Wootton St Andrew's Church of England (VA) Primary School

The Wootton Way: Journeying Together

Handwriting Policy

Approved by:	**Date:**
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Next review due by:	

Contents:

1. **Vision and Aims** **Page 2**
2. **Statutory/Non-Statutory Guidance and Evidence Base** **Page 3**
3. **Handwriting Curriculum** **Page 4**
4. **Teaching and Learning** **Page 6**
5. **Assessment and Monitoring** **Page 7**
6. **Inclusion and SEND** **Page 8**
7. **Homework** **Page 9**
8. **Responsibilities** **Page 9**
9. **Embedding Our School Vision and Values** **Page 10**
10. **Teacher CPD and Workload Considerations** **Page 11**
11. **Monitoring Arrangements** **Page 12**
12. **Links with Other Policies** **Page 12**

Appendix 1: Handwriting long term plan

Appendix 2: Homework overview

1. Vision and Aims

Our Vision

The Wootton Way: Journeying Together

At Wootton St Andrew's Church of England VA Primary School, we walk in the light of Love, Joy, Courage and Trust, the Christian values of the Wootton Way. Together we learn and shine as we discover new things and become the best we can be. With our families, the Church and our community, we make school a safe, happy, caring place where everyone is valued. Inspired by St Andrew, we aim to be a light for others, showing kindness, resilience, bravery and hope as unique citizens who make the world a brighter place.

Aims of this Spelling Policy

At Wootton St Andrew's, we believe that fluent, legible handwriting is an essential life skill which supports success across the curriculum. Automatic handwriting enables pupils to communicate ideas efficiently, reduces cognitive load during composition and allows greater focus on vocabulary, sentence construction and the communication of meaning.

Our handwriting curriculum provides a carefully sequenced journey from early physical development in Reception through to fluent, joined handwriting by the end of Key Stage Two. Teaching follows clearly planned progression through Little Wandle Letters and Sounds Revised and Penpals for Handwriting, ensuring consistency from Reception to Year 6.

Through our handwriting curriculum we aim to:

- develop fluent, legible and increasingly automatic handwriting from Reception to Year 6
- establish correct posture, pencil grip and letter formation from the earliest stages of writing
- teach handwriting through carefully sequenced progression that builds securely on prior learning
- develop consistent letter size, orientation and spacing
- teach joins progressively so that pupils develop fluent, connected handwriting
- provide regular opportunities for pupils to apply handwriting skills across English and the wider curriculum

- promote high expectations for presentation in every subject
- develop increasing writing speed, stamina and confidence
- ensure every child, including those with SEND, can access an ambitious handwriting curriculum through appropriate adaptation and support
- encourage pupils to evaluate and improve the presentation of their own work
- ensure consistency in handwriting expectations across the school
- support pupils to flourish academically, socially and spiritually through confident written communication.

2. Statutory and Non-Statutory Guidance

This policy has been developed with reference to current statutory guidance, educational research and the school's Christian vision and values.

Statutory Guidance
This policy is informed by:
- National Curriculum for England (2014)
- Early Years Foundation Stage Framework
- SEND Code of Practice (2015)
- Education Inspection Framework (Ofsted)
- SIAMS Framework
- Equality Act (2010)

Evidence Base
Our approach reflects current educational research demonstrating that handwriting develops most effectively through systematic teaching, explicit modelling, frequent rehearsal and purposeful application within meaningful writing.

Research indicates that fluent handwriting reduces the cognitive demands associated with transcription, enabling pupils to devote greater attention to composition, vocabulary selection and the communication of ideas. Regular retrieval practice, carefully sequenced progression and consistent expectations enable pupils to develop handwriting that is efficient, legible and increasingly automatic.

