



Sholing Junior School
Achieving Together

Handwriting Policy 2026 – 2027

Intent

Handwriting is a skill which, like reading and spelling, affects written communication across the curriculum. It helps a child to learn and compose in a way a computer doesn't, reinforcing letter recognition and making reading easier.

Children must be able to write with ease, speed and legibility. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. The development of this fluid style when mastered allows children to apply their energy into the content of their writing as opposed to the formation of the letters themselves. Handwriting skills are taught regularly and systematically throughout our school.

Aims

At Sholing Junior School, we have a number of aims when teaching handwriting:

- To enable children to write in a consistent, well-presented and legible format.
- To ensure that from the Autumn Term of Year 3 to the end of Year 6 children are using a cursive writing style.
- To make sure all children know the difference between lower- and upper-case letters.
- To adopt a consistent approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays / resources.

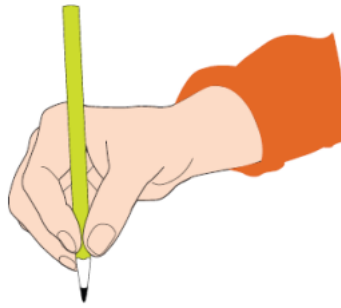
Implementation

At Sholing Junior School, we use the Teach Handwriting Scheme which takes a holistic view of teaching handwriting, developing both a child's Key Strengths and Key Abilities from lower school through to the end of upper school. It's systematic, differentiated and progressive approach supports children of all ability levels.

Children will be taught the following:

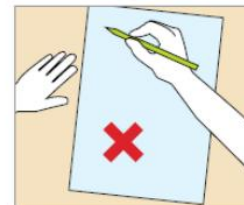
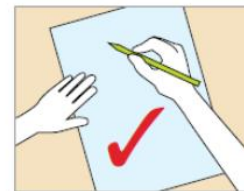
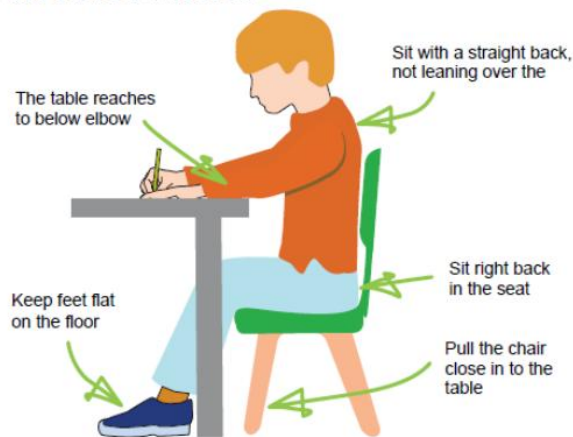
- To hold a pencil correctly

Children should be encouraged to use a tripod pencil grip, where the pencil is gripped between the index finger and the thumb. The middle finger is then used to support the underside of the pencil as shown below.



- To adopt the correct posture when writing
Children should be encouraged to adopt the correct writing position as shown below.

SITTING POSITION



Paper position for right-handed children

(children who are left-handed should reposition the paper the other way and sit to the left-hand side if seated next to a right-handed child)

- To write from left to right and from top to bottom of the page
- To start and finish letters correctly in a cursive style (from the Summer Term of year 1 onwards)
- To form regularly sized and shaped letters
- To use regular spacing between letters and words
- To take pride in their written work and the overall presentation.

Teaching

All children should have 3 lessons a week of 10mins.

In Years 3 and 4, daily modelled handwriting sessions are essential to ensure consistent and accurate letter formation. These sessions provide opportunities for teachers to demonstrate correct letter formation, allowing students to observe and replicate proper techniques. By addressing misconceptions and incorrect formations promptly, teachers can prevent the development of long-term irregularities in handwriting.

In Year 3, children will continue to develop their use of cursive handwriting building upon the skills they have developed in Key stage 1. The Teach Handwriting scheme uses a consistent, progressive and a differentiated approach to aid children's needs based on their developmental stage and skill level.

Most pupils will progress through a series of handwriting booklets that guide them through a structured and sequential cursive handwriting programme, in line with the school's chosen handwriting scheme.

In some cases, depending on the specific needs of an individual, children may use pencil grips or pens with a specific grip.

In Years 4, children continue through the handwriting booklets, allowing their writing to become more fluent, consistent and legible. Children should be encouraged to use cursive writing in all areas of the curriculum.

During Year 4 pen licenses are introduced. At this stage, students are expected to demonstrate consistent, legible, and fluent handwriting across various subjects, including English, Science, and Topic work. To earn a pen license, children need to produce neat, joined handwriting that adheres to specific criteria, such as correct letter formation, appropriate sizing, and consistent spacing. This achievement not only reflects their progress in handwriting but also fosters a sense of responsibility and pride in their work. Once awarded, the pen licence allows students to use a handwriting pen in class and for homework, encouraging them to maintain high standards in their writing. A special pen license sticker is also allowed to be stuck to the front of all their books; to show they are allowed to use pen.

In Year 5 and 6, it is expected that the majority of children will have a joined handwriting style which is fluid in action, consistently sized and legible. Children will be expected to use cursive handwriting in all areas of the curriculum. Daily handwriting tasks will be to develop handwriting speed while maintaining a relaxed, legible, consistently sized handwriting font. Writing should be fluid in style to allow children to

apply their energy into the content of their writing as opposed to the formation of the letters themselves.

Children will have handwriting books which use the same sized lines as their other curricula books so that these skills are transferable and that the same expectation of handwriting is set across all writing.

If any child is not on track to reach these expectations, they will receive additional support through small group intervention groups.

Assessment

A uniform handwriting style should be consistent throughout the school; this will be evident on display boards and monitored through lesson observations and book scrutiny. New pupils joining our school will undergo an initial handwriting assessment to determine their current proficiency in letter formation, joins, spacing, and alignment. Based on this evaluation, each child will be provided with the correct levelled handwriting booklet that matches their skill level. This ensures they begin their school journey with targeted, structured practice appropriate to their needs. As they progress, their development is routinely monitored, and they are seamlessly transitioned to the next booklet when ready, promoting consistent growth in handwriting fluency and legibility.

Marking and Feedback

In handwriting sessions and during independent work it is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs. As part of our commitment to developing fluent, legible handwriting, teachers are expected to identify and address errors in letter formation during the marking of written work. When such errors are observed, constructive feedback should be provided, guiding students toward correct letter formation. To reinforce these corrections, students should be given targeted practice opportunities focusing on the specific letters or joins that need improvement. This approach ensures that handwriting instruction is continuous and integrated across the curriculum, allowing students to consolidate their skills and develop confidence in their writing abilities.