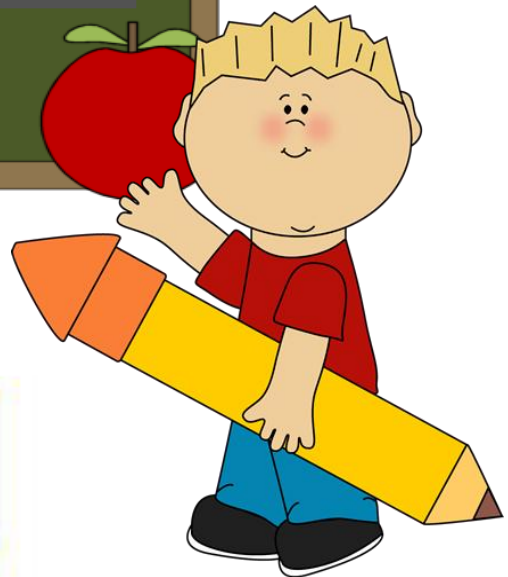
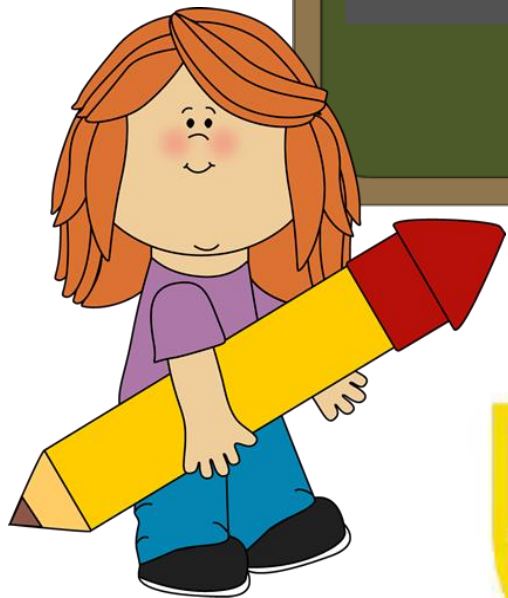


Wester Cleddens

Primary

Happy Together
Learning Together
Achieving Together



Handwriting Policy

2017/2018

Wester Cleddens Primary

Handwriting Policy

Introduction

The purpose of this document is to provide staff with practical guidance on the teaching of handwriting within Wester Cleddens.

Nelson Handwriting

At Wester Cleddens Primary, we use Nelson Handwriting from Primary 1 to Primary 7. Nelson Handwriting provides a clearly structured programme with full coverage of technical aspects of writing (including letter formation, basic joins, printing, speedwriting and slant).

Below is a summary of the key learning in each book of Nelson Handwriting.

Book Level	Primary	Learning
Starter Level, A,B,C	Primary 1	Motor skills Early letter formation Pattern formation
Book 1A and 1B	Primary 2	The four joins and the break letters
Book 2	Primary 3	Continued practise of joining Printing
Book 3	Primary 4	Continued practise of joining Writing with a slant Decorated capitals Punctuation
Book 4	Primary 5	Continued practise of joining Speedwriting
Book 5	Primary 6	Continued practise of joining Presentation Paragraphs Individual style Difficult joins
Book 6	Primary 7	Handwriting for different purposes

Planning

Handwriting should be planned at all stages.

Primary 1 should have two taught lessons per week aligned with the phonics scheme. Primary 1 should have daily opportunities to practise their handwriting

Primary 2 should have one taught lesson per week with daily opportunities to practise their handwriting.

Primary 3 to Primary 7 should have one taught lesson per week. The skills taught should be expected in all written work across the curriculum.

Handwriting planners are provided for all stages. Class teachers should highlight the units they will cover each term.

Handwriting resources

Primary 1 should complete Starter A, Starter B and Starter C workbooks.

Primary 2 should use Pupil Book 1A and Pupil Book 1B and complete Workbooks 1A and 1B

Primary 3 should use Pupil Book 2 and complete Workbooks 2A and Workbooks 2B

Primary 4 to Primary 7 should use the appropriate book for their stage. There are also focus and extension resource sheets to support pupils.

Taught handwriting should be completed in Literacy jotters. Focus and extension resource sheets should be store in Literacy folders.

Teaching Handwriting.

It is essential that all staff use a clear, consistent set of instructions for describing the correct letter formation. Pages 10 to 13 of the Nelson Teacher's Handbook provide clear guidance. A copy can be found in Appendix A.

Assessment of Handwriting

In Primary 1 the correct formation of letters is essential as these are the building blocks for all subsequent learning. Children's letter formation and pencil grip should be carefully monitored.

