



## Seaton Academy Handwriting Policy

Relevant roles held and by whom (correct at the time of publishing)

Literacy Leader:

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Approved by<sup>1</sup>

Name:

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Position:

Headteacher

Signed:

Date:

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SEATON  
ACADEMY

*'Nelson Handwriting provides a clear, practical framework for implementing and developing a progressive, whole school handwriting policy.'*

## **1. Introduction and Vision**

We believe that children must be able to write with ease, speed and legibility. If they have difficulty, this will limit fluency and inhibit the quality and quantity of their work across the curriculum. We aim for handwriting to become a skill that requires little effort and that this in turn reduces cognitive load, so that creative and physical energy can be focused on the content of written work.

We will further support any child who experiences difficulty with producing handwriting in line with this policy and will adapt the teaching of handwriting where necessary (See strategies outlined in **3. Teaching Approaches** section of this policy).

At Seaton Academy we follow the *Nelson Handwriting Scheme* (Oxford University Press) alongside the transcription processes outlined in the Systematic Synthetic Phonics Programme *Little Wandle Letters and Sounds*.

Our aims in teaching handwriting are:

- For children to develop a well-formed, legible and fluent handwriting style and use this confidently with increasing speed.
- For children to develop their handwriting skills progressively through a consistent approach using '*Little Wandle Letters and Sounds*' and '*Nelson Handwriting*' and to be able to write legibly at each point in their development.
- To develop an effective and comfortable pencil grip.
- To form letters correctly; knowing the size and orientation.
- To produce legible handwriting in a style that can be joined by the end of KS1, in readiness for transition to Junior School.
- To have high expectations for presentation and for children to know the importance of clear and neat presentation in order to communicate meaning effectively across the curriculum.
- To ensure a consistent and coherent approach to handwriting and presentation throughout the school, including: consistent modelling of writing in children's books, on the whiteboard, on hand written displays and resources.
- To provide provision for left handed children to develop free flowing writing.

## **2. Handwriting Progression**

### **EYFS Provision and Progression**

Our youngest pupils are encouraged, from the beginning, to see themselves as writers and to have confidence to express themselves through print.

In the Early Years, a foundation for handwriting is encouraged and embedded through daily opportunities for the development of fine and gross motor skills. All children are given access to a wide range of activities in continuous and enhanced provision to develop an effective pencil grip and enhance their early writing skills.

Opportunities include:

- Mark making using a wide range of writing tools and mediums
- Threading
- Play dough
- Peg boards
- Tracing and following letter/writing patterns
- Cutting opportunities
- Dough Disco
- Squiggle While You Wiggle

When developmentally ready, children are taught the letters in their name and are encouraged to write their name independently. Close attention is paid to correct posture for writing, using the tripod pencil grip and the positioning of the paper to help children develop good handwriting habits for the future.

## Reception

The teachers progressively introduce the children to Grapheme-Phoneme Correspondences (GPCs), which are taught daily using *Little Wandle Letters and Sounds*. As (GPCs) are taught, the children learn the grapheme, mnemonic and formation phrases, which align with the expectations set out in the *Nelson Handwriting Scheme*.

Ss	Aa	Tt	Pp	l	Nn	Mm
Down the snake from head to tail.	Around the astronaut's helmet and down into space.	Down the tiger and across its neck.	Down the penguin's back, up and around its head.	Down the iguana and dot the leaf.	Down, up and over the net.	Down, up and over the mouse's ears.
Dd	Gg	Oo	Cc	Kk	Ee	Uu
Round the ducks body, up to its head and down to its feet.	Round the goat's face and curl under its chin.	All around the octopus	Curl around the cat.	Down the kite, up to the top corner and down to the bottom corner.	Around the elephant's eye and curl down its trunk.	Down and around the umbrella, and back down to the ground.
Rr	Hh	Bb	Ff	Ll	Jj	Vv
From the cloud to the ground and over the rainbow.	Down, up and over the helicopter.	Down the bear's back, up and round his tummy.	Down the flamingo to its foot and across its wings.	Down the lollipop stick.	Down the jellyfish and dot its head.	Down to the bottom of the volcano and back up to the top.
Ww	Xx	Yy	Zz	Qq		
Down and up and down and up the waves.	From the top, across the box to the bottom. From the top again across the box to the bottom.	Down, around the yo-yo and curl around the string.	Across the top of the zebra's head, zig-zag down its neck and along.	Round the queen's face, down her robe and a flick at the end.		

All of the GPCs taught are practised during daily Phonics sessions and are applied in a writing context using lined writing books. Children form words and sentences containing the taught GPCs during weekly literacy focus sessions.

*Little Wandle Letters and Sounds* grapheme mats are available in every classroom, as well as growing phonic displays, to support children with formation.

In the Spring and/or Summer term, pupils move on to apply their handwriting following the *Nelson Handwriting Scheme*. Handwriting is modelled consistently by teaching staff and pupils are supported with the positioning and sizing of letters.

By the end of the EYFS we aim for all pupils to be able to write legibly using print:

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

Nelson Handwriting (Oxford University Press)

**By the end of the EYFS, all pupils are expected to be able to:**

- Write recognisable letters, most of which are correctly formed;
- Hold a pencil effectively in preparation for fluent writing- using the tripod grip in almost all cases;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others.

