



Handwriting Policy

AIMS

1. Children should be taught handwriting that develops into a joined script, that is a neat, fluent and legible style of handwriting.
2. Children should be taught the correct way of forming letters both lower case and capitals.
3. Children should be taught a style of handwriting that shows regularity of size and shape letters and of the spacing of letters and words.
4. Children should develop an awareness of the importance of clear neat presentation.
5. Children should be taught to use different forms of handwriting for different purposes.
eg print for labelling maps, faster scripts for notes.

Peel Hall Primary School follows the Nelson Handwriting Scheme.

FOUNDATION STAGE

In order that the children can eventually acquire a legible fluent and fast handwriting style they need to develop the following skills:

- good gross and fine motor skills
- a recognition of pattern
- the language to talk about shapes and movements
- the main handwriting movements
- holding the pencil correctly

Examples of developing fine motor control:

- sewing/weaving activities
- pegs and pegboards
- small construction toys
- using tweezers to pick up small items
- sprinkling glitter/sand/salt
- finger paints
- play dough
- cutting out
- Children should be encouraged to experience writing with different tools. Pens, pencils, chalks and crayons should be available to experiment with.
- Writing patterns that reinforce basic handwriting movements will help develop fluency, control and confidence.
- Include patterns that move across the body from left to right and anti clockwise movement.
- Talk about the movements you make with the patterns.
- Encourage sky writing.
- Make letter shapes in sand.

SHAPE FAMILIES

The letters of the alphabet can be sorted into four main movement groups and taught in those families.

- down and off in another direction **i j l t u**
- down and retrace up words **r b h k m n p**
- anticlockwise round **c a d e g o q f s**
- zigzag letters **v w x y z**

POSITION

- Ensure children have a good pencil grip.
- Check that the seating arrangement provides enough room for each child.
- Check height of tables/chairs can sit comfortably.
- Lighting should be good.
- Children should have a direct view of teacher/board.
- Paper should be tilted slightly and steadied by non-writing hand.

JOINED UP WRITING

The first six weeks of Year 3 will be spent reinforcing the joins that they have been taught in Year 2; following this, children will write in joined up writing.

PENS

In Year 4, pens will be introduced. Children who consistently write in a neat joined style will be awarded their 'Pen Licence'.

The first six weeks of Year 5 will focus on consolidating all the handwriting skills learnt.

Following October half term of Year 5, only children who are having difficulty with handwriting need a handwriting book.

LEFT-HANDED CHILDREN

- Model letter formation, sky writing etc, specifically for left-handed children with your left hand.
- Make sure left-handed children sit on the left of the right-handed children.
- In early stages, put a mark on the left side of the page to avoid mirror writing.
- Left-handed children should be encouraged to position their fingers about 1.5cm away from the end of their pencil. This is to allow them to see what they are writing.
- Writing from left to right is more difficult for left-handed children. They therefore need support to ensure that they do not learn bad habits of position, posture and pen hold, which will deter a fluent legible writing style.

ASSESSMENT

- **Whole school** by the Literacy Co-ordinator and SLT
- **Class Assessment** by class teacher
- **Individual Assessment** by class teacher
- **Self Assessment** by child

WHOLE SCHOOL MONITORING

Criteria:

- Is the writing neat and legible?
- Are the letters correctly shaped and proportioned?
- Are the joins correctly made?
- Are the spaces between letters, words and lines appropriate?
- Is the size of the writing appropriate?
- Are the writing standards achieved by most children in line with the level descriptors of the National Curriculum?

New National Curriculum- September 2014

Year 1

- **To begin to form lower case letters in the correct direction starting and finishing in the correct place.**
- **To form capital letters.**
- **To form digits 0-9.**
- **To understand which letters belong to which handwriting families.**

Year 2

- **To form lower case letters of the correct size relative to one another.**
- **To start using some of the diagonal and horizontal strokes needed to join letters and understand which letters when adjacent to one another are left unjoined.**
- **To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.**
- **To use spacing between words that reflects the size of the letters.**

Year 3-4

- **To use the diagonal and horizontal strokes that are needed to join letters.**
- **To increase the legibility, consistency and quality of their handwriting.**

Year 5-6

- **To write legibly, fluently and with increasing speed.**

Nelson Handwriting

The First Join

The first join is used when we join any letter in **set 1** to any letter in **set 2**.

Set 1 a c d e h i k l m n s t u

Set 2 a c d e g i j m n o p q r s u v w x y

The Second Join

The second join is used when we join any letter in **set 1** to any letter in **set 3**.

Set 1 a c d e h i k l m n s t u

Set 3 b f h k l t

The Third Join

The third join is used when we join any letter in **set 4** to any letter in **set 2**

Set 4 f o r v w

Set 2 a c d e g I j m n o p q r s u v w x y z

The Fourth Join

The fourth join is used when we join any letter in **set 4** to any letter in **set 3**.

Set 4 f o r v w

Set 3 b f h k l t

Break Letters

We do not join after any of these break letters.

b g j p q x y z