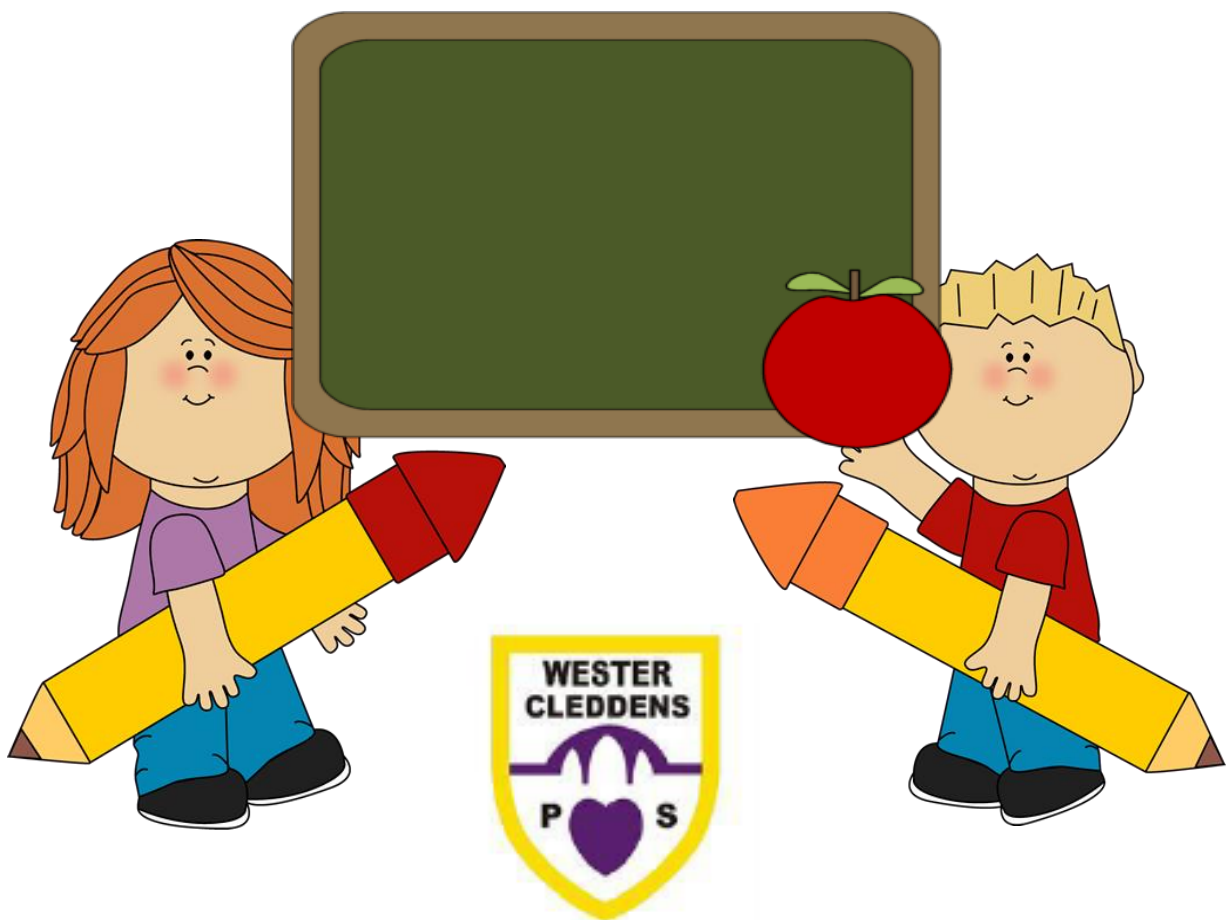
From Primary 2 to Primary 7 there are writing assessment units. These should be completed on lined paper and stored in Pupil Profiles.

Monitoring of Handwriting

Monitoring will be carried out by the Senior Leadership Team who will sample pupils work termly from each class and discuss children's progression with teaching staff.

Writing Policy

Appendix A



TECHNIQUES FOR TEACHING LETTER FORMATION

- Provide demonstrations when introducing and teaching letter shapes. The *Nelson Handwriting* online teaching software is useful for this; you can also use whiteboards or flipcharts.
- Observe individuals as much as possible while they practise. This enables the teacher to recognise and correct bad habits as they arise.
- Talk the children through the process using appropriate language.
- Encourage children to verbalise what they are doing from time to time. This gives a window into the thought processes they are using as they write.
- Writing involves visual and motor skills. Use the following ideas to reinforce the teaching of letter shapes:
 - Encourage children to form letters by drawing them in the air.
 - Finger trace over tactile letters, on desk or table tops.
 - Write over dotted or 'shadow' writing.
 - Draw round templates.
 - Write in sand with a finger or stick.
 - Write with chalk on a chalkboard.
 - Write letters boldly with a wax candle and then apply a colour wash.
 - Form letters with pegs on a pegboard or with beads in Plasticine.
 - Finger trace the outline of a letter on the back of the person in front of you.
 - Form letters with fingers and/or bodies, individually and in groups.
- Draw attention to the connection between letters and the related writing patterns. Encouraging children to use the basic handwriting patterns both for practice and for decorative purposes is a valuable technique for fostering fluency and rhythmic movement.

