

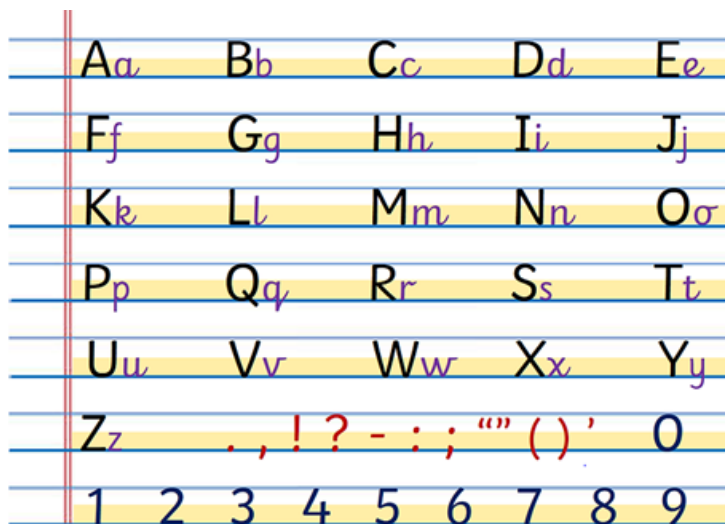
Handwriting in Mary Dean's Primary School



General

Handwriting is kept to a high profile throughout the school. This is achieved through regular, valued handwriting sessions. Children are taught handwriting in class, group and individually. It is to be stressed that handwriting will be actively demonstrated by the teacher. In addition to modelling and practise through writing in lessons, the children will have short, regular handwriting sessions.

In Reception, the children will begin learning to form their letters using the Little Wandle handwriting scheme. From Year 1, the handwriting scheme we use is the Nelson handwriting. Joined up writing will begin in Year 2, or when it is assessed that the children are consistently forming letters correctly. This will be used to reinforce the work completed in Phonics, especially joining digraphs and seeing this as a unit, and practising tricky words to help reinforce the fact that these words need to be remembered as wholes. The emphasis is upon developing a fluent, readable style. When this has been achieved other possibilities will be explored. Children will initially write in pencil, however when they are able to join fluently they will use pen. Upper Key Stage 2 will be using pen for most of the time, with the exception for maths and diagrams.



Nelson letter formation from Year 1 (k in Y1 does not

use the loop).



Progression in Handwriting

Progression in handwriting – this is a guide and will be influenced by your class's ability.

| Year | Overview |
|---------|---|
| Nursery | Children will practise the skills required for handwriting in a variety of contexts, including gross and fine motor movements. The children will practise letter formation/movement by air writing, writing in sand, writing on walls with water and paintbrushes and making letter shapes out of modelling media. They will also begin to work on the formation of letters they are being taught in phonics. |

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| <p>Foundation</p> | <p>Develop gross and fine motor control through play and mark making - Introduce letter formation using simple patterns and single letter shapes - Begin to learn correct starting points and letter families.</p> <p>Children will continue to develop the fine and gross motor skills needed for handwriting as part of the Early Years curriculum. In phonics we teach letter formation using our formation phrases from Little Wandle in the letter groups which are matched to our Nelson scheme from Year 1, which make a link between the mnemonic and the letter. As per the Department for Education guidance we do not teach cursive.</p> <p>We will also take time to teach handwriting daily outside the phonics lesson using the Little Wandle handwriting scheme.</p> <p>Handwriting lessons should last approximately 15 minutes and be scheduled at least four times per week. Each lesson should start with practice of the previous day's pattern/letter using the 'Pattern check-up' or 'Letter check-up' box. Consistent daily practice is essential for progress, and it is strongly recommended to use a small, lined exercise book for additional practice. It is crucial that an adult is present during this extra practice to provide guidance and support and to address any misconceptions promptly. The teaching sequence for introducing a new pattern/letter should be:</p> <ol style="list-style-type: none"> 1. Introduce the letter and formation phrase. 2. Form the letter in the air. 3. Form the letter on the palm of the hand. 4. Trace the mnemonic with a finger. 5. Write the letter. <p>For steps 2 to 5, the teacher provides strong modelling and then the children join in. In addition to practising letter formation in a range of contexts they will begin to work in group and individual sessions on handwriting. Children will be taught the movement of each of the four letter families. They will visit each letter group as they are taught the corresponding phonics using the Little Wandle Synthetic Phonics Programme.</p> |
| <p>Year 1</p> | <p>Secure correct letter formation of lowercase and capital letters - Write on the line with consistent size and spacing - Introduce the concept of joining through pattern work and parallel lines.</p> <p>The National Curriculum states that pupils should:</p> <p>Year 1</p> <ul style="list-style-type: none"> • 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' and to practise these. |
| <p>Year 2</p> | <p>Introduce diagonal and horizontal joins (where appropriate) - Continue to build consistency in size, spacing and orientation - Begin joining letters in high-frequency and phonetically regular words.</p> <p>The National Curriculum states that pupils should:</p> <p>Year 2</p> <ul style="list-style-type: none"> • form lower-case letters of the correct size relative to one another • 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 not joined: |

