



# Handwriting Policy 2018

	Date	Signature
Discussed at Staff meeting:	September 2018	J Church
Next Review:	September 2019	

# Vision and Values

This is a policy for both Neatishead & Salhouse Federation Primary Schools

We aim for our schools to be happy and safe communities where everyone shares and enjoys a love of learning.

Our Christian core values of respect, responsibility, courage, compassion, trust and perseverance guide us in all we say and do.

We share a vision which seeks to build a school community which:

- Is child and family centred, fostering positive relationships and building positive memories
- Develops children as independent, enthusiastic, resilient and confident lifelong learners
- Will be uncompromising about raising standards
- Has an assessment system in place that is accurate, powerful and enabling for both children and teachers.
- Invests in staff and the 'team' to ensure it is highly skilled, reflective, motivated and equipped to lead and deliver a consistent high quality provision.
- Secures all teaching to be consistently good or better.
- Protects and celebrates the school's Christian distinctiveness
- Provides a joined up learning experience for children through an aspiring curriculum which takes account of children's interests
- Builds parent and community partnerships to have an impact on home learning and learning behaviours.
- Supports the emotional, physical and cognitive development of every child in a nurturing environment
- Strives for social equality, good outcomes for all with diminishing differences in those outcomes
- Celebrates progress and achievement
- Is solutions focussed
- Simply cares

## **Rationale**

At Neatishead & Salhouse 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 Literacy 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.

**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. Letter formation for cursive writing is available to staff and pupils on the handwriting mats in appendices 1-5. The teaching of this should be grouped so that children learn or revise similar letter shapes together.

Group 1 letters (diagonal leads):

*c, a, d, g, q,*

Group 2 letters (vertical leads):

*l, i, j, t, b, h,  
k, p, m, n, u, y*

Group 3 letters (horizontal joins):

*o, v, w*

Group 4 letters (other):

e, f, r, s, x, z

**Correcting mistakes:** Use of rubbers is to be discouraged except in the case of work in pencil for display. Otherwise, mistakes in pencil or ink should be crossed out using a single horizontal line with a ruler, and the whole word rewritten.

**Appendix 1 – Whole Alphabet**

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll

Mm Nn Oo Pp Qq

Rr Ss Tt Uu Vv Ww

Xx Yy Zz

**Appendix 2 – Diagonal joins to x-height letters**

ai ae aj am ar ci ce cu  
cy di dr dy de ee ei em  
er he hu hi hy ie ir ip  
iw iy ke ki kn ky le lm  
lu ly me mi mm mu ne  
ni nu ny te ti tu ty tt  
tw ui ue up

ni nu

wi wt wy we

ri rt ry re

oi ot ow ou oy

Appendix 4 – Diagonal joins to ascenders

ab ah ak al at eb eh ek  
el et ib ik il it ch mb th

Appendix 5 – Diagonal joins from descenders to x-height letters

na no wa wo  
ra ro rd rg  
oa oo od og