



Handwriting At Belmont

Rationale

Handwriting is a vital skill for children to learn which underpins written communication across the curriculum. Fluency in handwriting is important and enables children to become successful writers. Handwriting is a complex skill requiring a combination of motor coordination and knowledge of the writing system. In order to become legible, fluent and fast, a great deal of practice is required. Therefore, it is important that children are given opportunities to practise handwriting movements regularly and correctly. A consistent approach to the teaching of handwriting within our school must be maintained. We use the Nelson Handwriting scheme in Years 1- 6.

Aims

- To have a consistent approach to handwriting across the whole school to ensure pride in presentation.
- To adopt a common approach towards handwriting by all adults when writing in children's books, on the whiteboard or on displays and resources.
- Children to achieve a neat, legible style with correctly formed letters in cursive handwriting.
- Children to develop fluency and stamina when writing.

Time Allocation

Children in all year groups receive a 15-minute handwriting lesson 3 times a week.

Teachers will follow the Nelson Handwriting Scheme to ensure accurate pitch and progression.

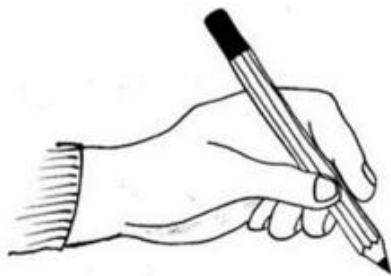
Children who find handwriting difficult will receive further interventions in small groups or on a 1:1 basis.

Posture

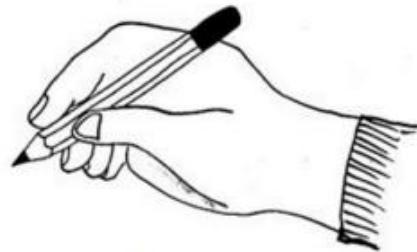
Chairs and desks within classrooms are matched to children's age and height. Children's backs should be straight and feet resting on the floor. A right-handed child should have their book slanted to the left. For a left-handed child the book should be slanted to the right. Always make sure that the hand that is not holding the pencil or pen holds the paper. Children are taught how to sit correctly and how to hold the correct posture as part of their handwriting lessons.

Pencil Grip

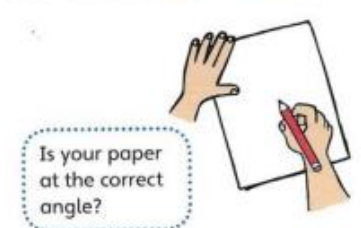
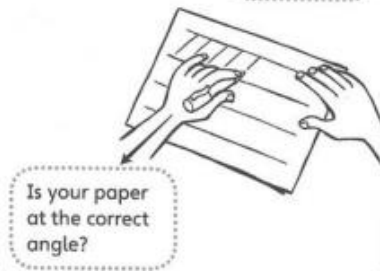
If children are to develop a fluid and rapid writing style, then they must learn how to hold a pencil with a grip that is relaxed but allows for efficient pencil control. Right-hander – a tripod grip is generally accepted as the most efficient way of holding a pencil. It should be lightly held between the thumb and forefinger about 3cm from the point. The middle finger provides additional support. Left-handers - The tripod grip should be the most favoured method of pencil holding but children should be aware that when making joining strokes the letters are pushed, not pulled. Encourage left-handed children to hold their pencil far enough away from the point to allow them to read what they are writing. Care should be taken that children do not grip the pencil too tightly. Teachers must be aware of who doesn't hold their pencil correctly and support them. This could be through pencil grips or extra reminders and support.



Left handed tripod grip



Right handed tripod grip





Progression in Provision

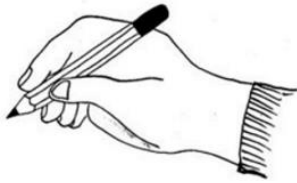
EYFS

In Reception children are taught how to form single letters in line with the Read Write Inc phonics programme.

Children develop their fine-motor skills through a numbers of activities, such as, dough disco.

They are taught to hold a pencil in the tripod grip.

They are taught to improve their accuracy when drawing pictures through 'Drawing Club'.



 Missis, mountain, mountain	 Round the apple, down the leaf	 Slither down the snake	 Round his bottom, up his tall neck, down to his feet	 Down the tower, across the tower
 Down the body, dot for the head	 Down Nobby, over his net	 Down the plank and over the pirate's face	 Round her face, down her hair and give her a curl	 All around the orange
 Curl around the caterpillar	 Down the kangaroo's body, tail and leg	 Down and under, up to the top and draw the puddle	 Down the back to the head, round the toe	 Down the stem, and draw the leaves
 Lift off the top and scoop out the egg	 Down the long leg	 Down the head to the hooves and over his back	 Down his back, then curl over his arm	 Down his body curl and dot
 Down a wing, up a wing	 Down a horn up a horn and under his head	 Down, up, down, up	 Zig - zag - zig	 Round her head, up past her earrings and down her hair
 Down the arm and leg and repeat the other side				

Year 1

Children are taught using Nelson teacher book 1.

