




# SHAP ENDOWED CHURCH OF ENGLAND PRIMARY SCHOOL

## Handwriting Policy

<b>Written by</b> Helen Jackson	<b>Approved by:</b>
<b>Name:</b>	Katie Chappell and The Educational Standards Subcommittee
<b>Position:</b>	Headteacher
<b>Signed:</b>	
<b>Date:</b>	Spring 2026
<b>Proposed review date:</b>	Spring 2027

<sup>1</sup> The Employer free to determine how to implement.

<sup>2</sup> The Governing Body or Proprietor free to determine review period.



# Contents

1. **Intent**
2. **Whole-School Non-Negotiables**
  - Frequency
  - Explicit Teaching
  - Modelling
  - Classroom Routine Checklist
3. **Progression in Handwriting**
  - EYFS
  - Year 1
  - Year 2
  - Years 3–4
  - Years 5–6
4. **Teaching and Practice**
5. **SEND and Adaptation**
  - Fine Motor Support
  - Equipment and Adjustments
  - Grip Guidance in KS2
  - Intervention and Transfer
6. **Monitoring and Assessment**
  - Ongoing Monitoring
  - Identifying Concerns
  - Intervention Process
  - Leadership Oversight
7. **Assessment Expectations**
8. **Resources**
9. **Appendices**
  - Appendix A Handwriting Routines Audit
  - Appendix B Teacher Assessment of Writing Grids



SHAP C of E SCHOOL

# 1. Intent

At Shap CE Primary School, we recognise that handwriting is a core component of transcription and a foundational skill for writing.

We aim to ensure that all pupils:

- Develop automatic, fluent and legible handwriting
- Form letters correctly and consistently using our agreed continuous cursive style
- Build sufficient automaticity so that handwriting does not hinder composition
- Develop pride, stamina and confidence in written presentation
- Receive early and effective support where needed

We understand that when handwriting becomes automatic, cognitive load is reduced. This enables pupils to focus on spelling, sentence construction and composition rather than the physical act of writing.

A consistent continuous cursive approach from Reception to Year 6:

- Reduces letter reversals
- Supports spelling through muscle memory
- Improves fluency and speed
- Provides clarity between upper and lower case letters

Handwriting is therefore explicitly taught, deliberately practised and carefully monitored across the school.

## 2. Whole-School Non-Negotiables

To ensure consistency and automaticity, the following expectations apply across all classes:

### Frequency

- EYFS: Daily phonics-linked letter formation teaching and practice
- KS1–KS2: Minimum of 3 x 10–15 minute explicitly taught handwriting sessions per week
- Sessions are protected and timetabled.
- Handwriting is not replaced with copying tasks or left solely to independent practice.

### Explicit Teaching

Each taught session includes:

- Clear teacher modelling
- Verbal explanation of formation and joins
- Live feedback and correction
- Focus on formation, size, spacing and consistency
- Deliberate practice rather than passive copying

## Modelling

All adults:

- Use the agreed continuous cursive style when modelling
- Write neatly in pupils' books
- Use Letterjoin font on teaching materials
- Reinforce expectations in all curriculum areas

## Classroom Routine Checklist

All classrooms use consistent language and expectations around:

- Posture (feet flat, chair legs grounded)
- Paper position (including left-handed adjustments)
- Tripod grip
- Starting each letter on the line
- Appropriate spacing and size

These routines are reinforced before all extended writing.

## 3. Progression in Handwriting

Handwriting development follows a clearly sequenced progression:

### EYFS

- Develop gross and fine motor control (Move to Write, playdough gym, provision activities)
- Teach unjoined continuous cursive formation linked to phonics
- Introduce starting on the line once print is secure

