers with growing confidence.**
- **Hold tools using early grips (e.g. palmar or fist).**

Daily gross motor, fine motor and sensory play.
Daily mark-making opportunities available in continuous provision.

Posture & Pencil Grip (Explicit Teaching)	Resources to Support	Suggested Activities to Support Teaching
• No formal grip expected. • Comfortable tool use modelled through play. • Children encouraged to sit appropriately at a table.	Large paper, walls, floor surfaces Paint, water, sand, foam Dough and dough tools Posting, filling and stacking toys Chunky or triangular pencils varied mark-making tools in continuous provision including chalks, paint rollers, water brushes pouring jugs, spoon, large tweezers Write Dance materials Nursery rhyme action songs	**Sensory mark-making:** Explore paint, sand, and foam to encourage early controlled movements. **Dough work:** Squeezing and pulling dough strengthens hand and finger muscles. **Large-scale movements:** Use big arm actions to develop shoulder and arm control needed for writing. **Adult-modelled exploration:** Demonstrate patterns or movements for children to imitate. **Vertical water painting:** Use large brushes and water on walls/fences to build arm strength and coordination. **Sky writing:** Make large shapes or letters in the air with ribbons or wands to develop gross motor control. **Tongs/tweezer transfers:** Move small objects between containers to develop pincer grip and hand-eye coordination. **Threading activities:** String cereal or fruit loops on pipe cleaners

EYFS Handwriting 3–4-Year-Old Nursery

Strength, coordination & controlled mark-making

Non- negotiable Expectations

- Gross motor skills continue to be strengthened through climbing, balancing and outdoor play
- Fine motor control is strengthened through purposeful use of small tools.
- Children access frequent opportunities for controlled mark-making across the environment.
- Pencil-like tools are introduced gradually without enforcing grip.
- Adults encourage increasing control and precision, not formal letter formation.
- Children are not required to trace letters or write names unless developmentally ready.



Secure When Pupils Can…

- **Make controlled marks using hands and fingers**
- **Begin to show hand preference**
- **Hold tools with increasing stability and control**
- **Produce lines, curves and shapes intentionally**
- **Use marks to represent meaning.**

Daily gross motor activity. Daily fine motor and pre-writing activities.
Daily mark-making opportunities across continuous provision
2-3 adult guided small-group sessions weekly (pre-writing patterns, grip, control)

Posture & Pencil Grip (Explicit Teaching)	Resources to Support	Suggested Activities to Support Teaching
• Supported to move towards tripod grip (nip. flip and grip) when developmentally ready • Encouraged to sit with correct posture, using a 'ready to write' routine • Children begin to manage tools with control and hand exercises to build strength	Using chunky or triangular pencils to encourage a correct, comfortable grip. crayons, chalks Paintbrushes and scissors Vertical surfaces (easels, walls, chalkboards) Peg boards, threading, tweezers Variety of attractive writing / mark making tools pre-writing pattern cards Play dough Write Dance materials Lightbox tracing Letter-join printed resources If children start to form letters, adults model using formation guides and rhymes **(share rhymes and formation guides with parents regularly)**	**Controlled mark-making:** Practise marks on varied surfaces. **Tool use:** Cutting, threading, and painting to build hand control. **Vertical mark-making:** Draw on blackboards, easels, or paper taped to walls. **Adult-guided fine motor tasks:** Structured activities with clear support. **Explicit modelling:** Adults demonstrate movements and techniques. **Playdough sculpting:** Roll snakes, pinch small balls, and shape dough. **Pincer-grip games:** Use tweezers, tongs, or clothespins to pick up small items. **Threading & lacing:** String beads, pasta, or

		Cheerios onto laces or pipe cleaners. **Shape copying:** Practise lines, circles, crosses, and simple shapes. **Pattern tracing:** Follow wavy, zigzag, or spiral paths with chalk or markers. **Writing in role play:** Lists, labels, notes, and simple written props during play.