THE LANGUAGE OF LETTER FORMATION

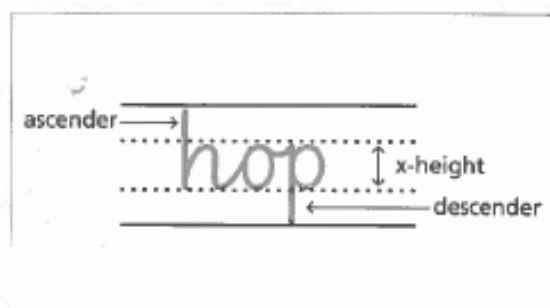
It is helpful if all staff and parents use a clear, consistent set of instructions for describing the correct letter formation. Some schools will have developed their own set of instructions and will feel comfortable using them. A suggested set of instructions is given below. These instructions are used on the teaching software for Starter Level and Book 1A and 1B, and on the flashcards.

Letter/number	Audio
0	Start at the top and go round.
1	Start at the top and go down.
2	Start at the top, curve round and down, and across.
3	Start at the top. Go round, and round.
4	Start at the top. Go down, across, lift your pencil and go down.
5	Start at the top. Go down, and round. Lift your pencil up to the top, and across.
6	Start at the top right. Curve down, up, and in till you touch.
7	Start at the top, across, and diagonally down.
8	Start at the top, go round, and curve back the other way, and up, cross, and up till you touch.
9	Start near the top. Go round, up and down.
a	Start at the top. Go all the way round, up to the top, down and flick.
A	Down, lift, down, lift and across.
b	Start at the top. Go straight down, back up, and all the way round.
B	Down, lift, and round till you stop, and round till you stop.
c	Start at the top, and go round.
C	Round.
d	Start at the middle. Go all the way round, all the way up to the top, straight down, and flick.
D	Down, lift, and round.

e	Start near the bottom. Go up, around, and down.
E	Down, and across, lift, across at the top, lift, across in the middle.
f (print)	Start at the top. Go round, and straight down. Lift your pencil, and cross the 'f' in the middle.
F	Down, lift, across at the top, lift, across in the middle.
f (cursive)	Start at the top. Go round, straight down, and round. Lift your pencil, and cross the 'f' in the middle.
g	Start at the top. Go all the way round, up to the top, straight down, and round.
G	Round, up, and down.
h	Start at the top. Go straight down, up and over, down, and flick.
H	Down, lift, down, lift and across in the middle.
i	Start at the top. Go straight down, and flick. Lift your pencil and put a dot at the top.
I	Down.
j	Start at the top. Go straight down, and round. Lift your pencil and put a dot at the top.
J	Down, and round.
k (print)	Start at the top, and go straight down. Lift your pencil and place it next to the middle. Go into the middle, out from the middle, and flick.
K	Down, lift, out from the middle up, lift, out from the middle down.
k (cursive)	Start at the top. Go straight down, back up, over and round, down and flick.
l	Start at the top. Go straight down, and flick.
L	Down, and across.
m	Start at the top. Go down, up and over, down, up and over, down, and flick.
M	Down, lift, down and across, up and across, and down.
n	Start at the top. Go down, up and over, down and flick.
N	Down, lift, down and across, and up.
o	Start at the top, and go all the way round.
O	Round.
p	Start at the top. Go straight down, up to the top, and all the way round.
P	Down, lift, and round till you stop.
q	Start at the top. Go all the way round, up to the top, straight down, and flick.
Q	All the way round, lift, and down.
r	Start at the top. Go straight down, back up and over, and flick.
R	Down, lift, and round till you stop, out from the middle, and down.
s	Start at the top. Go round, down, and back round.
S	Round, and back round.
t	Start at the top. Go straight down, and round. Lift your pencil, and cross the 't'.
T	Down, lift, and across.
u	Start at the top. Go down, round, back up to the top, down, and flick.
U	Down, round, and up.
v	Start at the top. Go down, and back up to the top.
V	Down, and up.
w	Start at the top. Go down, back up to the top, down, and back up to the top.
W	Down, up, down, and up.
x	Start at the top. Go down to the bottom. Lift your pencil to the top, and down across the other way.
X	Down and across, lift, down and across.
y	Start at the top. Go down and round, back up to the top, then straight down, and round.
Y	Down and across, lift, and all the way down and across.
z	Start at the top. Go straight across, diagonally to the bottom, and across.
Z	Straight across, down and across, and straight across.

