



**Sully Primary School**  
**Ysgol Gynradd Sili**

# **Handwriting Policy**

**Date of Ratification: March 24**  
**Date of Review: March 26**

## **Intent:**

Handwriting is a crucial skill that, akin to reading and spelling, significantly impacts written communication across various subjects. Mastery of cursive handwriting enables students to join letters and words with flowing movements and patterns. This fluid style, once mastered, allows students to focus their energy on the content of their writing rather than the formation of individual letters. Handwriting skills are systematically and regularly taught throughout the school.

At Sully Primary School, our aims in teaching handwriting are:

To enable children to write consistently, well-presented, and legible formats.

To maintain a consistent approach to teaching handwriting across all Progression Steps.

To ensure that from the beginning of their time in Reception to the end of Year 6, children develop a cursive writing style.

To ensure all children differentiate between lower- and upper-case letters.

To ensure skills taught at Progression Step 1 and 2 continue developing throughout Progression Step 3.

To adopt a consistent approach to handwriting by all adults in children's books, on the whiteboard, or on displays/resources.

## **Implementation:**

The cursive script agreed upon at Sully Primary School will be introduced at the beginning of a child's education and practised consistently throughout their time at school.

**In Progression Step 1 (Nursery and Reception)** children will be taught to:

Hold a pencil correctly using a tripod grip.

Adopt the correct posture when writing.

Write from left to right and from top to bottom of the page.

Start and finish letters correctly in a cursive style.

Form regularly sized and shaped letters.

Use regular spacing between letters and words.

Take pride in their written work and overall presentation.

## **Nursery:**

Children develop gross motor control through large equipment for mark-making and gradually transition to fine motor skills with mark-making tools. Main handwriting movements for basic letter shapes are practised, emphasising correct letter formation.

## **Reception:**

Pre-cursive handwriting will be introduced starting with beginning each letter on the line and going up individually. Children will be taught to use the 'up we go' and 'off we go' mantra to support correct formation. Handwriting can also be linked to phonic development with the introduction of new sounds written in a pre-cursive style during RWI lessons.

**Progression step 2 (Year 1, 2 and 3):**

Daily handwriting sessions of 10-15 minutes are provided. Handwriting is linked to phonic development and children will continue developing their cursive handwriting skills.

**Progression Step 3 (Year 4, 5 and 6):**

Daily handwriting sessions of a minimum of 10 minutes are maintained. In Years 4, 5, and 6, cursive handwriting is expected in all curriculum areas, and neat and legible writers may use handwriting pens.

**Handwriting Equipment**

Children use appropriate line sizes for their writing stage. Specific handwriting paper may be used during sessions, and children practise using the same-sized lines as in their other curriculum books.

Children use a sharp HB pencil initially, progressing to a blue handwriting pen in Progression Step 3 when competent at joined handwriting. Pencil grips or specific grip pens may be used based on individual needs.

**Assessment**

Uniform handwriting style is consistent throughout the school, monitored through observations, book scrutiny, and display boards.

**Marking and Feedback**

Constructive feedback, adhering to the school's feedback policy, is emphasised. Incorrect pencil grip and letter formation are identified and corrected promptly.

**Impact**

By Year 6, children demonstrate cursive handwriting with flowing movements, allowing them to focus on the content of their writing. This skill is evident across all subjects, fostering ease, speed, and legibility in written communication.