### **Year 1 Provision and Progression**

In Year 1, the children take part in two discrete handwriting sessions each week, lasting 20 minutes. These sessions are structured in the following way:

- Each teaching session begins with reminders about physical preparation, getting ready to write, seating and posture, and encouragement to sit up straight.
- A 5-minute 'Warm Up' follows, developing hand and finger strength using specific exercises, games and resources selected from the *Nelson Handwriting Scheme* (these include smartboard resources and videos).
- Teachers then model the weekly handwriting focus as outlined in Long-Term Planning.
- There may be opportunities for tracing (over teachers writing, worksheets from the scheme or laminated cards etc) and following and creating patterns where appropriate.
- Pupils then have time (15 minutes) of independent practise in a calm environment. Pupils apply their skills and practise the weekly formation focus.
- Pupils can attempt a further challenge using the 'Unit Focus Extension Resource Sheet'.

Pupils may use a Handwriting Book with handwriting guidelines, written examples and models written by teaching staff or complete the 'Unit Focus/Extension Resource Sheet'. Teachers also keep additional handwriting folders containing any completed handwriting resource sheets.

In the Autumn term, children learn, consolidate and re-cap:

- How to sit correctly at a table and hold a pencil comfortably and correctly.
- How to form lowercase letters in the correct direction starting and finishing in the right place.
- Forming capital letters and digits 0-9.

In the Spring 1 term, pupils are taught which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways). *Nelson Handwriting Scheme* groups letters into 'sets':

- 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

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

**Nelson Handwriting** (Oxford University Press)

In the Spring 2 term, pupils begin forming diagonal joins and horizontal joins using these sets. 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 (13 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 (19 letters which start at the top of the x height).
- Group 3: b f h k l t (6 letters which start at the top of the ascender).
- Group 4: f o r v w (5 letters which finish at the top of the x-height).

	Group	→	Group	
A	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

**Nelson Handwriting** (Oxford University Press)

In the Summer term the four joins and the following are reviewed:

- Break letters: b g j p q x y z are the 8 letters after which no join is made.
- Joins are not made to or from the letter z:
- Capital letters and numerals are never joined

**By the end of Year 1, all pupils are expected to:**

- 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' (i.e. letters that are formed in similar ways) and to practise these.

### **Year 2 Provision and Progression**

In Year 2, the children take part in two discrete handwriting sessions each week, lasting 20 minutes.

The children revise the previously learned joins with an emphasis on relative height. As the children gain confidence in using joined handwriting, there is an additional focus given to presentation. Pupils apply their skills by copying passages of text using joined handwriting of the appropriate size, consistency and spacing between words which reflects the size of letters.

*The quick brown fox jumps over the lazy dog.*

**Nelson Handwriting** (Oxford University Press)

Pupils may use a Handwriting Book with handwriting guidelines, written examples and models written by teaching staff or complete the 'Unit Focus/Extension Resource Sheet'. Teachers also keep additional handwriting folders containing any completed handwriting resource sheets.

**By the end of the Year 2, all pupils are expected to be able to:**

- form lower-case letters of the correct size relative to one another
- Use some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left un-joined

- 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.

### **3. Teaching Approaches**

All children will be taught to write with a pencil from EYFS.

In KS1, pens may be used for over-lining and self-editing/peer assessment.

Correct posture, seating position, pencil grip, formation and joins are modelled by the teacher using *Little Wandle Letters and Sounds* and *Nelson Handwriting* interactive resources.

A right-handed child should have their book tilted to the left.

A left-handed child should have their book tilted to the right.

#### **Left handed support**

Left handed children are supported, where required.

Strategies may include:

- Class teacher modelling formation using a left-handed example.
- Sitting to the left of their partners where possible to ensure the correct positioning and posture is encouraged.
- Paper should be tilted to the right with the right hand used to steady the paper.

#### **Support strategies, resources and adaptations**

Children who are identified as having difficulties with certain aspects of handwriting will be provided with further support, including:

- Adapted resources e.g. appropriate pencil grips, triangular pencils, line sizing.
- Consolidation of print until clear and legible- as the introduction of joins may be unnecessary.
- Additional modelling and support using the most appropriate focus resource sheets for a child. Teachers may take further time to consolidate upon children's letter formation using the *Little Wandle Letters and Sounds* formation sheets.
- Further opportunities to practise 'in the air' or with their finger in resources such as sand.
- Opportunity to trace over patterns and letters shapes in order to gain confidence and 'muscle memory' in order to attempt the written form independently in a handwriting book.
- Seating position at the table.

- Positioning of book/paper.
- Advice from the SENDCO.

Pupils may also be given additional resources and handwriting packs to practise at home, where appropriate. These packs should be discussed and made in consultation with parents and the Literacy Leader and SENDCO.

#### **4. Assessment**

When assessing the quality and effectiveness of children's handwriting teachers should question:

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

Handwriting outcomes are assessed through 'live' feedback from the class teacher as they circulate and monitor during handwriting sessions. Pupils will be provided with specific guidance, support or further scaffolding in order for them to make improvements to their own work.

We emphasise re-modelling of the written form by teaching staff where misconceptions or incorrect formation is evident. It is important that incorrect pencil grip and incorrect letter formation are identified and corrected at the point it occurs.

Handwriting is assessed termly using the Seaton Academy Writing Assessment Grids.

#### **5. Monitoring**

Monitoring of handwriting and presentation comes under the main subject of English and is the responsibility of the Literacy Lead.

Monitoring will take place through: observations, learning walks, book looks and writing moderation.

The following is useful to consider in the moderation of handwriting:

- Clear and neat presentation of writing.
- Correctly formed letters of the correct size, spacing and orientation.
- Consistent and coherent modelling of handwriting by all staff.