Children are taught to write all lower-case letters, upper-case letters and numerals.

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
 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
 1 2 3 4 5 6 7 8 9 0

Children are taught how to write letters that are formed in similar ways.

The letter groups

Letter families

In year one, *Nelson Handwriting* groups the letters into sets based on handwriting families. These are letters that are formed in similar ways.

Set 1

c a o d g q s f e

Set 2

i l t u j y

Set 3

r n m h k b p

Set 4

v w x z



Year 2

- Children are taught the relative size of letters and the vocabulary of tall letters, short letters, ascenders and descenders.
- Children will start to use some horizontal and diagonal joins.
- Children learn which letters are not joined. These are called the break letters.

Joining groups

The joining groups divide the letters according to how they will join to other letters.

Group 1

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

Thirteen letters with exit flicks plus s.

Group 2

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

Nineteen letters which start at the top of the x-height.

Group 3

b f h k l t

Six letters which start at the top of the ascender.

Group 4

f o r v w

Five letters which finish at the top of the x-height.

The break letters

b g j p q x y z

Eight letters after which no join is made. Joins are not made to or from the letter z.

The joins

	Group	→	Group	
The first join	1	→	2	in am
The second join	1	→	3	ab ch
The third join	4	→	2	oa wo
The fourth join	4	→	3	wh ob
The break letters				bigger

Year 3

Children are taught to refine their diagonal and horizontal joins, increasing the legibility, fluency and consistency of their writing.

The joined style

The quick brown fox jumps over the lazy dog.

They practise forming ascenders and descenders with accuracy.



Year 4

Children practise the following:

- The diagonal and horizontal joins.
- Spacing within words.
- Drafting and editing.
- Speed writing

Year 5 and 6

Children are taught to develop their own writing style and choose the writing implement appropriate to the task.

Children practise the following skills:

- Slanted writing.
- Keeping letters in correct proportion.
- fluency, speed and legibility.

Children plan, draft and edit to ensure their handwriting and presentation is the best it can be.

Children should be using a joined script in all curriculum areas.

Children should be writing in black handwriting pen.



The National Curriculum

Handwriting - End Points	
National Curriculum Expectations	
YR	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Hold a pencil effectively– using the tripod grip in almost all cases. • Begin to show accuracy and care when drawing. • Write recognisable letters and numbers, most of which are correctly formed.
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 • form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters <ul style="list-style-type: none"> • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) • leave spaces between words.
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 • It is the minimum expectation that pupils will: start using some of the diagonal and
	<p>horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</p> <ul style="list-style-type: none"> • 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.
Y3	<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 • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
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 • increase the legibility, consistency and quality of their handwriting (e.g. ensure downstrokes of letters are parallel and equidistant; lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).
Y5	<p>• Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices - deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task
Y6	<p>• Pupils should be taught to:</p> <ul style="list-style-type: none"> • write legibly, fluently and with increasing speed by: <ul style="list-style-type: none"> - choosing which shape of a letter to use when given choices - deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task



The Vocabulary of Handwriting

Children are taught the following words during handwriting sessions.

Term	Explanation
Upper case/capital letter	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
Lowercase	A letter that is not capital or uppercase. 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
Ascender	The upwards part of the letter that makes the letter tall. These are in the letters b,d,f,h,k,l,t.
Descender	A letter that has a part written below the bottom line, such as g, j, p, q, and y.
Anticlockwise	In some letters the curve goes anticlockwise, like in a, c, d, g, o and q.
Clockwise	In some letter the curve goes clockwise, like in b and p
Horizontal join	This is the third join. oa wo
Diagonal join	All the other joins go diagonally. in am
Cursive	Slanted writing in which the letters are connected
Tall letter	letter that touches the top line, such as b, d, f, h, k, l, t, and all uppercase letters.
Short letter	A letter that does not go above the middle line, such as a, c, e, m, n, o, r, s, u, v, w, x, and z.

Expectations for Standards of Presentation for Pupils and Staff

Pupils are expected to:

Look after exercise books and not draw or scribble in or on them.

Write the date and LF neatly at the top of the page.

From Y1 onwards pupils must use rulers to draw straight lines.

Children should strive for presentation of their work to be the best it can be. If due care and attention has not be paid to presentation children may be asked to rewrite part or all or their work.

Children should write in pen or pencil only in their books, unless approved by the teacher. For example, on posters or leaflets.

If drawing a graph or a table, this must be in pencil.



Staff are expected to:

Set a positive example to children by modelling good handwriting when writing on the board, IWB, when marking children's books and on displays.

Teachers strive to model the cursive style and use appropriate joins, demonstrating the fluency and legibility of the style appropriate to year group endpoints.