

Handwriting at Poulton Lancelyn

Handwriting
Handwriting is a skill which affects written communication across the curriculum and beyond. Children must be able to write with reasonable speed, fluency and legibility to achieve their full potential and to enable them to use writing skills with confidence and pride in real life situations.

Poulton Lancelyn Handwriting Intent
Children at Poulton Lancelyn are encouraged to take pride in the presentation of their work and understand the importance of careful presentation in order to communicate meaning clearly. Children will see handwriting as a route to achieve this by developing a neat, legible style of handwriting with correctly formed letters. They will be able to hold a pencil comfortably and correctly and form lower case letters, capital letters and digits 0-9, starting and finishing in the right place. They will use spacing between the words that reflects the size of the letters and form lower case and capital letters of the correct size relative to one another. They will use diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Through writing opportunities, children will develop flow and speed, forming letters accurately with automaticity to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.

Poulton Lancelyn Handwriting Implementation
Handwriting will be taught through letter formation, using the Read Write Inc programme and Nelson Handwriting, a clearly structured programme with full coverage of the technical aspects of writing (including letter formation, basic joins, printing, speedwriting and slant). These skills will be taught with coherence and continuity across the school in meaningful and curriculum-relevant contexts, particularly in the areas of phonics, spelling, punctuation, and vocabulary.

Handwriting skills National Curriculum		Nelson Teaching Focus
F2 Starter level	<ul style="list-style-type: none"> Physical play Mark making Motor skills Early letter formation through rhymes (RWI Appendix 1) 	<ul style="list-style-type: none"> Individual letter formation (Appendix 2) Formation of letter families: anti-clockwise round letter family/ down and retrace up letter family Formation of ascenders and descenders Formation of capital letters A-Z Individual numeral formation
Y1 Level 1A/ 1B	<ul style="list-style-type: none"> Sit correctly at a table Hold a pencil comfortably and correctly Form lower case letters in the correct direction, starting and finishing in the correct place (RWI) Form capital letters Form digits 0-9 Understand which letters belong to which handwriting families, letters that are formed in similar ways, and practice these in a cumulative manner (Nelson) 	<ul style="list-style-type: none"> Formation of letter families set 1-4 (Appendix 3) Formation of capital letters A-Z (Appendix 2) Formation of numbers (Appendix 2) Formation of break letters (Appendix 4) Diagonal join to set 1-4 letters (Appendix 4) Joining from the letter w Horizontal join
Y2 Level 2	<ul style="list-style-type: none"> Form lower case letters of the correct size relative to one another 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 Use some of the diagonal and horizontal strokes needed to join letters and understand which adjacent letters are left unjoined 	<ul style="list-style-type: none"> Joining of letters- top, horizontal, diagonal Joining to ascenders Formation of capital letters A-Z Formation of letters the correct height and size Formation of words that are contractions
Y3-Y4 Level 3 Level 4	<ul style="list-style-type: none"> Use the diagonal and horizontal strokes needed to join letters and understand which adjacent letters are left unjoined Use 'break letters' Increase legibility, consistency and quality of handwriting Begin to write at a slant 	<ul style="list-style-type: none"> Joining of letters- top, horizontal, diagonal Formation of ascenders and descenders Practising spacing between letters/ words Practising writing with a slant Formation of capital letters A-Z Practising with punctuation

		<ul style="list-style-type: none"> • Practising formation of numerals • Practising printing • Practising speedwriting
Y5-Y6 Level 5 Level 6	<ul style="list-style-type: none"> • Write legibly, fluently and with increasing speed • Choose which shape of a letter to use when given choices and decide whether or not to join specific letters • Choose the writing implement that is best suited for a task 	<ul style="list-style-type: none"> • Practising writing with a slant • Practising all joins and break letters • Developing speed and fluency • Practising presentation • Practising punctuation • Looking at different handwriting styles • Developing an individual handwriting style

