



Policy for Handwriting

Developed by: Mrs N Balmer
Date: November 2022
Review Date: November 2024
Adopted by
Governing Body:

Handwriting Intent

All children should be encouraged to develop pride in their work and the ability to present work appropriately through adopting a fluent, legible and consistent style, which enables children to express their pride and communicate effectively through their best presentation.

At our school, it is our intent that every child should be enabled to develop a fluent legible style of handwriting. Capital and lower-case letters should be used appropriately and the letter size should be consistent. We will provide opportunities for children to develop, practise and perfect skills and provide targeted support to any child experiencing difficulty.

Nelson Handwriting will be used as a framework however pupils are actively encouraged to explore different styles of handwriting and develop their own style.

Formation comes first and the letter formation is the priority before children begin to practise joining their letters.

Implementation

Handwriting must be explicitly taught to children. It is vital that teachers' model Nelson font to the children, and explicitly teach letter formation and joins in each of these sessions. It must also be monitored very closely.

Different books for handwriting will be used in different year groups depending on the age and stage of the child as outlined in the school progression document. Handwriting should also be taught, referred to and modelled daily throughout English and other appropriate curriculum subjects.

In the Foundation stage handwriting will be implemented as follows:

- Children will develop hand eye co-ordination, gross and fine motor skills to support handwriting.
- Children will use a range of tools to develop drawing lines and circles using gross motor skills e.g. swirling ribbons, batting balls, painting.
- Children will use a range of materials to develop fine motor skills e.g. wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc.
- Children will practice manipulative skills e.g. cooking, playing with constructions, threading and playing instruments.
- Children will use variety of tools and paper, indoors and outdoors for purposeful writing. e.g. role play, labelling, making cards.
- Children will physically develop the movements of letter shapes using gross motor skills (linked to music and sounds) to gain confidence with the basic movements and flow of writing.
- Children will be introduced to letters in line with our phonics programme. Handwriting will be embedded by teachers within phonics sessions
- Children will be taught to form letters, using a variety of strategies and materials.
- The benchmark for our school is that children should be able to form all letters correctly by the end of Reception even if writing is still irregularly sized.
- Parents will be given opportunities to support their child to practise their letter formation at home. Teachers will send home materials to enable parents to do this.

Across the Primary Age Range

Teachers and Teaching Assistants should:

- Have high expectations; valuing work that is the child's best effort and supporting when it clearly is not
- Identify left handed children and make sure they have sufficient space in which to work and always sit to the right of a right hander.
- Provide appropriate paper and pencils and/or pens (i.e. all pencils must be sharp and of a reasonable length)
- Model how to hold a pencil correctly using an effective pencil grip
- Reinforce how to form letters, using a variety of strategies and materials
- Reinforce how to join letters correctly
- Monitor children's progress through regular assessments and observations of how letters and numbers are formed
- Implement intervention for those children not forming letters or numbers correctly
- Encourage children to assume a correct sitting position in order to write -both feet on the floor etc.
- Modelling good handwriting; on the board, in marking children's work, displays, use Nelson handwriting font on teaching materials where possible etc
- Allow children with very poor fine motor skills to print and not make joins.
- Handwriting practise should be explicit and daily, embedded into all subjects, but taught discreetly at least 3x a week for at least 15 minutes from Y1-4.

Impact

The Impact of implementing our handwriting intent will be assessed as follows:

- Clear progress in presentation shown across all books
- Teachers to closely monitor how children are forming letters in foundation and Key Stage 1.
- Apply specific assessments where necessary (for example interventions)

Within this, children should:

- Take pride in their work (all children)
- Learn to write clearly recognisable letters and form them correctly (EYFS)
- Know which letters join to others and which do not (KSI)
- Be able to join letters appropriately (KSI)
- Enhance speed and fluency in order to develop a legible individual style (KS2)
- Demonstrate correct letter formation and joins learnt in all handwriting across the curriculum (KSI and KS2)
- With support, understand when a 'drafting style' can be adopted to reduce the cognitive overload of the writing process. (KS2)

Additional Guidance on teaching and learning of handwriting.

- Handwriting skills to be taught and modelled within continuous provision, specific groups and phonics sessions in EYFS
- Discreet handwriting should be taught for at least 15 minutes, 3 times a week, Y1-Y4 and re-enforced daily through the curriculum
- Each discrete session will have a clear focus and the children will watch the teacher modelling letter formation and/or joins.
- Work must be initialled, so over the course of the week every child will have had their letter formation (or joins) observed by an adult.
- Handwriting to be re-enforced daily through the curriculum in Y5-Y6
- Intervention will be necessary for those behind in formation/joining stage
- Specific interventions may be required for gross/fine motor skills development

Some general points:

- Nelson Handwriting scheme provides photocopiable sheets, but nothing is more effective than a teacher modelling letter formation and joins.
- We do not join descenders e.g. f g j y

When all skills have been taught, check:

- Are all the letters the same size?
- Are all the down strokes parallel?
- Are the height and length of ascenders and descenders regular?
- Is the space between letters even? Is spacing between words even?
- Is the writing a reasonable size?

Little Wandle Letter Formation:

Grapheme and mnemonic s s Snake	Picture card Snake	Grapheme and mnemonic d d Duck	Picture card Duck	Grapheme and mnemonic u u Umbrella	Picture card Umbrella	Grapheme and mnemonic j j Jellyfish	Picture card Jellyfish
a a Astronaut	Picture card Astronaut	g g Goat	Picture card Goat	r r Rainbow	Picture card Rainbow	v v Volcano	Picture card Volcano
t t Tiger	Picture card Tiger	o o Octopus	Picture card Octopus	h h Helicopter	Picture card Helicopter	w w Wave	Picture card Wave
p p Penguin	Picture card Penguin	c c Cat	Picture card Cat	b b Bear	Picture card Bear	x x Box	Picture card Box
i i Iguana	Picture card Iguana	k k Kite	Picture card Kite	f f Fernando	Picture card Fernando	y y Yo-yo	Picture card Yo-yo
n n Nail	Picture card Nail	ck ck Cricket	Picture card Cricket	l l Lollipop	Picture card Lollipop	z z Zebra	Picture card Zebra
m m Mouse	Picture card Mouse	e e Elephant	Picture card Elephant				

Fonts we use in our school: Y1-Y6

Nelson Print:

Nelson Pre-cursive fk

Nelson Cursive

The quick brown fox.

The quick brown fox

The quick brown fox.

The quick brown fox

The quick brown fox

Nb 1: Reception use Little Wandle k, Year 1 to introduce the Nelson k

Nb 2: Little Wandle and computer Nelson font capital 'I' is straight. I should be taught.

Handwriting programmes and resources we refer to:

- Progressive Nelson Handwriting,
- 2Handwrite – Purple Mash for formation,
- BWPS development of Handwriting Skills and Long-Term Planning Overview.