### Year 1

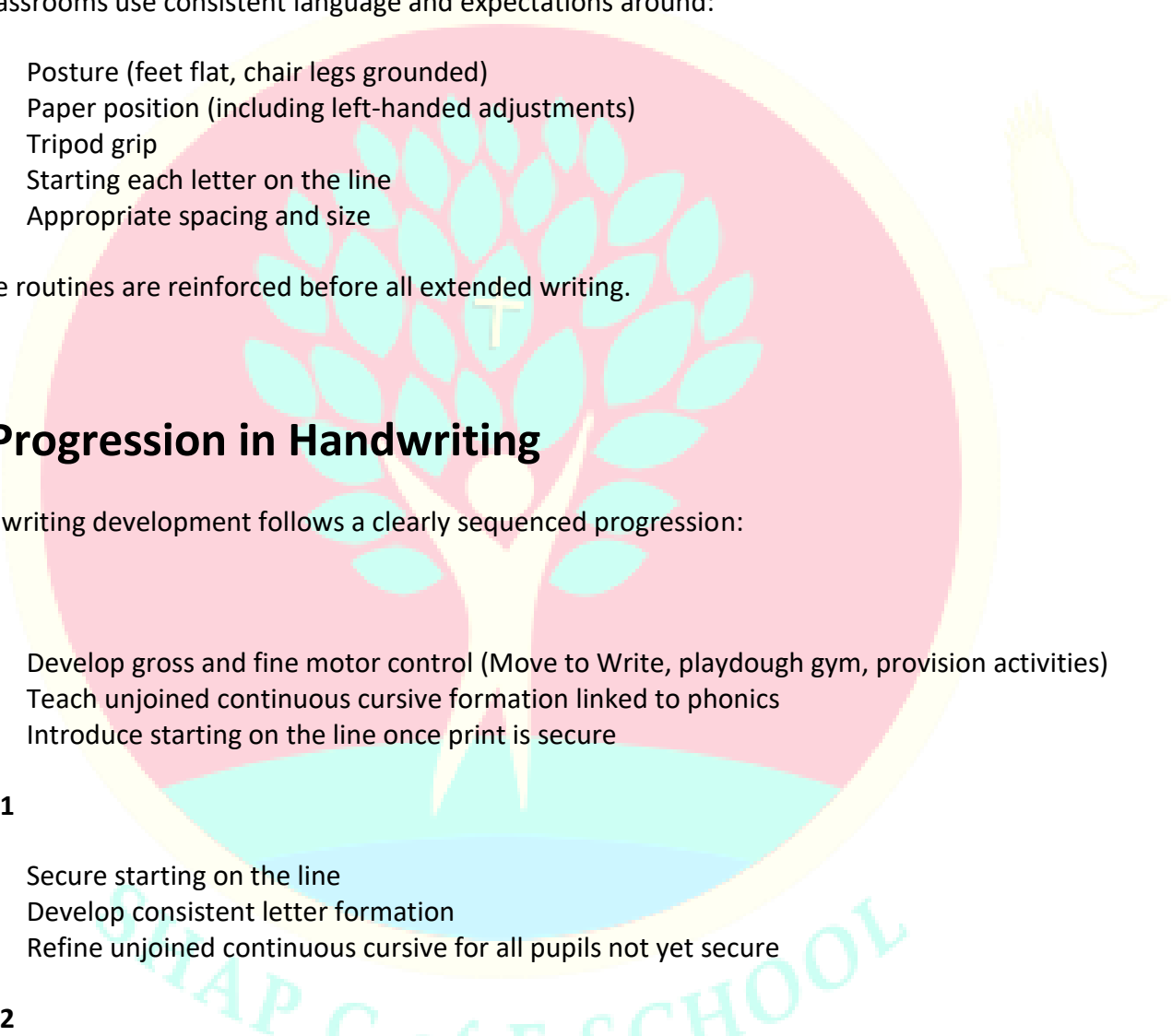
- Secure starting on the line
- Develop consistent letter formation
- Refine unjoined continuous cursive for all pupils not yet secure

### Year 2

- Secure joining
- Improve consistency in size and spacing
- Begin developing writing stamina

### Years 3–4

- Consolidate fluent joined handwriting
- Improve legibility and presentation across subjects
- Increase automaticity



## Years 5–6

- Develop speed without loss of legibility
- Maintain consistency across high writing volumes
- Achieve sustained automaticity

Adaptations are matched to stage of development rather than age alone.

