



**Woodseaves CE Academy
Handwriting policy 2016-2017**

Aims

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by;
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

Model used

Woodseaves CE Academy use the **Nelson Handwriting Scheme** with the following letter formation.

Lower case letters

abcdefghijklmnopqrstuvwxyz

Capitals

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

Numbers

1 2 3 4 5 6 7 8 9 0

The Four Joins

1. to letters without ascenders
2. to letters with ascenders
3. horizontal joins
4. horizontal joins to letters with ascenders

The break letters (letters that aren't joined from) are b g j p q x y z s

abcdefghijklmnopqrstuvwxyz

NB children must be taught individual letters first so that they see them as individual units BEFORE learning to join.

Teaching handwriting across the school

- There should be a **minimum** (Key stage dependent) of 2 x 15 handwriting lessons each week as well as time to practice
- Implement interventions for children who are falling below expected standard for their year group.
- Each session should have a clear focus and the children **must** watch the teacher modelling what is expected.
- Identify left handed children and ensure they have sufficient space to work in.
- Provide appropriate pencils/pens and paper.
- Model how to hold pencil/pen comfortably.
- Encourage children to assume correct sitting position with good posture (both feet on the floor etc).
- All teachers and teaching assistants to model good handwriting when writing on the board, marking in books, displays. This is across all subject areas.
- Children with very poor fine motor skills must be supported differently and allowed to print and not make joins.
- Display good examples of children's handwriting in the classroom.
- See Appendix 1 for order of teaching.

Yearly Expectations

Year Group	Expectation	Writing material
Reception	To develop movements for letter formation. To refine writing movements and begin to form cursive letters.	Pencil Pencil grips
Year 1	Nelson handwriting to form cursive letters correctly and size appropriate. Begin joining patterns. Ensure ascenders and descenders are clear.	Pencil Pencil grips Wide lined exercise books
Year 2	Begin simple joins All writing is on the line Ensure capital letters are formed larger	Pencil with the introduction of a pen when a child shows a consistent use of neat joined presentation. Wide lined exercise books, moving onto narrow lined exercise books where appropriate.
Year 3	Continue joining handwriting, developing more complicated joins.	Pencil with the introduction of a pen when a child shows a consistent use of neat joined presentation. Narrow lined exercise books

Year 4	Continue joining handwriting, developing more complicated joins. Consolidate any joins where weakness is identified.	All children writing in Pens. Pencils only to be used if it is appropriate to help support children below expectations. Narrow lined exercise books
Year 5	Children should be developing their own style of joined writing Consolidate any joins where weakness is identified.	All children writing in Pens. Narrow lined exercise books
Year 6	Children should have developed their own style of joined writing. Enhance speed and fluency. Understand different layouts and styles of writing for the different purposes.	All children writing in Pens. Narrow lined exercise books

Assessment

Class teachers and senior leaders should monitor children's writing and presentation in books regularly. The following should be considered:

- Is the writing generally legible?
- Are the letters correctly shaped and proportioned?
- Are the joins made correctly?
- Are the spaces between the letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Is the writing properly aligned?
- Are the writing standards achieved by the majority of pupils in line with the National Curriculum?

Individual assessment

Children should be observed as they write during handwriting lessons – the teacher must circulate, monitor and intervene. Teachers also need to monitor and mark whole pieces of writing. The following should be considered:

- Is the posture correct?
- Does the child hold the pencil correctly?
- Does the child use the correct movement when forming and or joining letters?
- Are any letters reversed or inverted?
- Does the child write fluently and rhythmically?
- Is the writing easily legible?
- Is the pupil's handwriting development in line with the Level Descriptors in the National Curriculum.

APPENDIX 1

Order of teaching

Single letters (YR and Y1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Supporting activities

- tracing patterns
- tracing
- copying over (letters, numbers and words)
- copying under (letters, numbers and words)

Joins Y2 (going into Y3)

Introduction of the four handwriting joins

- First join; un um ig id ed eg an or ing ung
- Second join; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join; od pg re ve oon oom
- Fourth join; wl vl of ff fl flo
- Practise capital letters
- Practise with break letters and move on to joining when ready

Supporting activities

- Match and copy captions
- Trace and copy patterns
- Copy words
- Copy sentences
- Write out menu
- Copy poem
- Alphabetical ordering

Joins Y3 (going into Y4)

Revision

- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)
- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er ir ur (practising joining to the letter r)
- ai al ay
- o you oi
- re oe fe (practising the horizontal join to the letter e)
- fu wu vu (practising the horizontal join to the letter u)
- ot ol ok (practising joining to ascenders)
- ai al ow ol (practising all the joins)

Supporting activities

- copy words
- copy sentences
- copy poems
- match questions to answers
- copy jokes
- make and copy compound words

See *Nelson Handwriting Teacher's Book* p54 for learning outcomes and further information

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope
- he
- we
- re
- fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Decorated capital letters
- Practising with punctuation ! ? – “ “ , ‘

Supporting activities

- Copy words, sentences, poems
- Trace and copy
- Copy tongue twisters
- Copy instructions

Years 5 and 6

- Practise consistency and size of letters
- Practising using a diagonal joining line
- Practising leaving an equal space between letters
- Practising joining to the letter y
- Practising using a horizontal joining line
- Practising the size and height of letters
- Practising joining from the letter i
- Practising joining to and from the letter v
- Practising consistency in forming and joining letters
- Practise speedwriting
- Practising crossing double tt on completing the word
- Practising joining to and from the letter e
- Practising joining to and from the letter w
- Practising printing
- Practising drafting and editing
- Practising joining to the letter t

See *Nelson Handwriting Teacher's Book p102 for learning outcomes, activities and further information*

- Ensuring letters are consistent in height and size
- Practising with punctuation
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising presentation
- Practising printing
- Practising speed writing
- Revision
- Looking at different handwriting styles

See *Nelson Handwriting Teacher's Book p126 for learning outcomes, activities and further information*

- Revision of all skills

See *Nelson Handwriting Teacher's Book p150 for learning outcomes, activities and further information.*