EYFS Handwriting Reception

Formation & physical readiness

Non- negotiable Expectations

- Explicit handwriting teaching begins early autumn term of Reception and is taught in addition to phonics.
- Teaching is frequent, cumulative and delivered in small, carefully consolidated steps.
- Physical readiness (posture, grip (tripod) and paper position) is taught alongside gross and fine motor development.
- Pre-writing movements are secured before formal letter formation.
- Letter formation is teacher-modelled, closely supervised and prioritised over quantity; errors are not practised.
- **Dictation:** 5 times a week. Most composition is oral, with writing through dictation to reduce cognitive load and aligned to the phonics sequence – starting with single letters, simple words and moving to short sentences once pupils can encode CVC words.



Secure When Pupils Can…

- **Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.**
- **Write recognisable letters, most of which are correctly formed.**
- **Write simple dictated words and sentences that others can read.**
- **Demonstrate increasing control, confidence and fluency.**

3 -5 regular and explicit handwriting instruction per week (short 15-20 min).
Daily gross, fine-motor development and letter formation opportunities
Daily application through phonics and writing activities

Posture & Pencil Grip (Explicit Teaching)	Resources to Support	Suggested Activities to Support Teaching

• Explicit teaching of tripod grip • Posture and paper position taught and rehearsed • "Ready to write" routines established	Triangular pencils or HB pencils, pencil grips if needed Whiteboards and pens Wide-lined handwriting book **(for Handwriting)** (introduced gradually) Fine-motor resources (playdough, pegs, tweezers, threading tools) Large-scale mark-making tools Textured surfaces (sand trays, glitter trays) Paper, clipboard, pencils Letter formation families guides and rhymes **(share rhymes and formation guides with parents regularly)**	**Gross-motor mark-making:** Air writing and large vertical, horizontal, and circular movements. **Shoulder, wrist & arm games:** Ribbon patterns and similar movement activities. **Fine-motor practice:** Dough disco, peg boards, tweezers, threading beads, tighten and loosen a nut on a bolt **Picking up small objects:** Stones, counters, or similar items. **Explicit teacher modelling:** Clear demonstration of letter start points, direction, and finishing **Cutting with scissors:** Guided scissor-use for control and coordination. **Guided letter practice:** Supported formation of individual letters. **Writing in role play:** Menus, signs, lists, and labels with adult support. **Supported writing in play:** Reinforcement of taught skills within play contexts. **Pattern tracing:** Zig-zags, waves, loops, and similar tracing patterns to build fluid movement. **Daily Dough Disco**

Year 1 Handwriting

Accuracy & consistency

Non- negotiable Expectations

- Handwriting is taught explicitly and regularly, separate from composition and in addition to phonics
- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters with accuracy and consistency, with explicit teaching of correct starting point, direction and completion of each letter
- Capital letters taught explicitly, modelled and practised rather than assumed
- Digits 0 to 9 taught explicitly, modelled and practised rather than assumed
- Maths symbols, other symbols and punctuation marks modelled and practised
- Letters are taught in handwriting families, grouped by shared movement patterns to reduce cognitive load and support motor memory
- Exploring pre-cursive patterns
- **Dictation** – 3 times a week. Pupils write short, dictated sentences from memory, focusing on holding a sentence using taught GPCs and common exception words.

Secure When Pupils Can…

- **Form lower-case letters correctly and consistently**
- **Form capital letters and digits (0–9) correctly**
- **Produce writing that is legible to others**
- **Write comfortably on wide-lined paper**
- **Demonstrate increasing control and confidence in handwriting.**

3 regular and explicit handwriting sessions per week helping children to progress from accuracy to fluency – outside of phonics lesson (10-15 minutes)
Application during all writing tasks
Direct, in the moment intervention / support / explicit feedback for individual children based on AFL (linked to sitting position, pencil grip, letter formation).