## 4. Teaching and Practice

Handwriting instruction focuses on:

- Correct letter formation
- Orientation
- Size and proportion
- Consistent spacing
- Fluid joins
- Writing fluency

Practice opportunities occur:

- In discrete handwriting sessions
- Through dictation
- During spelling sessions
- Across the wider curriculum

Children are expected to apply their taught handwriting style in all written work.

## 5. SEND and Adaptation

We recognise that some pupils require additional support to develop handwriting automaticity.

Support may include:

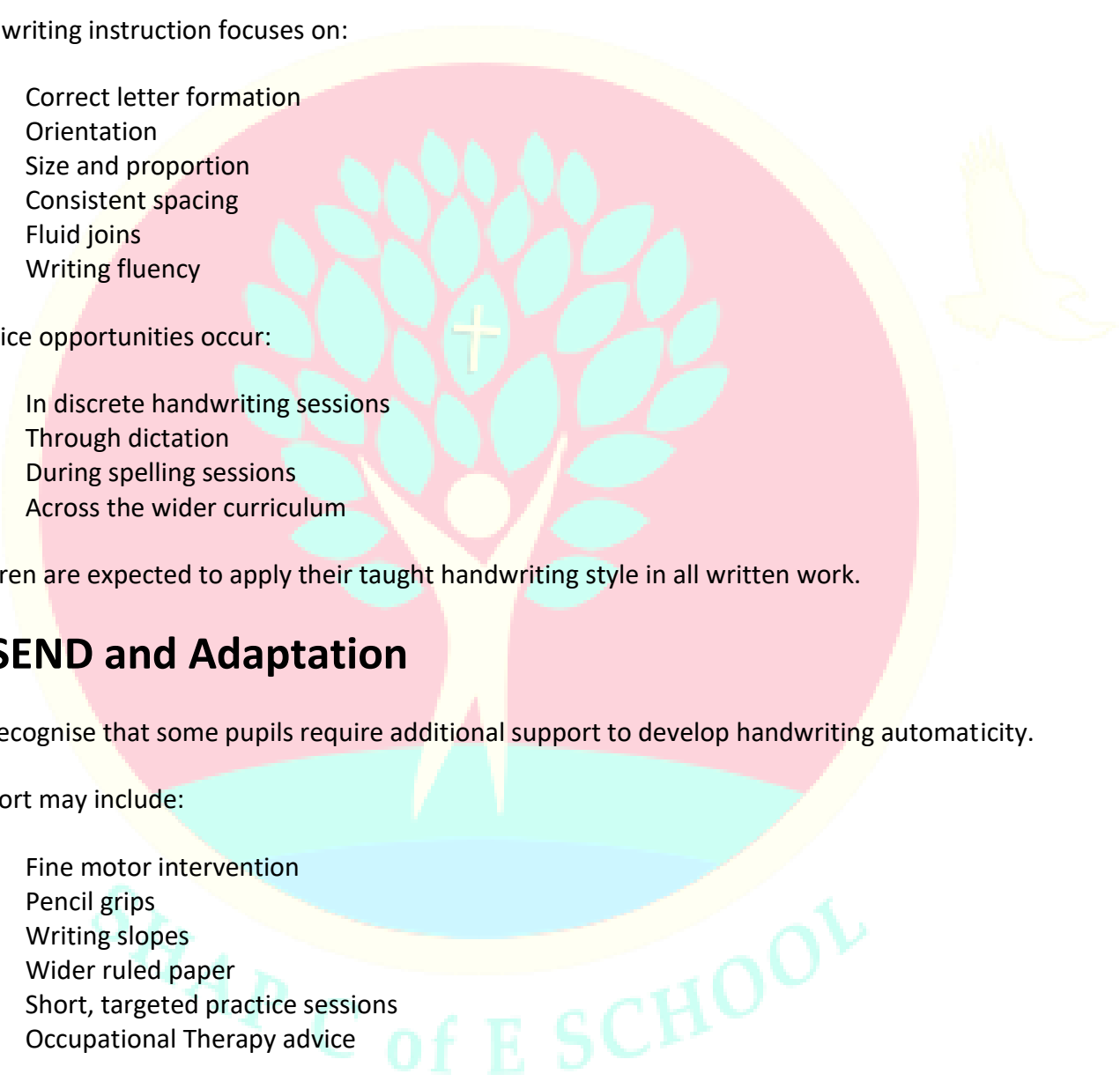
- Fine motor intervention
- Pencil grips
- Writing slopes
- Wider ruled paper
- Short, targeted practice sessions
- Occupational Therapy advice