Lesson Structure		
Prepare/Postion	Model/ teach	Assess
<ul style="list-style-type: none"> • Long Term Plan- Scope and sequence sheet (Nelson online resources) • Unit resources- Nelson • Teaching Software- Nelson • Ensure left handed children are positioned correctly 	<ul style="list-style-type: none"> • Introduce objective: eg. To form letters correctly • Model letter formation • Use video resources • Set 'small' chunked handwriting tasks 	<ul style="list-style-type: none"> • Observe and correct the handwriting process throughout the lesson. • Record areas/ individuals on which to focus further in English feedback book

Resources and equipment
<p>At Poulton Lancelyn, Nelson resources are available through the online teaching subscription, Oxford Owl. Sequenced plans will be followed by all year groups. Children in EYFS and Key Stage 1 will use a pencil to write. In the early stages a soft pencil with a thick triangular stem may be most appropriate. The standard pencil will be introduced as a child's motor skills begin to improve. From Year 3 onwards, children should work towards achieving their 'Pen Licence' (Appendix 5). Once they are able to demonstrate they are using neat and consistently joined handwriting then they are given a handwriting pen to use and their 'Pen Licence' certificate can be awarded in Key Stage Two assembly.</p> <p>Handwriting will be practised on Nelson worksheets, in Handwriting booklets produced for each year group. Guidelines used will measure: 8mm (F2), 6mm (Y1/Y2), 4mm (Y3/Y4)</p>

Frequency and duration	
Handwriting lessons should last for 30 minutes.	
F2	Daily practise during RWI phonics Two handwriting lessons each week linked to phonics.
KS1	Autumn term- 2 handwriting lessons each week- linked to spelling, punctuation, vocabulary teaching Spring/ summer term- 1 handwriting lessons each week- linked to spelling, punctuation, vocabulary teaching Daily practise during RWI phonics
KS2	One handwriting lesson each week- linked to spelling, punctuation, vocabulary teaching

Paper, Posture and Pencil Grip (The Three 'P's)
<p>Teachers will ensure that children are concentrating on 'the 3 'P's' during handwriting sessions. (Appendix 6)</p> <ul style="list-style-type: none"> • Paper: the paper children write on should be angled slightly away from the writing hand. • Posture: sitting up straight, both feet on the floor, adequate desk space. • Pencil grip: tripod grip is the most efficient way of holding a pencil (held lightly between thumb and forefinger, about 3cm from the point with the middle finger providing additional support).

Left Handed Children
<p>Left-handed pupils should sit on the left of their partners. Left-handed children are encouraged to position their fingers about 1.5 centimetres from the end of the writing implement to avoid smudging their work. Additional information is available on https://www.oxfordowl.co.uk/for-school/nelson-handwriting--3?sort_field=order&sort_dir=asc&toggle=header-blockinformationclosed&query=p&year_group=&unit=&resource_type=#</p>

Vocabulary

Teachers must ensure that children have a clear understanding of terms used (at an age appropriate level) and refer to them throughout handwriting lessons. These terms include: clockwise, anticlockwise, vertical, horizontal, diagonal, parallel, ascender, descender, consonant, vowel, joined, slanted, x-height.

Environment

Each classroom will have:

- Handwriting posters (RWI/ Nelson **Appendix 1-4 as appropriate to year group**) demonstrating the correct letter formation
- Displays including handwritten labels
- Getting ready to write poster (**Appendix 6**)
- Correctly modelled handwriting in the classroom environment (whiteboards, working walls etc)

Assessment

Teacher assessment: handwriting progression will be assessed during lessons and once children have completed their writing.

Criteria for assessment:

- Does the child adapt the correct posture?
- Does the child hold the pencil correctly?
- Does the child use the correct movements when forming/joining?
- Does the child write fluently?
- Is the writing legible?
- Is the writing appropriate?
- Is the child's handwriting developing in-line with statutory curricula?

Pupil assessment

Throughout the writing process, children are encouraged to assess their handwriting. The 'Getting Ready to Write' poster (**Appendix 6**) and 'Handwriting checklist' (**Appendix 7**) are displayed in all classrooms for children to refer to in order to reflect and assess. When explicitly indicated in the children's success criteria, this is an aspect of the outcome which is reviewed and assessed on completion of the task.

