



Handwriting Policy

God's Love in Action

Our children are at the heart of everything we do through **Christian values and relationships**. **Living and learning together** we celebrate the uniqueness and diversity of everyone in our family. We nurture a sense of **self belief, mutual respect and belonging** through Social Emotional Learning and academic excellence. We are dedicated to building the foundations for **happy and successful life-long learning**.

Aims and expectations

When communicating ideas in writing, it is important that children use a handwriting style which is neat and legible.

The importance of handwriting should not be under-estimated. It is vital that children can write quickly, comfortably and legibly as it is a skill needed in many curriculum areas. Children's self-esteem is also heightened when they can take pride in their handwriting.

Aims:

- To develop a joined, confident handwriting style that is clear, legible, fluent and consistent throughout Key Stages 1 and 2.
- To instil a positive attitude towards handwriting.
- To present work in a neat and orderly fashion appropriate to the task

Pupils are expected to be taught distinct handwriting lessons every day, with the lessons lasting between 5-10 minutes. Children who display specific difficulties with handwriting will have these addressed through such interventions as slanted writing boards, rubber pencil grips, using alternative writing media etc. Further details of the joins can be found in the attached, more detailed, handwriting and presentation policy. Children who show particularly pleasing progress with their joined handwriting are rewarded with 'Pen Licences' from year 4 upwards.

Progression: Letter joins become more complex, and as children progress through the school, they are encouraged to take creative risks with their own handwriting style, including elements of calligraphy, sign writing, note-taking etc.

Assessment: Children's handwriting is formatively assessed regularly. A joined hand is essential for children to be judged as 'at standard' from Year 3 upwards.

Monitoring

Children's handwriting is monitored on a daily basis by the class teacher, who is expected to provide intervention groups for children who need it. These children may be struggling with letter formation, joins or legibility. The teacher will make provision for the skills learned in these intervention groups to be applied and developed in day-to-day classwork. Regular taught handwriting lessons will also have a positive impact on children's letter formation, joins and writing speed.

Teaching time

There should be a modelled handwriting session daily to practise. The lesson structure should be:

- Brief warm-up exercises led by teacher. Children to check the three 'P's (paper, pen grip, posture). See Nelson for warm up games.
- Teacher models letter formation of letters in isolation, joins or words.
- Silent, independent work. Teacher circulates and intervenes to secure understanding and progress.

The teacher should act as a model when writing on the board or marking work, using a fluent joined style where appropriate.

Letter joins

Basic join	Set 1 → Set 2	to letters without ascenders	in ma ki
Second join	Set 1 → Set 3	to letters with ascenders	ab if
Third join	Set 4 → Set 2	horizontal joins	oa fo we
Fourth join	Set 4 → Set 3	horizontal joins to letters with ascenders	ob fl wh

England

The following table provides guidance on the expectations of the 2014 National Curriculum in England, with regards to handwriting.

Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• sit correctly at a table, holding a pencil comfortably and correctly• form lower-case letters in the correct direction, starting and finishing in the right place• form capital letters• form digits 0-9• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)• leave spaces between words.
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• form lower-case letters of the correct size relative to one another• start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• write 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 the letters.
Years 3 and 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined• increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Years 5 and 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none">• write legibly, fluently and with increasing speed by:<ul style="list-style-type: none">o choosing which shape of a letter to use when given choiceso deciding whether or not to join specific letterso choosing the writing implement that is best suited for a task.

The aims of the 2014 National Curriculum	How <i>Nelson Handwriting</i> delivers these aims:
Year 1	
<p>Handwriting</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these 	<p>Nelson Handwriting supports children from the earliest stages of learning to write. Guidance is given in the Teacher's Book about how to create the conditions for good writing: atmosphere, seating and posture, and pencil and pen grip. Each Pupil Book has a flap on the front cover which reminds children how to prepare for writing. New videos show how children should sit, how they should hold their pencil and how they should position their paper on the desk.</p> <p>All of the lower-case and capital letters are covered in the Workbooks and online Teaching Software, with clear and consistent instructions about how to start and finish letters. The digits 0-9 are covered too.</p> <p>Nelson Handwriting groups the letters into sets based on how they are formed, and children practise these in a cumulative manner.</p>
<p>Notes and guidance (non-statutory)</p> <p><i>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.</i></p>	<p>Nelson Handwriting is designed to be used little and often. The Teacher's Book gives guidance on direct teaching, and the online Teaching Software gives animated demonstrations of each letter and join.</p> <p>The Teacher's Book also gives useful guidance about left-handed pupils and their specific needs in terms of grip, posture and paper alignment. A left-hander's version of the Pupil Book cover flap is available.</p>
Year 2	
<p>Handwriting</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write 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 the letters 	<p>In Year 2, Nelson Handwriting revises the previously-learned joins with an emphasis on relative height. Children re-cap their learning of lower-case and capital letters and practise forming them with consistency.</p> <p>Children are also given the opportunity to continue to practise using print letters, and are reminded that some letters are best left unjoined when next to other letters.</p>
<p>Notes and guidance (non-statutory)</p> <p><i>Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</i></p>	<p>Frequent practice and repetition is at the heart of Nelson Handwriting. The course provides ample opportunity for children to refine their writing skills as their motor control improves.</p>

The aims of the 2014 National Curriculum	How <i>Nelson Handwriting</i> delivers these aims:
Year 3-4	
<p>Handwriting</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>Throughout Years 3 and 4, children continue to practise and develop their handwriting skills. The idea of writing with a slant is introduced for the first time. Nelson Handwriting provides practice in joining using diagonal and horizontal strokes as well as the 'break letters' that are best left unjoined. There is an emphasis on spacing letters consistently and on keeping ascenders and descenders in proportion.</p>
<p>Notes and guidance (non-statutory)</p> <p><i>Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.</i></p>	<p>Each of the Nelson Handwriting units is based on a context that links into areas across the curriculum, and/or picks up on a key spelling pattern, reinforcing the shape of the letters with the spelling pattern of the word.</p> <p>Guidance is given in the Teacher's Book about how teachers can best ensure that good handwriting is not just reserved for handwriting lessons, and about emphasising the importance of fluency, neatness and speed in writing across the curriculum.</p>
Year 5-6	
<p>Handwriting and presentation</p> <p><i>Pupils should be taught to:</i></p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: • choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • choosing the writing implement that is best suited for a task 	<p>At Years 5-6, Nelson Handwriting continues to provide structured practice for the skills that have been developed so far.</p> <p>Children continue to practise the joins and the break letters, looking at consistency of sizing and spacing.</p> <p>Nelson Handwriting empowers children to develop their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion.</p>
<p>Notes and guidance (non-statutory)</p> <p><i>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</i></p>	<p>Nelson Handwriting continues to develop writing fluency. Speedwriting challenges help children practise automaticity and speed.</p> <p>Children are taught about the difference in expectation between informal jottings and final presented versions and given opportunities to practise these. A range of contexts, from writing addresses to labelling maps and diagrams, help them learn the contexts in which joined or unjoined writing is most appropriate.</p>