### Grip in KS2

Where incorrect grip is embedded:

- Staff assess whether correction will reduce or increase cognitive load
- Decisions are made in consultation with the SENDCo
- If correction is unlikely to be successful, focus shifts to legibility and fluency

Interventions are reviewed to ensure transfer into class books, not just improvement in intervention folders.



## 6. Monitoring and Assessment

Handwriting is monitored through:

- Termly writing assessments
- Book scrutiny across subjects
- Observation during handwriting sessions
- Tracking of pupils requiring additional support

Concerns are identified early.

If a pupil is not progressing:

1. Letter formation is analysed.
2. Fine motor needs are considered.
3. Targeted support is implemented.
4. Impact is reviewed within a half-term.

Leaders monitor:

- Frequency of sessions
- Consistency of modelling
- Application across the curriculum
- Impact of intervention

## 7. Assessment Expectations

In Reception and Year 1:

- Letter formation assessed at least half-termly.

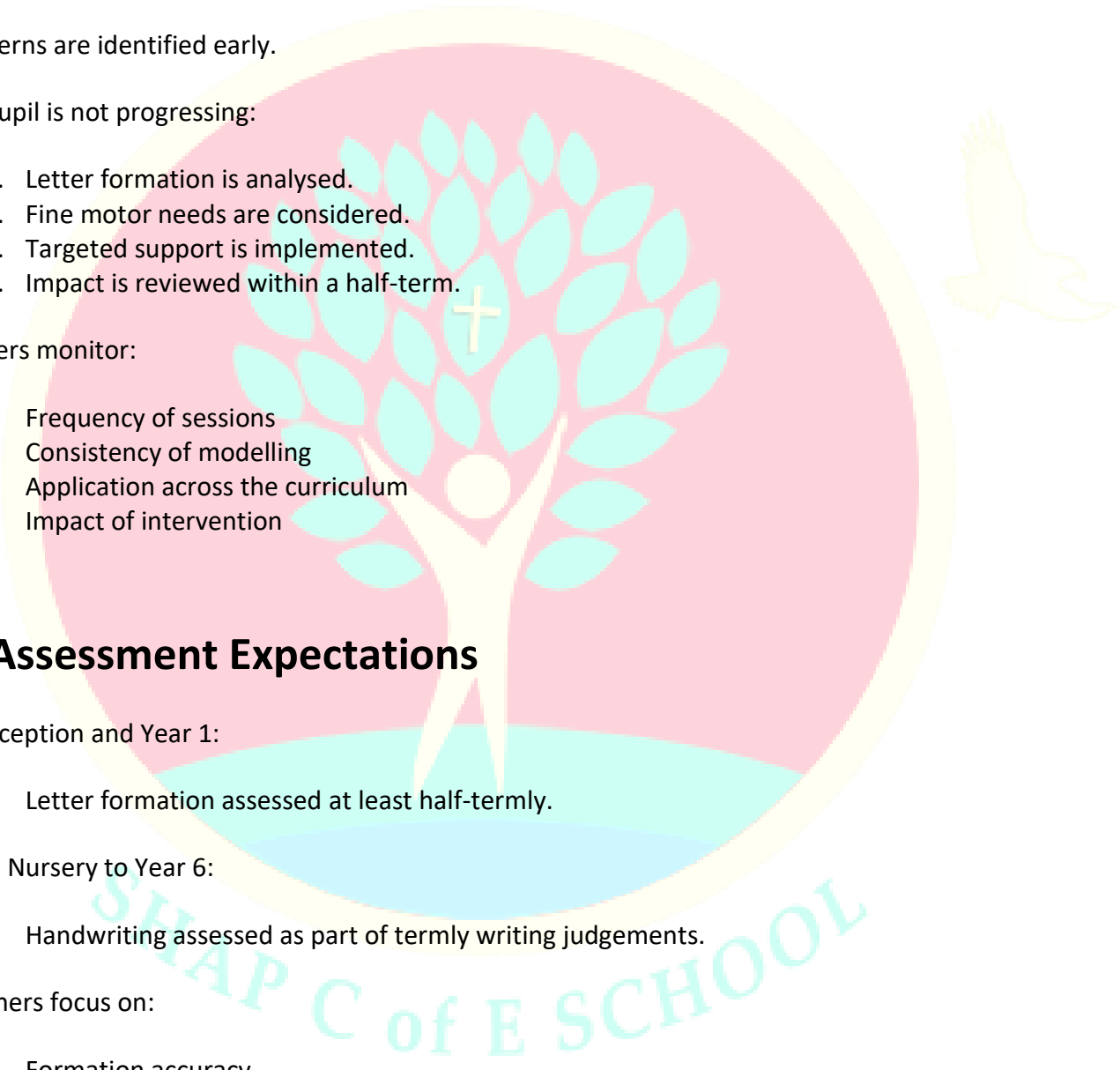
From Nursery to Year 6:

- Handwriting assessed as part of termly writing judgements.

Teachers focus on:

- Formation accuracy
- Legibility
- Consistency
- Fluency

Length of writing is not prioritised over quality of transcription.



## 8. Resources

We use:

- Letterjoin modules appropriate to phase
- Fine motor development resources
- Writing slopes and grips where appropriate
- Visualisers and live modelling

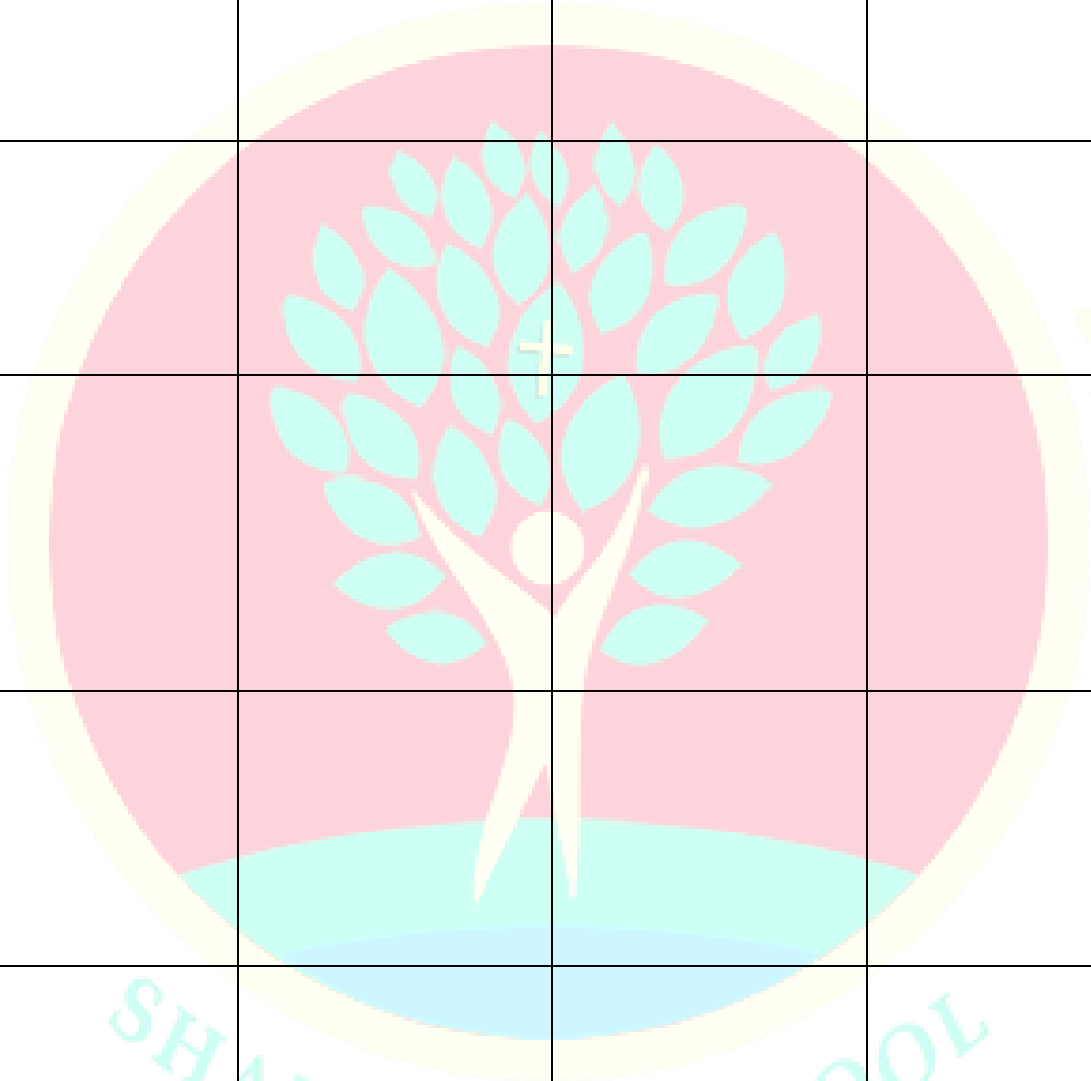
Resources support teaching; they do not replace explicit instruction.