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| | <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. |
| <p>Year 3</p> | <p>Reinforce all joins and begin joining handwriting in all writing tasks - Introduce break letters (b, g, j, p, q, s, x, y, z) and when not to join - Build fluency and automaticity while maintaining legibility</p> <p><i>There are four different joins taught in this order:</i></p> <ol style="list-style-type: none"> 1. <i>Diagonal join to letters without ascenders e.g.</i> <i>ai ar un in am ear aw ir hu ti ki du up ag</i> 2. <i>Horizontal join to letters without ascenders</i> <i>ou vi wi op ow ov ri ru ve we re fe fu ob ol wh</i> <i>rk rt ot of fl ft</i> 3. <i>Diagonal join to letters with ascenders</i> <i>ab ul it ib if ub th ck ch it</i> 4. <i>Horizontal join to letters with ascenders</i> <i>ol wh ot ft fl of rt rk wh ol ob</i> <p>The National Curriculum states that pupils should: Year 3 and 4</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters • understand which letters, when adjacent to one another, are best left not joined • increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant) |
| <p>Year 4</p> | <p>Consolidate all joins and refine fluency and neatness - Focus on writing with increased speed and accuracy across longer pieces - Emphasise spacing, consistency and overall presentation</p> <p>The National Curriculum states that pupils should: Year 3 and 4</p> <ul style="list-style-type: none"> • use the diagonal and horizontal strokes that are needed to join letters • understand which letters, when adjacent to one another, are best left not joined • increase the legibility, consistency and quality of their handwriting (e.g. by ensuring that the down strokes of letters are parallel and equidistant) |
| <p>Year 5</p> | <p>Promote a confident, personal handwriting style - Emphasise handwriting as a tool for thinking and extended writing - Continue to reinforce clear, legible joins in all subjects During years 5 and 6, pupils would be expected to write their ideas down quickly. This would be achieved through ongoing handwriting teaching and monitoring to ensure joins are used correctly and that legibility remains a priority.</p> <p>The National Curriculum states that pupils should: Year 5 and 6</p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task <p>The non-statutory guidance is clear that pupils should ‘continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do</p> |

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| | <p>not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form’.</p> |
| <p>Year 6</p> | <p>Maintain a fluent, joined and mature handwriting style - Encourage individuality while retaining clarity - Prepare pupils for secondary school expectations around handwriting and presentation</p> <p>The National Curriculum states that pupils should:</p> <p>Year 5 and 6</p> <p>Pupils should be taught to write legibly, fluently and with increasing speed by</p> <ul style="list-style-type: none"> • Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters • Choosing the writing implement that is best suited for a task <p>The non-statutory guidance is clear that pupils should ‘continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form’.</p> |

Please see handwriting progression map for more detail.

Guidelines for good practice POSTURE, PAPER, PEN HOLD!

