

Handwriting Policy

(Article 28- You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.)

At Kenmore Park Infant and Nursery School, we believe that handwriting is a skill which needs to be taught explicitly. It is a movement skill which affects all areas of written communication for all children. We therefore feel that these writing movements need to be practised correctly and regularly so as to avoid ineffective handwriting styles that will be harder to correct as the child becomes older. In this school, we teach our handwriting style through the Nelson Handwriting Scheme as we believe that this style will establish a systematic and consistent style of writing throughout the school.

The aims of the handwriting Curriculum are:

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- To provide equal opportunities for all pupils to achieve success in handwriting
- To produce clear, concise, legible handwriting
- To develop accuracy, fluency and speed as the children progress through the scheme
- To present work neatly and appropriately to a variety of audiences
- To promote confidence and self-esteem in writing
- To support the teaching and learning of spellings
- To encourage children to take pride in their work
- To build in cross curricular links to broaden experience
- To help children recognise that handwriting as a life-long skill and will be a fundamental element of all forms of written communication throughout their lives
- To display neatly presented work around the school as a model of excellence.

Handwriting Scheme

In order to achieve these aims in Kenmore Park Infant and Nursery School, we have chosen to use the “Nelson Thornes” handwriting scheme. 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 whilst learning to form letters and joins accurately. The scheme is introduced to children in Reception and continues and develops with children throughout Key Stage 1.

The scheme includes a Teacher’s Book which contains full lesson plans and helpful advice on how to develop and assess handwriting skills. Each year group has their own book which is to be shared between the classes.



Year group has a “Developing Skills” book. These provide full coverage of the technical aspects of writing including letter formation, basic joins, printing, speedwriting and slope, as well as links with phonics and spelling.



Each class has a set of “Nelson Handwriting Workbooks”. These provide photocopiable worksheets, with three levels of differentiation, including extension activities.

Printed Font

Every class computer has “Nelson Handwriting” installed on to it which can be accessed by all members of staff.



Model used

Kenmore Park Infant and Nursery School uses 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. letters without ascenders
2. 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

At Kenmore Park Infant and Nursery School we will progress to a fully joined font when the children are ready.

abcdefghijklmnopqrstuvwxyz

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

Teaching and Learning

(Article 13- You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.)

Nursery

During their Nursery and Reception years the children are given a wide range of opportunities to develop an understanding that writing conveys meaning, e.g. books, story-telling, signs, labels etc.

Provision such as well-resourced graphic areas, role-play areas, construction and creative activities help the children to develop fine motor control. This helps them to gain confidence to make and develop emergent writing skills in a meaningful way.

A wide range of apparatus and equipment is used (e.g. sand trays, shaving foam, outdoor marking table, threading beads etc) leading onto and developing the correct use of conventional writing tools, pencils and brushes.

Reception (Appendix 1)

Children experience a wide range of handwriting-related skills, e.g. letter and number formation in sand trays, shaving foam, through tracing, with chalk, felt tips, pencils, crayons, writing over and under teacher models in various forms, word building with magnetic letters and pattern making in various media. Larger pencils, and pencil grips for correction of pencil hold, are also used where appropriate. Handwriting is taught in conjunction with the “Letters and Sounds” phonics programme. Letter formation is taught as each new phoneme is introduced.

Key Stage 1 (Appendix 1)

Children work on handwriting skills during daily handwriting sessions (Year 1 x 4 10 minute sessions, Year 2 X 4 15 minute sessions). As each new join is learnt children are encouraged to use this within writing across the curriculum. Children are encouraged to take pride in the presentation of their work. By the end of Key Stage 1 pupils will have experienced and practised the 4 joins and the majority will be using these joins within written work across the curriculum. The 4-line guide is used for all handwriting practice. This guide may also be used as a line guide beneath writing paper where/when appropriate (e.g. for display work). For all other writing, including assessment pieces, single lines will be used.

Year 1 pupils are taught to: (National Curriculum 2014)

- 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) and to practise these.

Year 2 pupils are taught to: (National Curriculum 2014)

- 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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

Tools

Children should use a good quality HB handwriting pencil. Teachers and children should ensure it is always sharp and is not too short.

Grip

Children should be taught and continually encouraged to hold their pencil using the tripod grip, commonly referred to “froggy fingers”. Pencils should be held lightly between the thumb and forefinger about 3cm from the point. The middle finger provides additional support. Children should be sitting comfortably with both feet on the floor.

Left Handed Children

Children who are left handed should also be encouraged to hold their pencil with this grip. When joining letters some left handed children may find it more appropriate to leave ‘f’ and ‘t’ unjoined. During handwriting sessions, it is recommended that right handed children will not be seated on the left hand side of a left handed child. This ensures that their elbows do not collide.

Assessment

All handwriting skills are assessed by the teacher on an on-going basis. Children will also have the opportunity to self and peer assess their work. They may use formative assessment strategies to highlight their best piece of work as well as areas that they feel they need to improve on, for example, using traffic lights or circling best letter/join. “Nelson Thornes” handwriting scheme also provides checklists designed for children and teachers to assess progress. Children experiencing difficulties with handwriting will be supported by the class teacher and may receive extra focused lessons with a Teaching Assistant

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 (from Spring term for those who are ready)

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 (for those who are ready)

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

Signed: A Bennett

Date: October 2017

Date of next review: Summer 2019.