## Appendix A: Handwriting Routines Audit – Based on Current Practice Expectations

Refer to: Page 100: [Handwriting Guidance](#)

Framework Statement	Current Practice / Evidence	Strengths	Areas for Development	Next Steps / Actions	RAG
<p>Handwriting is taught explicitly and regularly across the school to all pupils. This begins early in Reception and is in addition to writing in phonics lessons.</p>					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
<p>Pupils across the school are taught consistent routines for handwriting that support a comfortable writing position and enable them to form letters legibly and to develop fluency. Routines consider posture, paper positioning and pencil hold (including for left-handed pupils).</p>					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
<p>All adults who work with pupils expect consistently high standards of handwriting and</p>					<input type="checkbox"/> Red <input type="checkbox"/> Amber

provide good models of handwriting that align with the school's agreed style, across all areas of the curriculum.					<input type="checkbox"/> Green
Handwriting instruction focuses on letter formation, size, orientation, spacing and consistency.				 <input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green	<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Teachers make sure all pupils in every year group regularly practise handwriting to develop physical skill and control, and maintain fluency and legibility.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Teachers teach pupils how to hold the pencil using the tripod grip, and support and encourage them to use it when they write.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Pupils who need support have access to appropriate resources and equipment to enable them to make progress in handwriting in line with their peers.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green