Evidence informing this policy includes:
- Education Endowment Foundation – Improving Literacy in Key Stage 1
- Education Endowment Foundation – Improving Literacy in Key Stage 2
- Education Endowment Foundation – Special Educational Needs in Mainstream Schools
- The National Curriculum for English
- Little Wandle Letters and Sounds Revised
- Penpals Handwriting
- The Writing Framework

Our Christian vision in practice
Our Christian vision shapes both the way handwriting is taught and the culture in which children learn.
- **Love:** Children are encouraged through positive relationships, supportive feedback and the celebration of effort as well as achievement. Every child is valued as an individual learner, and progress is celebrated regardless of their starting point.
- **Joy:** Success is recognised and celebrated, helping children develop confidence and pride in the presentation of their work. Pupils experience enjoyment through purposeful practice and opportunities to apply their handwriting across the curriculum.
- **Courage:** Children are encouraged to persevere when learning new handwriting skills, understanding that fluency develops through practice over time. Mistakes are viewed as opportunities for improvement rather than barriers to success.
- **Trust:** As pupils progress through school they develop increasing independence, evaluating the presentation of their own work, responding to feedback and taking responsibility for maintaining high standards of handwriting across every subject.

Through these values our handwriting curriculum supports pupils to become resilient learners who communicate confidently and let their light shine within school and beyond.

3. Handwriting curriculum

Our handwriting curriculum is carefully sequenced to ensure pupils develop fluent, legible and increasingly automatic handwriting from Reception to Year 6. It provides a progressive journey from developing the physical foundations for writing to producing a mature, joined handwriting style that supports successful written communication across the curriculum.

The curriculum has been designed to reduce cognitive load by introducing new learning in small, manageable steps while providing frequent opportunities to revisit, practise and apply previously taught skills. Retrieval practice, cumulative review and consistent expectations ensure handwriting becomes embedded within pupils' long-term memory and supports effective composition.

Teaching reflects National Curriculum expectations whilst making full use of evidence-informed programmes to ensure consistency across the school. Detailed progression is outlined within the Handwriting Long Term Plan and Medium Term Plan (Appendices 1 and 2).

Reception
Children follow **Little Wandle Letters and Sounds Revised**, developing the physical foundations required for successful handwriting before moving to secure letter formation.
Daily teaching develops:

- gross motor development
- fine motor control
- correct seated posture
- effective pencil grip
- accurate lower-case letter formation
- accurate capital letter formation
- application of taught phonemes within early writing.

Children have daily opportunities to apply handwriting through phonics, writing and continuous provision.

Year 1
Children continue to follow **Little Wandle Letters and Sounds Revised** throughout the Autumn and Spring Terms before transitioning to **Penpals for Handwriting** during the Summer Term.
Daily teaching develops:

- accurate lower-case letter formation
- correctly formed capital letters
- consistent letter size
- number formation
- appropriate spacing
- handwriting application within independent writing
- preparation for joined handwriting.

Regular opportunities are provided for pupils to apply handwriting skills during phonics, spelling and English lessons.

Year 2
Children follow the **Penpals for Handwriting** programme throughout the year.
Teaching focuses upon:

- securing diagonal and horizontal joins
- developing joins across common letter strings
- introducing joins to anticlockwise letters
- mixed joins
- improving size and spacing
- building fluency
- assessment and consolidation

Throughout the year pupils develop increasingly fluent joined handwriting whilst maintaining legibility and consistency across all curriculum subjects.

Years 3 and 4
Children continue following the Penpals programme through a two-year rolling curriculum.
The programme develops pupils' ability to:

- refine all join types
- increase handwriting fluency
- improve spacing and proportion
- develop automaticity
- increase writing speed
- maintain consistent presentation
- produce fluent joined handwriting across sustained pieces of writing.

The Year A and Year B rolling programme ensures full National Curriculum coverage whilst providing progressive development of increasingly complex joins and presentation skills.

