



St John Bosco Catholic Primary School

Handwriting Expectations

Nelson Handwriting provides a clear, practical framework for implementing and developing a whole school handwriting policy. Pupils are actively encouraged to explore different styles of handwriting and develop their own style.

<http://www.nelsonthornes.com/nelsonfamily/handwriting.html>

Aims

It is the aim of this school 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.

Implementation

Handwriting will be a discrete lesson taught at least once a week for session of 40-60 minutes. It is vital that teachers model Nelson font to the children, and explicitly teach letter formation and joins in each of these sessions. Children will practise their handwriting in the back of their literacy books, so that it does not interrupt the teaching sequence and their work will be marked.

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 motorskills 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 their RWI Phonics programme. Handwriting will be further embedded by teachers when they are carrying out the daily Phonics session.
- Children will be taught to form letters, using a variety of strategies and materials
Children will be taught how to join letters correctly.
- 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
- 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
- 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.
- Where necessary, group children and provide differentiated tasks; engaging whole year teams in planning and support
- 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

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 (KS1)
- Be able to join letters appropriately (KS1)
- 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 (KS1 and KS2)

Guidance on teaching and learning of handwriting.

Handwriting should be taught for at least once a week. Each session will have a clear focus and the children will watch the teacher modelling letter formation and/or joins. It may be that it will be more appropriate to group the children in order to differentiate, but the children must see an adult modelling the writing! Work must be initialled, so over the course of the week every child will have had their letter formation observed by an adult.

Terminology:

As teachers demonstrate the skills of handwriting, it is important to describe the movements involved. Some technical terms should be used in discussion about handwriting in order that children will understand them. These include:

Clockwise, anticlockwise, vertical, horizontal, diagonal, parallel, ascender, descender, consonant, vowel, joined, sloped, height.

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 the skills have been taught use the assessment sheets in Nelson Handwriting scheme to 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?

Could presentation be improved?

Year group	Expectations	Writing Instruments	Materials to use
Nursery	To develop basic movements for letter formation	Wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger prints	Blue books 1-2
Reception	To develop basic movements for letter formation. To refine writing movements and begin to form cursive letters	wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, shaving foam, finger paints, etc. Pencil for writing	Blue books 1-4
Y1	<p>Pupils should be taught to:</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' (i.e., letters that are formed in similar ways) <p><i>The size of the pencil should not be too large for a young pupil's hand. The pupil should hold it easily and correctly so that bad habits are avoided.</i></p>	wax crayons, markers, pencils, sponges, chunky brushes, cotton wool balls, iPod tracing programmes, shaving foam, finger paints, etc. Pencil for writing. Introduce k	<p>Books 5 & 6 Autumn and Spring</p> <p>Red books - Spring and Summer Term</p>
Y2	<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 <p><i>Pupils should be taught to write with a joined style as soon as they can form letters securely with the correct orientation,</i></p>	Pencil with the introduction of a pen when a child shows a consistent use of neat joined presentation	<p>Red books - Autumn term</p> <p>Yellow books - Spring & Summer term</p>
Y3 & Y4	<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 	Pencil with the introduction of a pen when a child shows a consistent use of neat joined presentation.	<p>Y3 - Book 1</p> <p>Y4 - Book 2</p>

	<ul style="list-style-type: none"> 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) 		
Y5 & Y6	Pupils should be taught to: <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 best suited for a task 	Pen (for the majority)	Y5 - Book 3 Y6 - Book 4
Left-handed pupils should receive specific teaching to meet their needs. Consider the seating position and that they are comfortable and not repeatedly bumping into another pupil as they write,			

For fluent writers extend skills by:

Encouraging children to evaluate their own and others' writing.

Attempt to write faster retaining fluency and legibility - setting time challenges for each other.

Additional Resources

[Welcome to lefthandedchildren.org - Lefthandedchildren.org](http://www.lefthandedchildren.org) have additional guidance for left handed pupils - letter formation