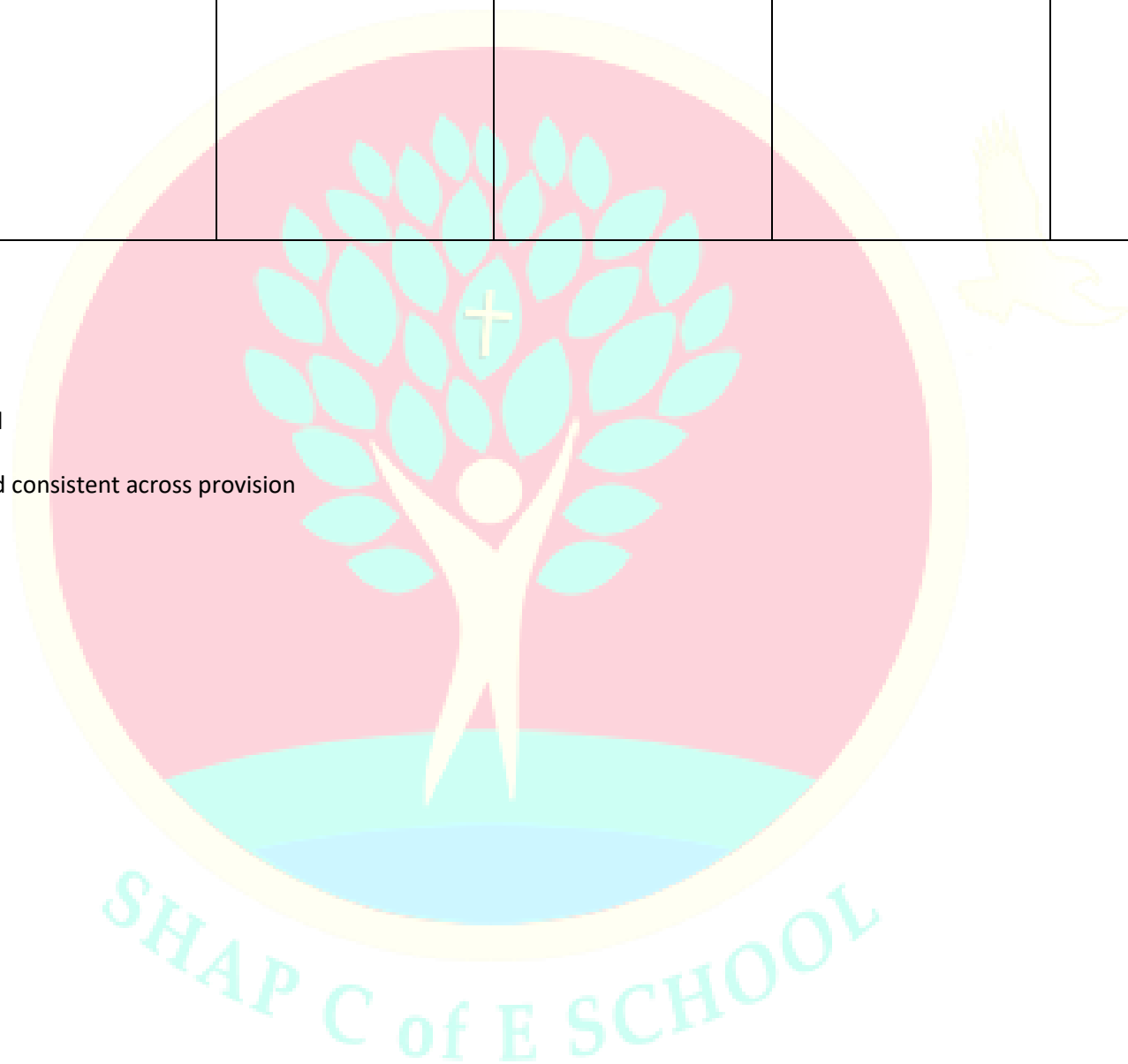
Teachers routinely model handwriting in the writing lesson to enable pupils to see how letters are formed.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Teachers seek advice and work with the SENCO and other adults to support pupils needing adaptations or further support.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
A consistent, school-wide approach to handwriting that follows a clearly sequenced progression and supports the gradual acquisition of skills is embedded across every year group. Once print handwriting is mastered, handwriting instruction encourages speed, legibility and consistency.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Teachers begin teaching letter					<input type="checkbox"/> Red

formation at the start of Reception for all pupils.					<input type="checkbox"/> Amber <input type="checkbox"/> Green
Joined handwriting is not taught until pupils have mastered print handwriting.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Teachers monitor pupils' progress in handwriting and take action to support those who are not progressing in line with their peers.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Pupils who struggle with handwriting and/or are at risk of falling behind are identified early on and are taught and practise the knowledge they are missing. Teachers focus on these pupils during the handwriting lesson and provide individual support.					<input type="checkbox"/> Red <input type="checkbox"/> Amber <input type="checkbox"/> Green
Teachers focus on the pupils who need the most support as they practise handwriting					<input type="checkbox"/> Red <input type="checkbox"/> Amber

during the handwriting lesson. They observe them as they write and provide feedback and support, preventing them from practising letter formation incorrectly.					<input type="checkbox"/> Green
--	--	--	--	--	--------------------------------