Years 5 and 6
Children continue following the Penpals programme, refining a personal, fluent handwriting style suitable for a range of audiences and purposes.
Teaching develops:

- fluent joined handwriting
- increased writing speed
- stamina for extended writing
- consistent presentation
- handwriting appropriate for different purposes
- efficient note-taking and annotation
- personal handwriting style
- confident application across the curriculum.

By the end of Key Stage Two, pupils are expected to produce handwriting that is fluent, legible, appropriately joined and efficient across a wide range of contexts.

4. Teaching and learning

High-quality handwriting teaching is explicit, systematic and cumulative. Learning is carefully sequenced so that new knowledge builds upon secure prior learning and is revisited regularly through retrieval and purposeful practice.

Lessons are designed to develop both technical accuracy and automaticity. Teachers provide clear modelling of posture, pencil grip, letter formation and joins before guiding pupils through supported and independent practice. As pupils become increasingly fluent, greater emphasis is placed upon maintaining high standards of handwriting during sustained writing across the curriculum.

Reception
Children receive a daily 15-minute handwriting session alongside regular opportunities to develop physical readiness for writing throughout continuous provision.
Teaching routinely includes:

- gross and fine motor warm-up activities
- explicit modelling of correct letter formation
- guided practice
- independent rehearsal
- multisensory activities
- application within Little Wandle phonics lessons
- opportunities to apply handwriting within purposeful writing.

Teaching follows the Little Wandle progression and is responsive to children's development, ensuring misconceptions are addressed promptly through additional modelling and practice.

Year 1
Children receive daily 15-minute handwriting lessons. During the Autumn and Spring Terms, teaching follows Little Wandle Letters and Sounds Revised. During the Summer Term, pupils transition to the Penpals for Handwriting programme, introducing the foundations of joined handwriting.
Lessons typically include:

- review of previous learning
- explicit teacher modelling
- guided practice
- independent rehearsal
- immediate verbal feedback
- application within English lessons.

Teachers maintain consistently high expectations for correct letter formation, spacing and presentation while recognising that fluency develops gradually through regular practice.

Years 2–6
Children receive daily 15-minute handwriting lessons alongside consistent expectations for presentation across all curriculum subjects.
Teaching includes:

- explicit modelling of joins and handwriting conventions
- rehearsal of previously taught joins
- retrieval of prior learning
- opportunities to increase fluency and speed
- independent practice
- self-assessment
- teacher feedback
- application within English and the wider curriculum.

As handwriting becomes increasingly automatic, teaching focuses upon maintaining high standards during extended independent writing rather than isolated practice alone.

Applying Handwriting Across the Curriculum

Handwriting is not taught in isolation.

Teachers provide frequent opportunities for pupils to apply taught handwriting skills across English and the wider curriculum. Expectations for presentation remain consistently high in every subject, enabling pupils to recognise handwriting as an important aspect of effective communication.

Children are encouraged to evaluate the presentation of their work, identify areas for improvement and respond positively to feedback. Where handwriting is not yet automatic, teachers provide additional opportunities for rehearsal and support whilst maintaining ambitious expectations for every learner.

5. Assessment and Monitoring

Assessment is an integral part of high-quality handwriting teaching. It is used to celebrate achievement, identify misconceptions and inform future teaching so that every pupil develops increasing fluency, legibility and confidence.

Assessment is continuous rather than relying solely upon isolated handwriting tasks. Teachers gather evidence through observation, discussion, independent writing and pupils' presentation across the curriculum. Greater emphasis is placed upon pupils' ability to apply taught handwriting skills consistently within everyday writing than upon isolated handwriting exercises.

Assessment in Practice
Teachers assess handwriting through:

- observation during lessons
- independent writing across the curriculum
- presentation in pupils' books
- discussion with pupils
- ongoing teacher assessment
- review against year-group expectations
- regular scrutiny of work over time.

Assessment focuses upon pupils' ability to:

- form letters accurately
- use an effective pencil grip
- maintain correct posture
- apply consistent letter size and orientation
- maintain appropriate spacing
- join letters accurately where appropriate
- write with increasing fluency and stamina
- maintain legibility during extended writing
- present work consistently across the curriculum.