Monitoring

The English Lead will:

- monitor standards of handwriting across the school through book scrutiny and learning walks and provide support and training as appropriate
- liaise with the school SENDCO to best support children with handwriting difficulties
- organise, maintain and catalogue handwriting resources
- keep abreast of new initiatives in the teaching of handwriting

All subject leaders are encouraged to play a role in promoting good handwriting when monitoring work across the curriculum.

Additional Support

Some children experience difficulties making good progress in their handwriting development. They may need additional support with their fine motor development, pencil grip or letter formation. The class teacher will liaise with the English subject leader and SENDCO to put into place the most appropriate form of support.

This could include:

- Pencil grip or jumbo triangular pencil
- Fine motor skills intervention
- Additional handwriting group

Equal Opportunities

All children have equal opportunities to reach their full potential in handwriting, regardless of their race, gender, cultural background, and ability, or of any physical or sensory disability.

The impact of teaching and learning handwriting will be measured by assessing:







- Are letters being shaped correctly?
- Are joins being made correctly?
- Are spaces between letters, words and lines correct?
- Is writing size appropriate?
- Are the writing standards demonstrated by the majority of children in line with statutory curricula?

Appendices

Appendix 1: RWI Rhymes for letter formation
 Appendix 2: The Letter Forms (Nelson)
 Appendix 3: The Letter Families (Nelson)
 Appendix 4: The Joining Groups and The Break Letters (Nelson)
 Appendix 5: Pen Licence Certificate
 Appendix 6: Poster- Are you ready to write?
 Appendix 7: Handwriting Checklist

Appendix 1:

Rhymes for letter formation - taken from Read Write Inc.

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curly around the caterpillar.	Around the dinosaur's bottom, up his tall neck & down to his toes.	Lift off the top and scoop out the egg.	Down the stem and draw the leaves.
g 	h 	i 	j 	k 	l 
Around the girl's face, down her hair and give her a curl.	Down the head, to his hooves and over his back.	Down the body and dot for the head.	Down his body, curl, dot for his head.	Down the kangaroo's body tail and leg.	Down the long leg.
m 	n 	o 	p 	qu 	r 
Down Maisie, mountain, mountain.	Down Nobby and over his net.	All around the orange.	Down the pirates plait and around his face.	Round her head, up past her earring, down her hair and flick.	Down the robots back and curl over his arm.
s 	t 	u 	v 	w 	x 
Slither down the snake.	Down the tower, across the tower.	Down and under, up to the top and draw the puddle.	Down a wing, up a wing.	Down, up, down, up.	Down the arm and leg, repeat the other side.
y 	z 				
Down a horn, up a horn and under head.	Zig-zag-zig.				

Appendix 2:

The letter forms

The lower-case alphabet for Starter Level:

F2

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

The lower-case alphabet for

Y1-Y6

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 letter slant of 8° from the vertical to the right is introduced in

Y3

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

The lower-case print alphabet:

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

The capital 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

1 2 3 4 5 6 7 8 9 0

Appendix 3:

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

Appendix 4:

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.

Appendix 5:

	<h1>Pen Licence</h1> 
Congratulations to	
<hr/>	
for earning your pen licence.	
Well Done!	
Signed <hr/>	Date <hr/>



Are you ready to write?



1. Are you sitting comfortably with both feet on the floor?



1. Are you holding your pencil correctly?



3. Is your paper at the correct angle?



Handwriting Checklist

- ☐ Are you forming your letters correctly?
- ☐ Are any letters too tall or too short?
- ☐ Are any descenders too long or too curly?
- ☐ Is there a space between your letters?
- ☐ Is there a space between your words?
- ☐ Are you making the four joins correctly?
 - Diagonal joins to letters without ascenders
ai, ar, un
 - Diagonal joins to letters with ascenders
ab, ul, it
 - Horizontal joins to letters without ascenders
ou, vi, wi
 - Horizontal joins to letters with ascenders
ol, wh, ot

