



Handwriting at Amberley Primary School



Intent

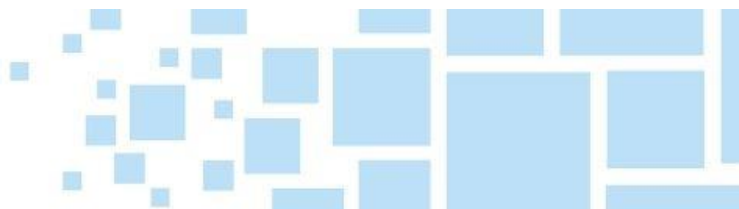
Our aim is for children to develop legible, fluent and efficient handwriting. Different handwriting approaches are adopted across EYFS and KS1, and KS2 for this to be accessible and achievable for all children.

In EYFS and KS1, children learn how to form letters appropriately through the teaching of 'Read Write Inc.' phonics. Visual prompts and letter formation are used to support children in this learning. As they move through KS1, children begin to use the 'Nelson Primary' handwriting approach alongside. This is a progressive, whole-school programme designed to help all children develop a confident, legible and person handwriting style.

In KS2, all children are introduced to cursive handwriting using the 'Nelson Primary' handwriting approach. We believe that this explicit teaching of handwriting raises standards throughout the school, developing confidence, accuracy and fluency.

In KS2 at Amberley Primary School, all children are introduced to cursive handwriting. We believe this raises standards in handwriting throughout the whole school, developing confidence, accuracy and fluency and improved presentation. In order to achieve this, pupils will be taught the following:

- To develop fine motor control
- The importance of correct posture and paper position
- To use a pen/pencil and to hold it effectively
- To write from left to right and top to bottom on a page
- To start and finish letters correctly
- To form letters of consistent size and shape
- To use the language of writing and how to use the correct terminology, (e.g. ascenders)
- To put regular spaces between words
- How to form upper and lower case letters
- How to join correctly
- To use different styles of writing for different purposes
- The importance of neat and clear presentation in order to communicate effectively



The Nelson Approach

At Amberley Primary School, we follow the 'Nelson Handwriting' scheme. The scheme consists of the following four joins:

- Joining to letters without ascenders
- Joining to letters with ascenders
- Horizontal joins
- Horizontal joins to letters with ascenders

The programme consists of the following break letters (letters that we do not join from):

b, g, j, p, x, y, z, q

Aims

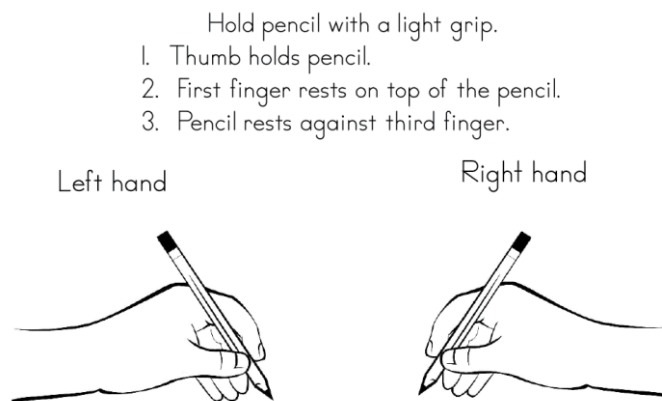
At Amberley, our aims are:

- To provide equal opportunities for all pupils to achieve success in handwriting
- To produce clear, concise, legible handwriting
- To present work to a variety of audiences neatly
- To develop accuracy and fluency
- To help children recognise that handwriting is a form of communication and as such should be considered important in order for it to be effective
- To promote confidence and self-esteem
- To encourage children to take pride in their work
- 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 for others to aspire to

Implementation

EYFS

On entry, children are involved in a variety of activities to develop essential pre-writing skills in line with the Early Learning Goals of the Foundation Stage. They are introduced to actual letter formation in conjunction with the introduction of phonic skills. Children are taught to form letters correctly, paying attention to the starting point for each letter, the direction of pencil movement, the shape and orientation of the letter, and the relative heights of the body of each letter, and any ascender and descender. Children are encouraged to work towards a tripod grip, as shown below.



Activities to develop gross motor control are multisensory and appropriate to the needs of the child. They may include: rolling hoops and running with a hoop, ribbon movement, chalking, painting on a large scale and mark making in foam, sand and on the Interactive White Board.

Activities to develop fine motor control are multi-sensory and appropriate to the needs of the child. They may include: sand, mark making trays and tools, tracing, colouring within guide lines and pictures, pattern work, using glue spreaders in small pots, painting with the tips of the fingers, cotton buds, plasticine and threading.

The rhymes used in EYFS and KS1 to accompany correction letter formation are included in Appendix 1.

Year 1 and 2

As the children move to Year 1, the skills acquired in the Foundation Stage are developed further, consolidating correct formation, concentration and accurate precision work. The formation of individual letters are introduced in groups of similarly formed letters and practice of these takes places in short, regular bursts, within phonics lessons as new sounds are introduced. Sessions begin with a multisensory approach, where children use their 'magic finger pencils' in the air, on their hand, on their partners' back. They are also encouraged to verbalise the movements of their finger / pencil (e.g. i – "down the body and dot the head"). The teacher then models writing on the board and the children are given the opportunity to practise their letters in the air, on whiteboards, paper or in books. When using paper, all children write in pencil.