Posture & Pencil Grip (Explicit Teaching)	Resources to Support	Suggested Activities to Support Teaching

• Pupils taught to sit correctly at a table - “Ready to write” routines established • Pencil held comfortably and correctly (tripod grip) • Paper positioned appropriately • Wide-lined paper used; mid-line guides as needed • Writing implement should not be too large for child’s hand.	HB pencils Wide-lined handwriting books **(for Handwriting and English)** Alphabet strips / formation prompts Handwriting warm up materials Letter-join scheme resources SPaG application Letter-join activities	**Handwriting families practice** to reinforce consistent formation patterns. **Explicit teacher modelling**, followed by guided pupil practice. **Write–wipe–repeat activities** to allow easy correction and refinement. **Copying short, modelled words or phrases** with close supervision. **Dictated letters, words, and simple sentences** with a handwriting focus.

Year 2 Handwriting
Transition to joining

Non- negotiable Expectations

- Form lower-case letters of the correct size relative to one another - all lower-case letters are started correctly, oriented correctly and consistently sized
- Start using some of the diagonal and horizontal strokes needed to join letters
- Letter formation must be secure in print before joining (moving to joins is driven by fluency and automaticity)
- 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.
- **Dictation** – 3 times a week. Write from memory simple sentences dictated by the teacher that increases focus on word-specific spelling, including homophones.

Secure When Pupils Can…

- **Write with consistent letter size and proportion**
- **Clearly distinguish ascenders, letter heights and descenders**
- **Use some joins accurately and appropriately**
- **Maintain clear, consistent spacing between words**
- **Produce writing that remains legible in longer pieces.**

Teach and practise correct cursive letter formation 3 times a week (10 -15 minutes).
Application during all writing tasks.
Write with a joined style as soon as they can form letters with horizontal/diagonal joins correctly.
Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL.

Posture & Pencil Grip (Explicit Teaching)	**Resources to Support**	**Suggested Activities to Support Teaching**
• Posture and grip reinforced consistently • Pupils apply stable writing position independently • Paper remains flat and appropriately positioned	Join prompt cards / charts Narrow-lined handwriting books **(for Handwriting and English)** HB pencils Fluency pattern sheets (joins, transitions) Letter-join scheme resources SPaG application Letter-join activities	**Teacher-modelled practice of letter size and proportion.** **Explicit teaching and modelling of basic joins**. **Guided practice of both joined and unjoined handwriting.** **Activities to support correct letter height and spacing** (e.g., identifying ascenders and descenders). **Dictated sentences with a handwriting focus.**

Year 3/4 Handwriting

Fluency, endurance & adaptation

Non- negotiable Expectations

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Joins are formed accurately and consistently; joins are explicitly taught and modelled by the teacher
- Letter size, proportion and alignment are controlled, including consistent letter size, clear ascenders and descenders, and secure baseline alignment as writing length increases
- Handwriting no longer impedes composition; transcription is sufficiently fluent to allow pupils to focus on sentence construction, spelling and meaning
- Handwriting adapts to task and purpose; pupils adjust handwriting appropriately for drafting, note-taking and final presentation without loss of legibility
- Handwriting supports composition across subjects; expectations apply consistently in English and the wider curriculum
- **Dictation** – 3 times a week, dictation of single sentences with increasing sentence complexity. Pupils now begin to apply the joins they have learned when writing commonly misspelt words and subject-specific vocabulary. Sentences to include a spelling focus and grammar objectives covered.

Secure When Pupils Can…

- **Use joined handwriting automatically in most independent writing**
- **Form joins accurately and consistently**
- **Maintain even spacing and secure baseline alignment *(line on which writing sits)***
- **Write at a speed that supports sentence-level and paragraph-level writing building into supporting note-taking and extended composition**
- **Produce writing that is consistently legible to others and sustain across longer tasks.**

3 explicit handwriting lessons per week (including practise using spellings). (15 - 20 minutes)
Ongoing application across curriculum writing.
Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL.