THE JOINS

Joins between letters increase the speed, rhythm and ease of writing without reducing legibility. In *Nelson Handwriting*, the 26 lower case letters have been divided into five joining groups (which are not the same as the letter sets/families), according to the nature of the joins they require. There are four types of join and a set of 'break' letters after which joins are never made. (See pages 8–9 for details of the joining groups and letter sets.) The joins are taught in Pupil Book 1B and practice is provided in all subsequent books.



Joining

Joining letters is introduced midway through year one, and/or once children can confidently form and write letters correctly. This helps with spelling, as research tells us that seeing words as a whole, rather than a series of isolated letters, helps us memorise and spell words correctly. Joined writing also helps pupils write more, increasing the speed of writing and fluency. *Nelson Handwriting* teaches the four joins at the same time as teaching the letter sets/families.

The first join

The join from any member of joining group 1 to any member of joining group 2 is made with exactly the same movement as a diagonal join from one letter to the start of the next.

in

Teaching the first handwriting join is linked to the letter sets/families:

- When the first diagonal join is introduced, from the bottom of a small letter to the top of the next, we teach the diagonal join to Set 1 letters first, e.g. *ed, eg, ac, as*.
- This is followed by the diagonal join to Set 2 letters e.g. *iu, ig, iy*.
- Then diagonal joins to Set 3 letters e.g. *ar, an, am, ap*.
- Finally the diagonal join to Set 4 letters e.g. *aw, ew, ex, ux*.

The second join

The join from any member of joining group 1 to any member of joining group 3 is the same as the first join except that the join meets the ascender halfway up the letter and then continues to the top of the ascender.

il

Teaching the second handwriting join is linked to letter families too:

- The second join, a diagonal join from the bottom of a small letter to the top of an ascender, is taught using Set 1 letters first, then Set 2, 3 and 4.
- For example to Set 1 letters *if, ef, uf*; to Set 2 letters *il, it*; Set 3 letters *ck, ch*.

The third join

The join from any member of joining group 4 to any member of joining group 2 is a horizontal curve because the join is from the x-height of one letter to the x-height of the next.

og

Teaching the third join, the horizontal join from the top of one letter, across and to the top of the next, is also taught using letter families:

- The third join to Set 1 letters e.g. *wa, wo, fo*; to Set 3 letters *on, om*; Set 4 letters *ow*.

The fourth join

The join from any member of joining group 4 to any member of joining group 3 is the same as the first join except that it goes from the x-height of one letter to the top of the ascender of the next.

ob

The fourth join is the join from the top of a small letter to the top of an ascender.

- To Set 1 letters e.g. *of*, *ff*; to set 2 e.g. *wl*, *rl*; Set 3 e.g. *ob*, *oh*, *ok*.

The break letters

Joins are never made after the letters in this group. No join is ever made to or from the letter z. A small space should be left after each break letter so that it is spaced as evenly as the joined letters.

The letters e and s have slightly varying forms because their shapes depend on the nature of the preceding join. Attention is drawn to these special cases in Pupil Books 1A, 1B and 2.

As the size of writing decreases, children should be encouraged to decrease the space between words. By the time children are using Pupil Book 1A this space should be the width of a lower case letter a, and the space between two lines of writing should be about twice the height of this letter.

Teaching the joined style

- In the early stages the correct movements are more important than the appearance of the writing. Children should be discouraged from forming writing with incorrect movements, even if they manage to achieve results that appear satisfactory. However, in later stages a more individual style based around *Nelson Handwriting* is encouraged.
- As joined handwriting is a movement skill, it is essential for teachers to provide demonstrations. The *Nelson Handwriting* online teaching software is useful for this; you can also use whiteboards or flipcharts.
- Observe individuals as much as possible while they practise. This enables the teacher to recognise and correct bad habits as they arise.
- Talk the children through the process, using appropriate language.
- Encourage children to verbalise what they are doing from time to time. This gives a window into the thought processes they are using as they write.
- Most children will need extra practice with making the joins. The Pupil Books and Resources and Assessment books provide ample material for this.
- Encouraging children to use the basic handwriting patterns both for practice and for decorative purposes is a valuable technique.