From Year 1, children are also introduced to the 'Nelson Primary' handwriting approach to allow them to consolidate their skills and revise the letter families. Handwriting is taught explicitly in 15minute bursts, with teachers modelling appropriate letter formation. Within these sessions, children will also take part in a whole-class handwriting 'warm-up', focusing on the continued development of the fine and gross motor skills needed

to support successful handwriting. Children complete this practice in handwriting books, where guidelines support appropriate letter sizing. By the end of Year 2, children are expected to be able to print letters accurately, however, children who achieve this earlier may be introduced to letter joins.

Year 3 – Year 6

As children move into KS2, they are introduced to the cursive style of writing, using appropriate joins to form words. The 'Nelson Handwriting' joins can be found in 'Appendix 2'. Handwriting is taught explicitly in 15minute bursts, with teachers modelling the appropriate letter formation and joins required. Within these sessions, children will continue to take part in a short handwriting 'warm-up'. As fluency and accuracy develops, pupils are encouraged to write with an ink pen.

Handwriting and Reading

In school, children are exposed to both cursive and print styles as well as commercial print. They develop awareness for reading in print and writing in cursive side by side in their learning, such as prompts around classrooms/school – teachers' lettering, labels on displays/teaching aids e.g. alphabet on tables and through teachers' modelling of writing.

Left-Handed Children

Each left-handed child is identified to ensure that writing conditions are suitable. The following guidelines are useful to help left-handed children.

Guidelines for writing left-handed:

- The writing surface and chair are suitable for the child's own height and allows them to sit appropriately
- The child sits towards the left of their partner leaving plenty of space for writing on the left side of his/her – mid-line (this allows maximum space for arm movement)
- A writing tool which does not smudge.

Resources

Teachers use the formation stipulated within 'Read Write Inc.' phonics (see 'Appendix 1').

Teachers use the joins stipulated within the 'Nelson Handwriting' approach (see 'Appendix 2').

Children use handwriting books with guidelines like those pictured below.

Monitoring & Assessment

In KS1, the presentation of all work is monitored through daily phonics lessons, book scrutinies and half term handwriting competitions.

In KS2, the presentation of all work is monitored through regular handwriting sessions, book scrutinies and termly handwriting competitions.

Handwriting is assessed by teachers against the aims of the National Curriculum stages. During handwriting sessions, teachers will stage immediate intervention where necessary, in order to address misconceptions. Teachers will also view how handwriting translates into exercise books across the curriculum to determine the progress of each child. In circumstances where children are not making expected progress, teachers may choose to conduct a handwriting assessment, like the one below, to explore where a particular weakness may lie. This allows for further, targeted teaching to address gaps.



Handwriting Assessment

<i>Date:</i>	<i>The 'L's</i>	<i>The 'C's</i>	<i>The 'R's</i>	<i>The 'Z's</i>	<i>Letter Strings</i>	<i>Sentence</i>
<i>Names</i>	<i>l i u t y j k</i>	<i>c a d g q o e</i> <i>s f</i>	<i>r n m h b p</i>	<i>z x v w y</i>	<i>3 phonemes</i>	<i>Repeat and write.</i>
<i>Next Steps</i>						

Appendix 1

Read Write Inc.: Letter Formation Rhymes



Appendix 2

Nelson Handwriting – Letter Formation and Joins

abcdefghijklmnopqrstuvwxyz

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

abcdefghijklmnopqrstuvwxyz

Appendix 3

Nelson Handwriting: The Teaching Sequence

Single Letters (Reception and Year 1)

- c a d g q p
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Introduction of the Handwriting Joins (Year 2)

- First join: un, um, ig, id, ed, eg, an, or, in, gung
- Second join: ch, sh, th, tl, ll, sli, slu, ck, ack, st, sti, ink, unk
- Third join: od, pg, re, ve, oon, oom
- Fourth join: wl, vl, of, ff, fl, flo
- Break letters: b, p, g, q, y, j, z, x

Further Practice of Handwriting Joins (Year 3)

- in, ine
- ut, ute
- ve, vi
- ok, oh
- sh, as, es (practise two joins for the letter s)
- ri, ru, ry (practise joining from the letter r)
- oa, ad, as (practising to and from the letter a)
- ee, ea, ed (practising joining from the letter e)
- ow, ov, os (practise joining from the letter o)
- ky, hy, ly (practise joining to the letter y)
- od, oo, og (practise joining to the letter o)
- ha, ta, fa (practise joining to the letter a)
- ei, 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 joins)
- Break letters: b, p, q, g, y, j, z, x
- Capital letters

Further Practice of Handwriting Joins (Year 4)

- ning, ping, ting
- o, cod, oo
- ake, ome, are
- fla, flo, fle
- who, wha, when
- ie, in, il
- inly, ky, ny
- ap, ar, an
- ick, uck, ack
- he, we, re
- fte, fir, fin
- wra, wri, kni (silent letters)
- ill, l, tt, rr, nn, mm, cc, o, odd, ss, f, fee
- ewe, v, ex (spacing)
- th, ht, fl (proportions)
- ac, ag, af
- Capital letters
- Punctuation

Further Practice of Handwriting Joins (Year 5 & 6)

- Consistency of letter size
- Using diagonal joining line
- Leaving equal space between letters
- Joining to the letter y
- Using horizontal joining line
- Size and height of letters
- Joining from the letter i
- Joining to and from the letter v
- Consistency in the forming and joining of letters
- Crossing double tt on completing the word.
- Joining to and from the letter w
- Joining to and from the letter e
- Printing
- Drafting and editing
- Joining to the letter t