Posture & Pencil Grip (Explicit Teaching)	Resources to Support	Suggested Activities to Support Teaching
• Posture and grip automatic • Minimal reminders needed ("ready to write") • Stable, comfortable writing position maintained • Pupils adjust paper and posture independently	Narrow-lined handwriting books **(for Handwriting and English)** Join reference charts HB pencils Teacher modelled exemplars Letter-join scheme resources (Cycle A – Module 5, Cycle B – Module 4) SPaG application Letter-join activities	**Teacher-modelled joined handwriting practice.** **Fluency-focused handwriting sessions** while maintaining accuracy. **Modelled sentence and paragraph copying** to build stamina and consistency. **Join-refinement activities** targeting specific joins. **Short, controlled timed writing** to develop stamina (not speed). **Handwriting interventions are implemented where necessary.**

Year 5/6 Handwriting

Consistency under cognitive load whilst building stamina and speed

Non- negotiable Expectations

- Recap the letter families and all the joins, introducing a fully cursive style.
- Joined handwriting remains consistent and efficient; joins are secure and used to support fluency
- Handwriting is fluent and automatic; pupils write without conscious attention to letter formation or joining, so transcription places minimal demand on working memory, allowing full focus on composition
- Handwriting is consistently legible across all subjects; expectations apply in English and across the wider curriculum, including foundation subjects
- Legibility is sustained across extended writing; handwriting remains clear, evenly spaced and aligned throughout longer pieces, including across full pages
- **Dictation** – twice a week, typically of 3 sentences, often focusing on more complex grammar and vocabulary and maintaining a consistent and fluent handwriting style.

Secure When Pupils Can…

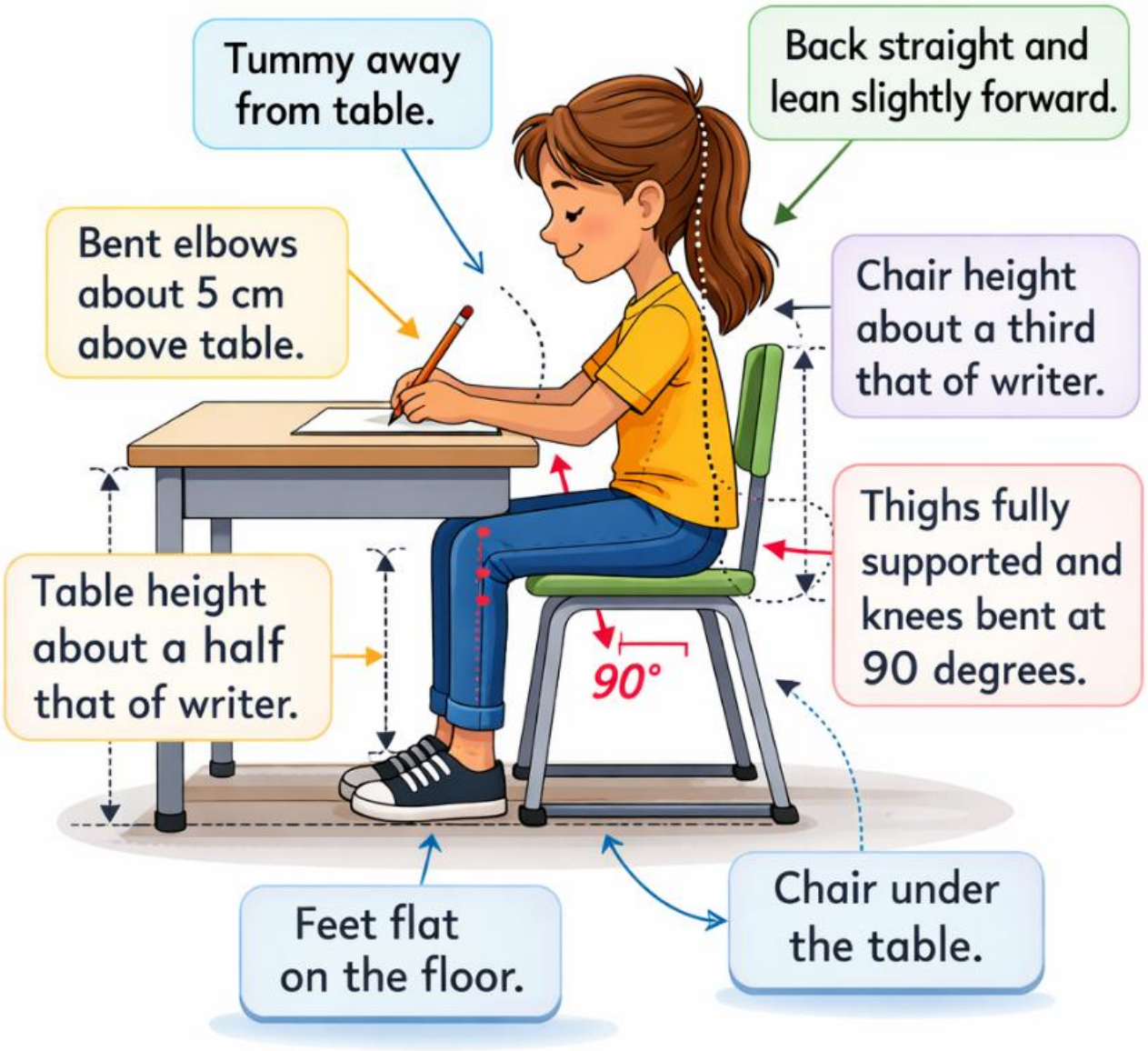
- **Write fluently and legibly across a full page or longer with increased speed**
- **Maintain consistent letter size, spacing and alignment**
- **Sustain handwriting quality during extended writing**
- **Write confidently across all curriculum subjects**
- **Demonstrate handwriting that supports, rather than constrains composition.**
- **Maintain clarity under time-limited conditions**

