



St Leonard's Lower School Handwriting Policy.

At St Leonard's Lower we believe in the importance of clear and neat presentation in order to communicate effectively.

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

- Having correct pencil grip
- Knowing all letters start from the top, except d and e which start from the middle
- Forming all letters correctly
- Knowing the size and orientation of letters.

Teaching time

Handwriting practise should happen daily. Included in this there should be a minimum of 3 x 15 minute taught sessions (to include teacher modelling).

Some children will be targeted for more intensive intervention.

The school uses a range of resources for Handwriting Intervention including the 'Write from the Start' resources.

At St Leonard's Lower School we use the Read Write Inc handwriting rhymes to teach the correct formation of letters.

a 	b 	c 	d 	e 	f 
Around the apple and down the leaf.	Down the laces to the heel and around the toe.	Curl around the caterpillar.	Around the dinosaurs 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 girls 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.				

In Reception we teach the letter sounds in the following order

m a s d t,

i n p g o,

c k u b,

f e l h,

r j v y w,

z q u x

From Year 1 we follow the Nelson Handwriting scheme. In year 1 the children learn to correctly form letters, the focus is on consistency in letter size and positioning (ascenders, descenders, capital letters and first joins)

In Year 2 the children learn to join their handwriting and begin to use this in their written work.

In years 3 and 4 there is an expectation that the children are using and applying joins learned in their written work.

The Letter Forms

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

These are the same throughout the scheme.

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

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

The joined style

The quick brown fox jumps over the lazy dog.

Progression in Joins:

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

For the order of teaching the letters and joins, see appendix 4.

The break letters (letters that aren't joined from) are: b g j p q x y z s (note: the s is different from the Nelson scheme – see appendix 3)

Children use the Nelson Handwriting Sheets from year 1-4.

Teaching sequence (ideas):

- Hand and finger strength
- Physical preparation
- Tracing
- Patterns
- Over teachers writing or laminated cards
- Under teacher's writing
- Independence

Getting ready to write:

Seating and posture (also see appendix 1 and 2):

- 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 handers:

- 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 (See SENCO for resources)
- Left handed pupils should sit to the left of their partners

Pencil grip:

- Children should write with a pencil (or pen in lower KS2) with a rounded nib. Pencils should be sharp.
- A tripod grip is the most efficient way of using a pencil and should be encouraged in early writing.
- A grotto pencil grip can be used to support those pupils who are finding this difficult.

Assessment

- Is the writing legible?
- Are letters correctly shaped and proportioned?
- Are joins made correctly?
- Are spaces between letters, words and lines appropriate?
- Is size of writing appropriate?

Children should be observed as they write during handwriting sessions – the teacher should circulate, monitor and intervene.