Assessment Leads to Action

Assessment is undertaken to improve learning rather than simply measure attainment.

Assessment information enables teachers to:

- identify misconceptions
- adapt future planning
- provide additional modelling and guided practice
- provide timely intervention
- offer appropriate challenge
- monitor curriculum progression
- evaluate the effectiveness of teaching
- ensure pupils make sustained progress towards handwriting fluency.

Where assessment identifies gaps in learning, additional practice and targeted intervention are planned promptly to prevent incorrect habits becoming embedded.

Monitoring

The English Subject Leader monitors the effectiveness of the handwriting curriculum through:

- learning walks
- lesson observations
- planning scrutiny
- book looks
- pupil voice
- monitoring presentation across the curriculum
- assessment analysis
- monitoring interventions
- staff discussion
- curriculum review.

Monitoring is developmental rather than compliance driven. Findings are used to celebrate strengths, identify priorities for improvement and inform professional development, ensuring handwriting teaching remains ambitious, evidence-informed and consistent across the school.

6. Inclusion and SEND

At Wootton St Andrew's, we believe every child can become a successful writer. We are committed to providing an ambitious handwriting curriculum that is inclusive, accessible and responsive to the needs of all learners.

Teaching is carefully adapted to remove barriers to learning whilst maintaining high expectations for every pupil. Appropriate scaffolds, targeted support and evidence-informed interventions enable pupils to make strong progress towards increasingly fluent handwriting.

Teachers use ongoing assessment to identify pupils requiring additional support or challenge and adapt teaching accordingly. Adjustments are made to teaching approaches rather than reducing curriculum ambition wherever possible.

Reception and Year 1

Where appropriate, pupils receive additional support in line with Little Wandle guidance through:

- additional fine motor activities
- keep-up sessions
- targeted adult support
- repeated modelling
- precision teaching
- adapted pacing
- multisensory approaches
- increased opportunities for rehearsal.

These interventions are carefully planned to enable pupils to keep up with the curriculum rather than catch up later.

Years 2-6

Where appropriate, pupils may receive:

- pre-teaching of new joins
- scaffolded practice

- enlarged handwriting models
- handwriting guides and overlays
- pencil grips or adapted equipment
- additional rehearsal opportunities
- multisensory approaches
- precision teaching
- adult support
- adapted recording methods where appropriate
- reasonable adjustments identified within SEND Support Plans or Education, Health and Care Plans (EHCPs).

Teachers work closely with the SENDCo, parents and external professionals where appropriate to ensure provision meets individual needs whilst promoting independence, confidence and pride in presentation.

Where handwriting continues to present a significant barrier to learning despite appropriate intervention, alternative recording methods or assistive technology may be considered in line with individual SEND Support Plans or EHCPs. Such adjustments are implemented to remove barriers to learning whilst maintaining ambitious expectations for curriculum knowledge and understanding.

7. Homework

Homework supports classroom learning through regular practice and opportunities to rehearse the handwriting skills taught in school. It reinforces classroom teaching without creating unnecessary workload for pupils or families.

Our homework provision encourages partnership between home and school whilst recognising that high-quality classroom teaching remains the primary driver of progress. Homework is carefully matched to the school's Long Term and Medium Term Plans to ensure consistency between school and home learning.

Reception
Children receive:

- Little Wandle parent presentations
- grapheme information sheets
- letter formation practice sheets
- tricky word guidance
- parent support videos
- guidance for developing pencil grip and fine motor control

These resources enable parents to reinforce correct letter formation and early writing habits alongside daily reading practice.

Year 1
Children receive:

- Little Wandle parent presentations
- parent support videos
- letter formation practice sheets
- number formation practice sheets
- join preparation activities during the Summer Term

Years 2–6
Children receive:

- weekly Penpals handwriting practice sheets
- activities matched directly to the joins or handwriting focus taught during the week
- additional practice where appropriate to reinforce individual targets.