1-3 explicit handwriting/fluency sessions a week (10–15 minutes)
Continuous application across all subjects and consistent use in longer writing tasks
Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL

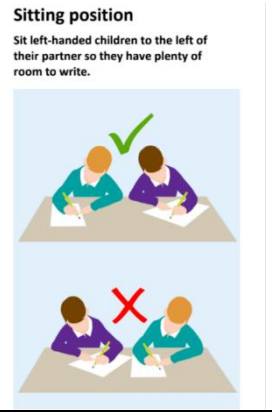
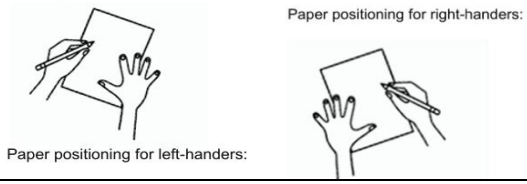
Posture & Pencil Grip (Explicit Teaching)	**Resources to Support**	**Suggested Activities to Support Teaching**
• Posture and grip remain efficient under load and automatic • Writing pressure controlled to avoid fatigue • Writing position supports speed and stamina	Narrow-lined handwriting books **(for Handwriting and English)** Pens Teacher-modelled exemplars Letter-join scheme resources (Cycle A – Module 7, Cycle B – Module 6) SPaG application Letter-join activities	Weekly **handwriting practise sessions** to prevent decline. **Extended writing tasks** with **post-task handwriting review.** **Cross-curricular writing** with consistent presentation expectations. **Note-taking activities** that require clarity under cognitive load from reading and discussion. **Timed extended writing** to maintain speed and legibility. **Draft-to-final presentation comparison tasks.** **Dictation** using advanced vocabulary.

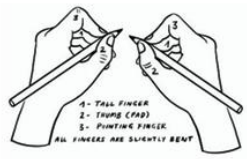
		Handwriting interventions are implemented where necessary. Letter-join Handwriting Recovery Programme available for Years 5/6.