Key:

- Red – Not yet embedded
- Amber – Partially embedded
- Green – Fully embedded and consistent across provision



## Appendix B: Teacher Assessment of Writing Grids (YR-Y6)

Transcription (spelling & handwriting only with **handwriting highlighted in green**)

N		Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
<p><i>Working at the expected standard</i>                      The pupil can, after discussion with the teacher:</p>					
Transcription	Show a preference for a dominant hand.				

R		Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
<p><b>(ELG)</b> <i>Working at the expected standard</i>                      The pupil can, after discussion with the teacher:</p>					
Transcription	Spell words by identifying sounds in them and representing the sounds in with a letter. (L-W ELG)				
	Hold a pencil effectively in preparation for fluent writing-using the tripod grip in almost all cases. (PD - FM ELG)				
	Use a range of small tools, including scissors, paintbrushes and cutlery. (PD - FM ELG)				
	Begin to show accuracy and care when drawing. (PD - FM ELG)				
	Write recognisable letters, most of which are correctly formed. (L - W ELG)				

Y1	<u>Working at the expected standard</u> <u>The pupil can, after discussion with the teacher:</u>	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Transcription	Segment spoken words into phonemes and represent these by graphemes, spelling some words correctly and making phonically plausible attempts at others.				
	Spell many Year 1 Common Exception Words.				
	Write from memory simple sentences dictated by the teacher that include words using the GPC's and CEW taught so far. (See phonic workbooks).				
	Form lower case letters in the correct direction, starting and finishing in the right place				
	Form lower case letters of the correct size relative to one another				
	Use spacing between words				

Y2	<u>Working at the expected standard</u> <u>The pupil can, after discussion with the teacher:</u>	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Transcription	Segment spoken words into phonemes and represent these by graphemes, spelling many of these words correctly and making phonically plausible attempts at others.				
	Spell many Common Exception Words.				
	Form 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 letters				

Y3	<u>Working at the expected standard</u> <u>The pupil can, after discussion with the teacher:</u>	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
Transcription	To spell some words correctly from Year 3 and 4 spelling list				
	To use first two or three letters of a dictionary to check its spelling				
	To use joined handwriting				
	To space letters sufficiently so writing is legible				

Y4		Working at the expected standard	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
		<u>The pupil can, after discussion with the teacher:</u>				
Transcription		Spells correctly most words from Year 3 and 4 spelling list				
		Uses diagonal and horizontal strokes to join letters				
		Uses legible consistent handwriting				

Y5		Working at the expected standard	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
		<u>The pupil can, after discussion with the teacher:</u>				
Transcription		Understand how to use a dictionary to check the spelling and meaning of words				
		Begin to use a thesaurus to find synonyms and antonyms for words in their writing				
		Spell some homophones correctly				
		Spell some words from the Year 5/6 statutory list correctly				
		Mostly producing legible, joined handwriting throughout most work				

Y6		Working at the expected standard	Sept Baseline	End of Autumn Term	End of Spring Term	End of Summer Term
		<u>The pupil can, after discussion with the teacher:</u>				
Transcription		Demonstrate an understanding of how words are related by meaning (synonyms and antonyms)				
		Use a thesaurus to find appropriate synonyms and antonyms for words in their writing				
		Spell correctly most words from the year 5 / year 6 spelling list* and use a dictionary to check the spelling of uncommon or more ambitious vocabulary				
		Spell a range of homophones mostly consistently				
		Maintain legibility in joined handwriting when writing at speed				
		Consistently uses joined handwriting across all work				