Homework consolidates classroom learning through regular rehearsal, retrieval and independent practice, supporting pupils in developing increasingly fluent and automatic handwriting.

Homework remains optional. Children who regularly complete homework receive recognition through the school's agreed reward systems, celebrating commitment, perseverance and positive attitudes towards learning.

8. Responsibilities

Teachers
Teachers will:

- deliver high-quality, evidence-informed handwriting teaching
- follow agreed progression documents and planning sequences
- explicitly model correct letter formation, joins, posture and pencil grip
- maintain consistently high expectations for presentation across the curriculum
- provide regular opportunities for handwriting application
- use assessment to inform future teaching
- provide timely intervention where appropriate
- encourage pupils to evaluate and improve the presentation of their own work
- monitor homework and communicate with parents where appropriate
- recognise and celebrate pupils' effort, perseverance and achievement through the school's values stamps, certificates and other agreed reward systems
- promote pride in presentation and written communication.

Pupils
Pupils will:

- participate fully in handwriting lessons
- use correct posture and pencil grip
- apply taught handwriting skills across the curriculum
- respond positively to feedback
- evaluate and improve the presentation of their work
- practise handwriting at home where appropriate
- demonstrate resilience when developing new handwriting skills
- take pride in the presentation of all written work.

Parents and Carers
Parents and carers are encouraged to:

- support handwriting homework where appropriate
- access Little Wandle parent resources
- encourage correct pencil grip and posture
- celebrate effort and improvement
- value neat presentation
- communicate with school if additional support is required.

English Subject Leader
The English Lead will:

- monitor curriculum coverage

- support staff through coaching and professional development
- monitor consistency across the school
- evaluate handwriting standards
- review the effectiveness of interventions
- lead future curriculum development
- ensure expectations remain consistent from Reception to Year 6.

9. Embedding Our School Vision and Values

At Wootton St Andrew's, handwriting is more than producing neat work. Through our handwriting curriculum, we seek to nurture confident, resilient learners who communicate clearly, take pride in their work and develop the perseverance to improve through practice.

Our Christian vision shapes both the way handwriting is taught and the culture in which children learn.

Love
We value every child as a unique individual created in God's image. Staff provide supportive, encouraging feedback that celebrates effort alongside achievement, recognising that handwriting develops at different rates. Positive relationships help children grow in confidence and self-belief as writers.

Children are encouraged to support one another, celebrating progress and recognising that practice, patience and perseverance lead to improvement.

Joy
We celebrate success, perseverance and progress in handwriting. Regular opportunities to revisit previously taught skills enable children to experience success and develop confidence in presenting their work to a high standard.

Children are encouraged to take pride in their presentation, recognising that careful handwriting helps others to read and appreciate their ideas.

Courage
Developing fluent handwriting requires resilience and determination. Children are encouraged to persevere when practising new joins, refining letter formation and improving presentation.

Mistakes are viewed as valuable opportunities for learning, helping pupils develop the confidence to evaluate, edit and improve their own work.

Trust
As pupils progress through the school, they become increasingly responsible for the quality and presentation of their written work.

Children are trusted to use agreed handwriting expectations independently, evaluate their own presentation and demonstrate pride in all aspects of their learning.

Let Your Light Shine
Fluent handwriting enables pupils to communicate confidently and share their ideas with others.

Through careful presentation, perseverance and pride in their work, we aim for every child to flourish academically, socially and spiritually, allowing their unique gifts and talents to shine.

10. Teacher CPD and Workload Considerations

At Wootton St Andrew's, we are committed to ensuring that high-quality handwriting teaching is both evidence-informed and sustainable. Professional development supports consistent practice across the school while workload expectations remain manageable.

