



Nether Stowey CE VC Primary School

# Handwriting Policy

## 2021 - 2023

Approved on behalf on the Governing Body:

(Chair of Governors)

Approved on behalf on the School:

(Head Teacher)

## **Intent**

Pupils should be able to write legibly in both joined and printed styles with increasing fluency and speed by:

- Having correct pencil grip
- Forming all letters correctly – both upper and lower case
- Forming all numbers correctly
- Knowing the size and orientation of letters
- Achieve a neat, legible style with correctly formed letters in cursive handwriting
- Develop flow and speed, so that eventually they are able to produce the letters automatically and in their independent writing.

## **Implementation - Teaching of Handwriting**

To ensure a consistent approach, from Year 1 the school follows the Nelson Handwriting Scheme and children are explicitly taught the skill of handwriting regularly throughout the week. From Year 1 onwards, the children use handwriting books to record and practise their handwriting. In Reception the children use Little Wandle Letters and Sounds Revised letter formation (see Appendix A)

Across the school, handwriting is carefully modelled by the teacher and outcomes are recorded by the children in their literacy books

High expectations are also communicated as part of the success criteria for the lesson A high standard of presentation is also encouraged and expected in children's written work across the wider curriculum.

## Curriculum Coverage

Year 1	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0-9</li><li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways)</li><li>• leave spaces between words.</li></ul>
Year 2	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• form lower-case letters of the correct size relative to one another</li><li>• 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</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>
Years 3 and 4	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• 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</li><li>• 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).</li></ul>
Years 5 and 6	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"><li>• write legibly, fluently and with increasing speed by:<ul style="list-style-type: none"><li>o choosing which shape of a letter to use when given choices</li><li>o deciding whether or not to join specific letters</li><li>o choosing the writing implement that is best suited for a task.</li></ul></li></ul>

## Un-joined formation:

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

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

## Letter Families:

### 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

## The four joins:

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

## Joining Groups:

**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)

## **Getting ready to write**

- Chair and table should be at a comfortable height
- Encourage children to sit up straight and not slouch
- Left hand should be used to steady the paper for right handers
- Tables free of clutter
- Room well lit
- The paper should be placed to the right, slightly tilted to the left

## **Left handed children**

- Paper should be tilted to the right
- Right hand should be used to steady the paper
- Left handers may need to use a different pen to avoid smudging on the page
- Left handed pupils should sit to the left of their partners

## **Pencil grip**

- Children should write with a pencil (or pen in upper KS2). Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing.






















## **Impact**

This systematic approach ensures development in the skill of handwriting throughout each year group. Children take pride in their written work and achieve proficiency in their own use of the Nelson script. Outcomes in children's wider curriculum work, as well as in their literacy books and school displays, evidence the progress that children make in this area, as well as the consistency of the approach across the school.

# APPENDIX A (i)– Little Wandle Letter Formation – EYFS















## Phase 2 grapheme information sheet

Autumn 1

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>snake</p>	Show your teeth and widdle and let the s hiss out <del>ssssss</del> <del>ssssss</del>	Under the snake's chin, slide down and round its tail.
 	 <p>astronaut</p>	Open your mouth wide and make the a sound at the back of your mouth <del>a a a</del>	Around the astronaut's helmet and down into space.
 	 <p>tiger</p>	Open your lips, put the tip of your tongue behind your teeth and press <del>t t t</del>	From the tiger's nose to its tail, then follow the stripe across the tiger.
 	 <p>penguin</p>	Bring your lips together, push them open and say <del>p p p</del>	Down the penguin's back, up and around its head.
 	 <p>iguana</p>	Put your lips back and make the l sound at the back of your mouth <del>l l l</del>	Down the iguana's body, then draw a dot (on the leaf) at the top.
 	 <p>net</p>	Open your lips a bit, put your tongue behind your teeth and make the <del>nnnnn</del> sound <del>nnnnn</del>	Down the stick, up and over the net.
 	 <p>mouse</p>	Put your lips together and make the <del>mmmmm</del> sound <del>mmmmm</del>	Down, up and over the mouse's ears, then add a flick on the nose.





















# APPENDIX A (ii)– Little Wandle Letter Formation – EYFS

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 d	 duck	Put your tongue to the top and front of your mouth and make a quick <b>d</b> sound <b>d d d</b>	Round the duck's body, up to its head and down to its feet.
 g	 goat	Give me a big smile that shows your teeth, press the middle of your tongue to the top and back of your mouth, push your tongue down and forward to make the <b>g</b> sound <b>g g g</b>	Round the goat's face, up to his ear, down and curl under his chin.
 o	 octopus	Make your mouth into round shape and say <b>o o o</b>	All around the octopus.
 c	 cat	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	Curl around the cat.
 k	 kite	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>k k k</b>	Down the kite, up and across, back and down to the corner.
 ck	 sock	Open your mouth into a little smile, make your tongue flat and move it up towards the top of your mouth to say <b>c c c</b>	1. Curl round the heel of the sock. 2. Down the sock, up and across, back and down and to the corner.  Catchphrase: Rock that sock!
 e	 elephant	Open your mouth wide and say <b>e e e</b>	Around the elephant's eye and down its trunk.



## APPENDIX A (iii)– Little Wandle Letter Formation – EYFS

Grapheme and mnemonic	Picture card	Pronunciation phrase	Formation phrase
 	 <p>umbrella</p>	Open your mouth wide and say u u u	Down and around the umbrella, stop at the top and down to the bottom and flick
 	 <p>rainbow</p>	Show me your teeth to make a r-r-r-r sound rrrr rrrr	From the cloud to the ground, up the arch and over the rainbow.
 	 <p>helicopter</p>	Open your mouth and breathe out sharply h h h	Down, up and over the helicopter
 	 <p>bear</p>	Put your lips together and say b as you open them b b b	Down bear's back, up and round his big tummy
 	 <p>flamingo</p>	Open your lips a little, put your teeth on your bottom lip and push the air out to make the sound ffff ffff	Down the flamingo's neck, all the way to its foot, then across its wings.
 	 <p>lollipop</p>	Open your mouth a little, put your tongue up to the top of your mouth, behind your teeth, and press llll llll	All the way down the lollipop.

## APPENDIX A (iii)– Little Wandle Letter Formation – EYFS

### Letter formation: Capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