Appendix 1: Handwriting Position 'Ready to Write'



Appendix 2: Left-Handed Pupils & Adaptive Equipment

Area of Support	Non-Negotiable Expectations	What This Looks Like in Practice	Applies From
Inclusive Principles	• All pupils are taught handwriting in a way that is physically sustainable and inclusive • Posture, grip and writing position are taught explicitly, not assumed • Pupils do not experience pain, fatigue or discomfort when writing	• Adults check posture and grip regularly • Difficulties addressed early, not allowed to embed • Consistent routines used across the school	Nursery onwards
Left-Handed Pupils – Seating	• Left-handed pupils are given sufficient space to write comfortably • Seating prevents arm collision with right-handed pupils 	• Left-handed pupils seated to the left of right-handed pupils where possible • Tables arranged to allow free arm movement	Reception onwards
Left-Handed Pupils – Paper Position	• Left-handed pupils are explicitly taught paper position. Pupils should position their paper/book to their left side and slanted as shown. 	• Paper slanted to the right • Flat surface maintained • Adjustments reinforced through routine	Reception onwards
Left-Handed Pupils – Pencil Grip	• Grip supports visibility and comfort. Pencils should not be held too close to the point.	• Pencil held slightly higher so pupils can see around fingers • Grip relaxed, not clenched	Reception onwards

	Finger positioning using the tripod grip  		
Left-Handed Pupils – Writing Control	• Writing pressure and spacing are explicitly taught Teachers should encourage pupils to maintain correct finger positioning. *Most pupils find the tripod grip the easiest to learn and support grips can help.* *Teachers should show pupils how to pinch the pencil with the index ('pointing') finger and the thumb, about a finger space from the end (on the coloured part just above the sharpened point); and how to rest the middle finger underneath the pencil to support it. If necessary, a sticker can show pupils where to place their fingers. The way a child grips the pencil will affect the quality, speed and flow of the handwriting. The grip should be relaxed, not pressing too hard on the pencil or the paper.*	• Softer pencils used where needed • Finger spacing modelled and practised • Smudging addressed through position and grip, not speed	Reception onwards
Posture (All Pupils)	• Pupils are taught a stable writing position that supports the forearm, wrist and hand.	• Feet flat on the floor • Bottom to the back of the chair • Forearms supported on the table • See 'Ready to write' routines	Reception onwards

			
Posture Prompts	• Teachers use consistent, pupil-friendly prompts	• "Feet on the floor" • "One hand writes, one hand holds the paper" • "Sit tall so your arm can move"	Reception onwards
Pencil Grip (All Pupils)	• Pencil grip is taught explicitly and practised until automatic	• Comfortable tripod grip modelled • Appropriate pressure encouraged • Short reminders used once secure	Reception onwards
Adaptive Equipment – When Used	• Adaptive equipment is used where physical or motor difficulties are present.  	• Pencil grips, thicker pencils, sloped boards used appropriately • Equipment reviewed regularly	EYFS onwards
Adaptive Equipment – Expectations	• Equipment supports teaching but does not replace it	• Explicit teaching of posture and grip continues • Equipment not used as a long-term substitute without review	EYFS onwards
Writing Implement Choice	• Writing tools are suitable for pupils' hand size and task.	• Pencils or pens not oversized • Whiteboard pens similar in size to pencils	EYFS onwards
Classroom Set-Up	• Handwriting lessons are prepared deliberately	• Pencils sharpened and ready	EYFS onwards

		• Paper positioned correctly • Follow ‘what a handwriting lesson should include’ sequence • Pupils can see adult modelling clearly (board or visualiser)	
Monitoring & Intervention	• Decline in handwriting quality is addressed promptly	• Targeted re-teaching of posture, grip or positioning • Adaptive support reviewed and adjusted	All year groups