CPD Commitments

Teachers receive ongoing professional development through:

- annual Little Wandle training
- Penpals professional development where appropriate
- moderation of handwriting expectations
- SEND-focused training
- coaching and peer observations
- curriculum updates informed by educational research
- opportunities to share effective classroom practice
- support from the English Subject Leader to ensure consistency of teaching and expectations.

Workload Considerations

To protect staff wellbeing we will:

- provide whole-school progression documents and medium-term planning
- maintain consistent handwriting expectations across all classes
- use ongoing teacher assessment rather than unnecessary formal testing
- embed handwriting practice within normal classroom routines
- minimise additional paperwork associated with monitoring
- review workload regularly when introducing curriculum developments.

11. Monitoring Arrangements

The English Subject Leader and Headteacher monitor the implementation and impact of this policy through:

- learning walks
- lesson observations
- planning scrutiny
- book looks
- pupil voice
- Monitoring presentation across curriculum subjects
- assessment analysis
- intervention reviews
- moderation activities
- governor monitoring.

Monitoring is supportive and developmental rather than compliance driven. Findings are used to celebrate strengths, identify priorities for improvement and inform professional development, ensuring handwriting teaching remains ambitious, evidence-informed and consistent across the school.

This policy will be reviewed annually or sooner if statutory guidance or school priorities change.

12. Links with Other Policies

This policy should be read alongside the following policies:

- **English Policy** – outlines the school's overall approach to speaking, listening, reading and writing.
- **Writing Policy** – explains how handwriting supports transcription, composition and effective written communication.
- **Reading Policy** – demonstrates how early literacy development underpins successful writing.
- **Phonics Policy** – supports the development of accurate letter formation alongside early writing.
- **Spelling Policy** – complements handwriting by developing accurate transcription and written fluency.
- **Teaching and Learning Policy** – establishes expectations for evidence-informed classroom practice and curriculum delivery.
- **Assessment Policy** – explains how formative and summative assessment informs teaching and pupil progress.
- **Marking and Feedback Policy** – sets expectations for feedback, presentation and pupil response.
- **Homework Policy** – outlines the role of home learning in reinforcing handwriting development.
- **SEND Policy** – ensures appropriate adaptations enable all pupils to access an ambitious handwriting curriculum.
- **Early Years Foundation Stage Policy** – explains how physical development and early mark-making underpin future handwriting success.
- **Equality and Inclusion Policy** – ensures all pupils have equitable access to high-quality handwriting provision.
- **Behaviour and Positive Relationships Policy** – promotes the positive learning behaviours that support successful handwriting development.
- **Christian Vision and Values Statement** – demonstrates how Love, Joy, Courage and Trust underpin all aspects of handwriting teaching and learning.
- **SIAMS Self-Evaluation and Church School Development Plan** – evidences how the handwriting curriculum contributes to pupils flourishing academically, socially, spiritually and morally.

Appendix 1

Handwriting Long Term Plan Overview

Handwriting Long Term Plan Overview

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	Pre-writing patterns; fine motor development; Curly Letter Family	Long and Bouncy Letter Families; Zig-zag Letter Family	Capital letters	Capital letter consolidation	Digraphs and trigraphs; correct letter formation	Assessment, digraphs and trigraphs.
Year 1	Secure lower-case letter formation	Capital letters and review	Number formation; digraphs and trigraphs; common words	Common exception words and handwriting application	Phase 5 graphemes	Assessment and introduction to joins.
Year 2	Secure diagonal and horizontal joins	Develop joins across common letter strings	Introduce joins to anticlockwise letters; spacing	Mixed joins; size and spacing	Build fluency with all join types	Assessment and build fluency with all joint types
Years 3 and 4 (Year A)	Joining through words; joins from	Joins from *r* and break letters	Joins from *f*	Introducing parallel ascenders and descenders	Revising joins	Assessment and capital/break letter revision
Years 3 and 4 (Year B)	Joins from *p* and *b*; spacing and consistency	Relative size of letters; speed and fluency	Refining proportion and spacing	Increasing writing speed and automaticity	Consistency of size and proportion	Assessment and presentation skills
Years 5 and 6 (Year A)	Develop sloped handwriting; diagonal and horizontal joins	Develop sloped handwriting; joining from *r* and *s*	Increase speed, fluency and legibility	Different handwriting styles for different purposes	Personal handwriting style; advanced joins	Assessment, joins and fluency
Years 5 and 6 (Year B)	Style for speed	Consistent spacing and efficient writing	Improve sizing, proportion and presentation	Handwriting for annotation and different purposes	Fast joined writing and presentation	Assessment, personal style and layout