1. Prior to the beginning of the session the room needs to be organised accordingly. It is suggested that all children face the whiteboard/SMART boards.
2. Correct posture with the child sitting comfortably with feet flat on the floor with body upright.
3. The paper should be positioned to a comfortable angle and moved up as the page is filled.
4. Adequate space is needed so that the children are able to write without their elbows touching.
5. Correct light in order to see without eye-strain.
6. Pencil grip should be firm but relaxed. The children need to be aware that they should not grip so that their hand aches but need to be able to apply some pressure.
7. Handwriting sessions should be short and regular.



Tripod grip for left-handers



Tripod grip for right-handers

Left handed Provision

To ensure that left-handed children are not disadvantaged when writing a range of strategies will be employed. Letter formation and skywriting will also be completed with left hand to provide these children with a model. Left-handed children will sit on the left of right-handed children where possible to ensure that their arms do not clash, and they will also be encouraged to tilt their work clockwise so they can see what they have written. To avoid smudging their work, left-handed children will be encouraged to position their fingers about 1.5cm away from the end of their writing implement, and their wrist should be straight. As writing from left to right is more difficult for left-handed children they should be supported to ensure that they do not learn bad habits of position, posture and pen hold which will deter them meeting the aim of developing a fast, fluent and legible handwriting style.







Handwriting letter groups – Nelson and matching Little Wandle groups

These are the 4 letter groups (this is not handwriting font):

1. Long Ladders (down and off in another direction) – l, i, j, t, u, y

Unit 3: Long letter family


Letter formation phrases

| Letter mnemonic | Formation phrase | Letter mnemonic | Formation phrase |
|---|-------------------------------------|---|--|
|  | Down the lollipop stick. |  | Down the jellyfish and dot its head. |
|  | Down the iguana and dot the leaf. |  | Down and around the umbrella and back to the ground. |
|  | Down the tiger and across its neck. |  | Down, around the yo-yo and curl around the string. |

2. One armed robots (down and retrace upwards) – b, h, m, n, p, r

Unit 4: Bouncy letter family










Letter formation phrases

| Letter mnemonic | Formation phrase | Letter mnemonic | Formation phrase |
|---|--|---|--|
|  | Down, up and over the mouse's ears. |  | Down the bear's back, up and around its tummy. |
|  | Down, up and over the net. |  | Down the penguin's back, up and around its head. |
|  | From the cloud to the ground and over the rainbow. |  | Down, up and over the helicopter. |

3. Curly Caterpillars (anti-clockwise round)– c, a, d, e, g, o, q, f, s

Unit 2: Curly letter family






Letter formation phrases

| Letter mnemonic | Formation phrase | Letter mnemonic | Formation phrase |
|---|--|---|--|
|  | Curl around the cat. |  | Around the queen's face, down her robe and a flick at the end. |
|  | Around the astronaut's helmet and down into space. |  | Around the elephant's eye and curl down its trunk. |
|  | Around the duck's body, up to its head and down to its feet. |  | Down the snake from head to tail. |
|  | Around the goat's face and curl under its chin. |  | Down the flamingo to its foot and across its wings. |
|  | All around the octopus. | | |

