



## **Neatishead, Salhouse & Fleggburgh Federation**

# **Handwriting Policy**

*Our schools aim to be happy and safe places where everyone shares a love of learning. Our Christian core values of respect, responsibility, courage, trust, perseverance and compassion underpin all we do.*

**'Soar on Wings'**

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| <b>Formally adopted by the Governing Board</b> |                                    |
| <b>On</b>                                      | <b>4<sup>th</sup> October 2021</b> |
| <b>Chair of Governors</b>                      | <b>J Gay</b>                       |
| <b>Date for review</b>                         | <b>October 2022</b>                |
| <b>Responsibility</b>                          |                                    |

**Our school is the secure base from which we ‘soar on wings’ to realise our ambitions.**

**Through valuing one another and the world in which we live, we flourish.**

**Through providing rich opportunities, we can imagine fulfilling futures.**

**Through a shared love of learning, we transform lives.**

Our school's vision and values

## **“Soar on wings”**

We aim for our school communities to be happy and safe where everyone shares a love of learning. To support this aim we take strength and direction from Isaiah 40 :31

**“They will soar on wings like eagles;  
They will run and not grow weary,  
They will walk and not be faint.”**

Our Christian values of Responsibility, Respect, Courage, Compassion, Perseverance and Trust underpin all we say and do, so that in God's Grace we can lay a solid foundation from where our children can, “soar on wings”, having the strength to overcome challenges and to build for themselves full and purposeful lives.

To lay that solid foundation we will commit to:

- Ensuring we know the needs of all our children and providing inspirational teaching and empowering learning opportunities to meet their needs,
- Investing in and celebrating the uniqueness of each individual in our school community,
- Fostering and understanding that knowledge, wisdom and skills are achieved through hard work and perseverance,
- Demonstrating empathy, compassion and forgiveness so that we all have the courage to take risks and learn from our mistakes,
- Growing global citizens who value others and cherish themselves.

*‘I recognise that modern day life is challenging for our children and particularly challenging for our most vulnerable children. I want the adults, learning alongside the children, to encourage the children to develop strong voices so that they can build and value their dreams and ambitions. Living in a rural area, attending a small school and enjoying the safety of a close community has its many benefits but it can make it harder for children to realise their dreams and ambitions. With hope, strength, courage and trust in God, they can aspire to great things.*

*They can ‘soar on wings’.*

## Neatishead, Salhouse & Fleggburgh Federation Primary Schools Handwriting Policy

### Rationale

At Neatishead, Salhouse and Fleggburgh Federation Primary Schools, all children begin the process of learning cursive handwriting from Foundation Stage. This starts with developing motor skills and learning basic letter formations, before progressing to pre-cursive writing in Year 1 and developing fully, joined cursive thereafter. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy, fluency, writing stamina, and presentation.

The rules of the cursive style help:

- to minimise confusion for the child as every letter starts on the line with an whoosh in and whoosh out stroke.
- with the flow of cursive writing as letters naturally flow into each other
- to form spacing between words as the child develops whole word awareness
- to develop a child's visual memory
- all children's writing skills regardless of academic ability
- to develop skills of spelling, punctuation and grammar

All children begin by writing with a pencil and from year 4 children will use a handwriting pen.

### Policy outline

**Teaching and learning:** Handwriting will be focused on in every year, beginning in the Foundation stage with gross and fine motor activities and basic letter formations. The style, nature and frequency of handwriting lessons will be dependent on the needs of children in individual classes, but should comprise discrete handwriting lessons and those embedded within English and Phonics.

**Gross and fine motor skills:** Activities to develop gross and fine motor skills are essential to the development of good handwriting. This is of particular importance in EYFS and early KS1, but may be required as an appropriate intervention in KS2.

**Posture:** Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor and their chair tucked in.

**Pencil grip:** Children should use a tripod grip and be given constant reminders until this is established. Shaped pencil grips are available in school for children who find them helpful.

**Position of paper:** Left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in ink. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

**Paper:** Early writers will make marks on and eventually write on unlined paper, whiteboards or other surfaces so that they are able to write at a size appropriate to their needs. As soon as children are beginning to control the size of their writing, they will be given lined paper or exercise books, to encourage the correct placing of letters on the line. Lined paper with raised lines is a reasonable adjustment to support some children

**Correct letter formation:** Children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Teaching will be multi-sensory and appropriate to the needs of the child. Our policy is to teach unjoined letter shapes that resemble cursive lettering to early writers. The teaching of this should be grouped so that children learn or revise similar letter shapes together.

**Correcting mistakes:** Mistakes in pencil or ink should be crossed out using a single horizontal line with a ruler, and the whole word rewritten. Teachers will explain to pupils when a rubber is to be used.