Progression overview

Reception	Children develop the physical foundations for handwriting through structured pre-writing patterns before learning the correct formation of lower-case letters in letter families. Capital letters and common digraphs are introduced once secure letter formation has been established.
Year 1	Pupils consolidate accurate letter formation, learn correctly formed capital letters, practise number formation and begin applying handwriting to common words before being introduced to simple joins towards the end of the year.
Year 2	Teaching focuses on securing all join types, improving consistency of letter formation, introducing joins to increasingly complex letter combinations and developing appropriate spacing between letters and words.
Years 3 and 4	Pupils develop fluent joined handwriting through increasingly complex joins while improving spacing, consistency, proportion and presentation. Automaticity is promoted so handwriting supports, rather than hinders, composition.
Years 5 and 6	Pupils refine a personal, fluent handwriting style that is legible, efficient and appropriate for different audiences and purposes. Increasing emphasis is placed on speed, stamina, presentation and selecting the most appropriate style of handwriting for the task.

Appendix 2
Homework overview

	Reception	Year 1	Year 2	Years 3/4 (a)	Years 3/4 (b)	Years 5/6 (a)	Years 5/6 (b)
Aut 1	**Little Wandle** • Phase 2 Parent presentation • Autumn 1 grapheme information handout • Autumn Term handout • Support for tricky words handout • Phase 2 sounds video • How we teach blending video • How to use wordless books at home video • Phase 2 handwriting practise sheets	**Little Wandle** • Phase 5 Parent presentation • Year 1 handout • Guidance on phase 5 sounds handout • Support for tricky words handout • Phase 5 sounds video • How we teach Phase 5 video • Phase 5 handwriting practice sheets	**Penpals** • Practicing diagonal and horizontal joins handwriting sheets	**Penpals** • Introducing joins from r and s handwriting sheets	**Penpals** • Introducing diagonal joins from p and b handwriting sheets	**Penpals** • Introducing sloped handwriting sheets	**Penpals** • Style for speed handwriting sheets
Aut 2	**Little Wandle** • Autumn 2 grapheme information handout • Capital letter formation handout • How we teach tricky words video • Supporting your child with reading at home video • Phase 2 handwriting practise sheets						
Spring	**Little Wandle** • Phase 3 Parent presentation • Guidance on phase 3 sounds handout • Spring Term handout • Phase 3 sounds video • Support for tricky words handout	**Little Wandle** • Phonics screening check parent presentation • Phonics screening test handout • Phase 5 handwriting practise sheets **Penpals**	**Penpals** • Introducing diagonal joins to anticlockwise letters handwriting sheets	**Penpals** • Introducing joins from f handwriting sheets	**Penpals** • Spacing, speed and fluency handwriting sheets	**Penpals** • Practicing sloped handwriting sheets	**Penpals** • Improving handwriting sheets

		• Number formation practice sheets					
Summer	**Little Wandle** • Support for tricky words handout •Phase 4 handwriting practise sheets	**Penpals** • Practicing joins handwriting sheets	**Penpals** • Building on diagonal and horizontal joins handwriting sheets	**Penpals** • Revising all joins handwriting sheets	**Penpals** • Presentation handwriting sheets	**Penpals** • Practicing sloped handwriting sheets	**Penpals** •Handwriting for different purposes sheets