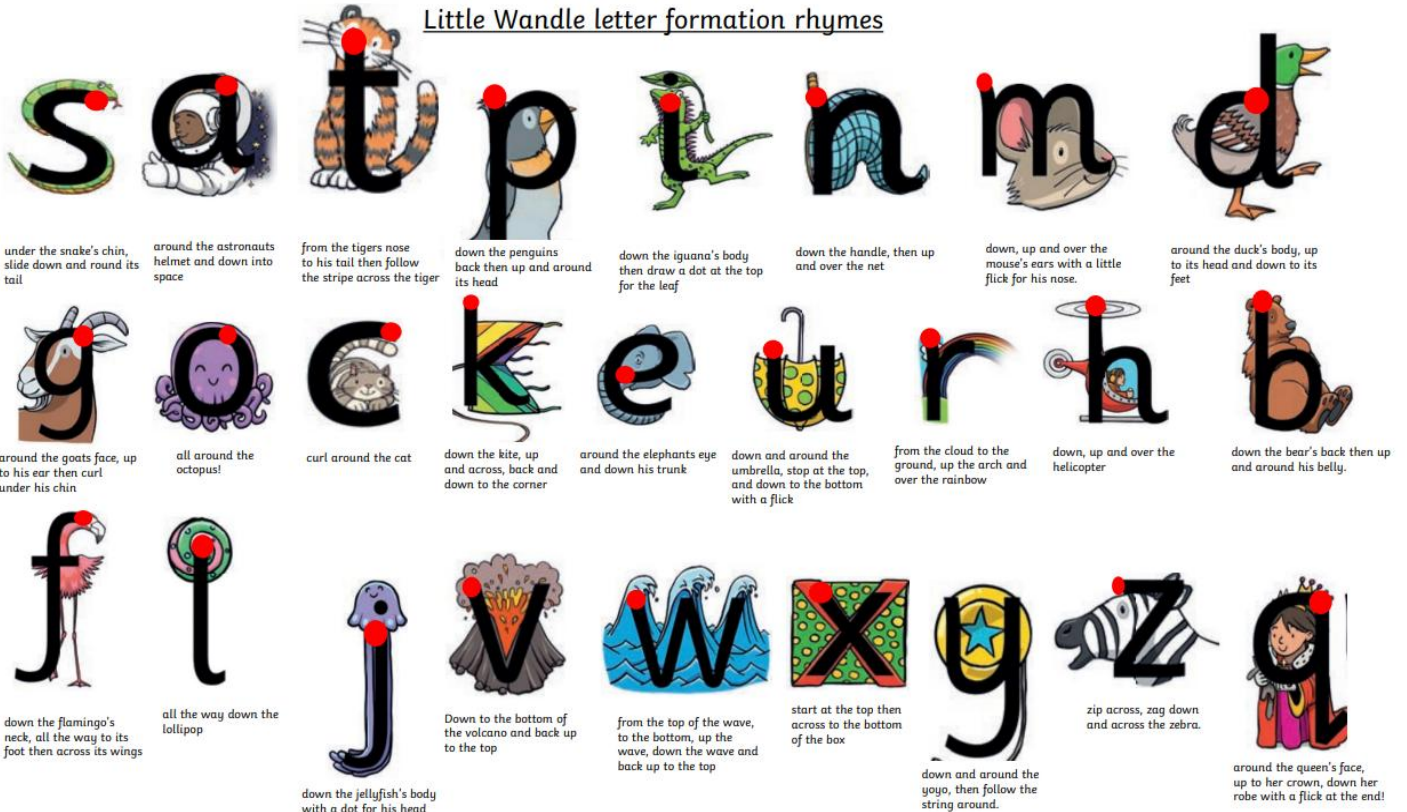
4. Zig Zag letters – v, w, x, z, k

Unit 5: Zig-zag letter family

Letter formation phrases

| Letter mnemonic | Formation phrase | Letter mnemonic | Formation phrase |
|---|---|---|--|
|  | Down to the bottom of the volcano and back up to the top. |  | Across the top of the zebra's head, zig-zag down its neck and along. |
|  | Down and up and down and up the waves. |  | Down the kite, up to the top corner and down to the bottom corner. |
|  | From the top, across the box to the bottom. From the top again, across the box to the bottom. | | |

Little Wandle letter formation rhymes



Letter direction from Year 1

| | | | |
|---|--|---|--------------------------------|
| a | around, up, down | n | down, hump |
| b | down, up, around | o | around, close |
| c | around, stop | p | down, up, around |
| d | around, up, down | q | around, down, backwards hook |
| e | across, around, stop | r | down, up, over |
| f | curve, down, cross | s | curve, slant, curve |
| g | around, down, hook | t | down, cross |
| h | down, hump | u | down, curve up, down |
| i | down, dot | v | slant down, up |
| j | down, hook, dot | w | slant down, up, slant down, up |
| k | down, slant in, slant out Y1 or down, up, loop, slant down (with loop) | x | slant right, slant down |
| l | down | y | slant right, slant left |
| m | down, hump, hump | z | across, slant, across |

Special Educational Needs

In addition to this progression, provision will be made for children with Special Educational Needs. This will include individual/small group sessions at the appropriate level, use of pencil grips and opportunities to practise using a range of media.