Display

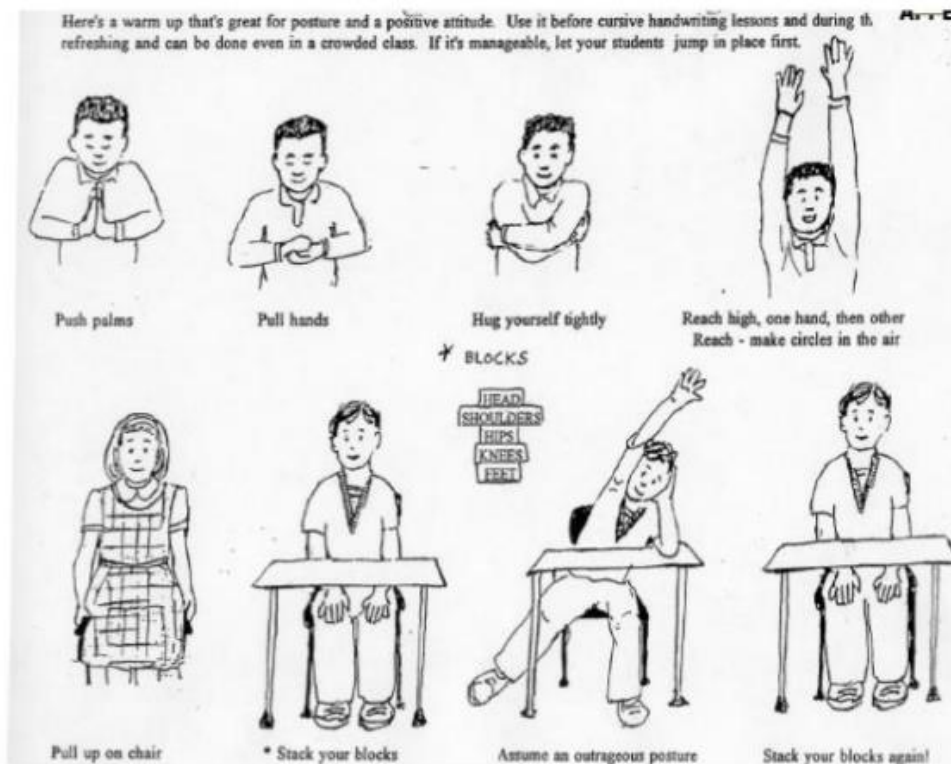
Where possible, lesson slides, displays, letters home and worksheets should be written using the compatible Nelson handwriting font (Sassoon Primary Infant, Sassoon Penpals joined)

Appendix 1:

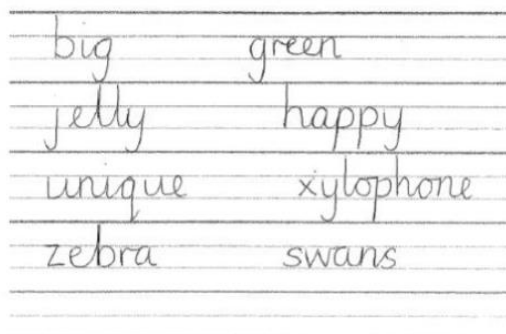
Getting ready for writing rhyme

1,2,3,4 are your feet flat on the floor?
5,6,7,8 make your back nice and straight,
9,10,11,12 this is how our pencil's held,
13,14,15,16 now we're ready for our writing!

Appendix 2:



Appendix 3 – The break letters:



Appendix 4:

Order of teaching Single letters (Y1)

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

Joins Y2 (going into Y3)

- First join- To letters without ascenders; un um ig id ed eg an or ing ung
- Second join- To letters with ascenders; ch sh th tl ll ill sli slu ck ack st sti ink unk
- Third join- Horizontal joins; od pg re ve oon oom
- Fourth join- Horizontal joins to letters with ascenders ; wl vl of ff fl flo
- Practise the break letters b p g q y j z
- Practise capital letters

Y3 (going into Y4)

Revision

- Practise the break letters b p g q y j z
- Practise capital letters

Further practise of the four handwriting joins

- in ine
- ut ute
- ve vi
- ok oh
- sh as es (practising two ways of joining the letter s)
- ri ru ry (practising joining from the letter r)
- oa ad as (practising joining to and from the letter a)
- ee ea ed (practising joining from the letter e)

- ow ov ox (practising joining from the letter o)
- ky hy ly (practising joining to the letter y)
- ha ta fa (practising joining to the letter a)
- od oo og (practising joining from the letter o)
- er 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 the joins)

Year 4

- ning ping ting
- oc od oo
- ake ome are
- fla flo fle
- who wha whe
- ie in il
- inly ky ny
- ap ar an
- ick uck ack
- practise writing with a slope • he • we • re • fte fir fin
- wra wri kni (silent letters)
- ii ll tt rr nn mm cc oo dd ss ff ee
- ew ev ex (spacing)
- th ht fl (proportions)
- ac ag af
- Capital letters
- Practising with punctuation ! ? – “ “ , ‘