



Handwriting Policy

The quality and fluency of a child's handwriting is often the basis on which performance judgments are made. But of greater importance, the ability to write legibly and appropriately is a skill without which children would not be able to reach and demonstrate their true potential throughout their school careers.

At St. Aidan's we use the Nelson Handwriting Scheme of work to develop handwriting which uses fluent, legible script and has progression from pre-writing patterns to the development of an individual style. The Nelson Handwriting books provide a clearly structured programme with full coverage of technical aspects of writing, including letter formation, basic joins printing, speed writing and slope.

The multi-sensory activities are also used alongside the textbooks for both whole class teaching and group work. Children can practice the letters, build words and play games which reinforce their learning.

There are also rhymes and relaxations to get them ready to write, guidance on pen grip and posture, and worksheets to support or extend their children's handwriting.

The Primary Framework

Nelson Handwriting fully supports the Primary Framework for English in the following ways:

Presentation

Children learn to:

- Develop a clear and fluent joined handwriting style
- Use keyboard skills and ICT tools confidently to compose and present work

Foundation Stage

- Use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed

Year 1

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type name and simple texts

Year 2

- Write legibly, using upper and lower case letters appropriately within words, and observing correct spacing within and between words
- Form and use the four basic handwriting joins
- Word process short narrative and non-narrative texts

Year 3

- Write with the consistency in size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins
- Word process short narrative and non-narrative texts

Year 4

- Write consistently with neat, legible and joined handwriting
- Use word processing packages to present written work and continue to increase speed and accuracy in typing

Teaching Methods and Organisation

The role of the teacher

- Handwriting lessons should be in line with school policy and should build on what had gone before
- As handwriting is a movement skill, the animation of letter formation and joins ensures that a consistent and accurate model is provided for the children. Teachers may well choose to write on the screen as a model for the children
- When children practice using models from the Nelson Handwriting materials, whether in prints or on screen, the teacher should observe them carefully and be ready to intervene with support and encouragement
- In the early stages of learning to write, the process is more important than the product. Irregular letterforms starting in the correct place with movement in the correct direction are to be preferred to the uniformly regular letters achieved through wrong movements.
- Every effort should be made to prevent significant faults becoming ingrained habits that would be difficult to break. Common faults include:
 - faulty pen/pencil grip; use the support in getting ready to write for this
 - incorrect letter formation
 - reversals and invasions

- poor posture and paper positioning; use a support in getting ready to write for this.

Raising children's awareness of key points

The teachers role in raising awareness of the technical aspects of handwriting is essential. Nelson handwriting provides a clear development structure for the teacher to refer to through demonstration and discussion boxes remind children of key points and appear on the CD-ROM as audio tips

Terminology

As teachers demonstrate the skills of handwriting, it is important to describe the movements involved. There are some technical terms which are useful and discussion about handwriting that is important that pupils understand them. These include colon clockwise, anticlockwise, 30, horizontal, diagonal parallel, offender, December, consonant, valkama joined , slowed , and x-height.

Whole class and group teaching

To some extent decisions take handwriting lessons with individuals, groups or whole classes is a matter of personal preference. However, the very developmental stages of people's and the need for a sensible economy of time and effort also influence practice. The following suggestions should be considered:

In the early stages it seems appropriate to give handwriting lessons to small groups of children with similar levels of readiness and motor control. Individuals within each group may require specific help. However, the use of the interactive whiteboard with the whole class may mean that whole class teaching, even with younger children, is more achievable.

Later on, as children come to understand the concept of written language and show evidence of developing control, It may become economical to work with large groups and whole classes.

Regular practice

World class teachers are generally responsible for teaching handwriting to their own classes, there are many opportunities to practice the skills of handwriting in the course of writing across the curriculum and/ revise handwriting skills.

The frequency and length of handwriting lessons is likely to vary according to the age and competence of the pupils. With young children it is appropriate to have shorter sessions, while older pupils may benefit from one or two longer sessions each week.

The amount of time devoted to handwriting may also depend on the point reached in the programme. For example, it may be helpful to provide extra lessons when handwriting skills are introduced.

Scheme of work

Year one

In each unit there are five tabs: Focus, practicing patterns, letter formation, word building and game. Each tab can be used as a stand-alone act, or all 5 can be used as a whole lesson.

Focus

This is the first tab in each unit. Most contain animated pictures for interest and motivation.

Practising Patterns

Familiar patterns from the books feature throughout the units and are designed to be copied or traced by the teacher and individual children.

Letter formation

This contains the letter animation from the focus tab but it can be copied or traced here by the teacher and the individual children. The animation can be played at 2-speed and the teacher can control the audio.

Word building

This section allows the teacher or child to select the word they would like to copy off. The words are a combination of one's taken from the text box and high-frequency words from the literacy strategy for each year group. These words will feature the focus letter or join.

Game

On each CD-ROM there are four types of games that have been carefully designed to allow children to practice their hand right, as well as they're reading and word building capabilities.

The two worksheets for each unit have been differentiated so that one is easier than the unit and the other is more difficult. They can be viewed on screen and printed out. Support sheets are designed to allow the children to practice the skills that are required to complete the unit successfully. Extension sheets are designed to allow the more able children to practise the letter and their word and sentence building skills. The letter bank can be accessed at any time, it allows the teacher to show the animation for any single letter from the lowercase alphabet or any capital letter or numeral.

Sequence for EYFS- Blue level

Incey Wincey Spider











Ten Fat Peas

Rain

The Grasshopper











Ten Little Fingers

The Quiet Mouse

| Unit | Focus | Practising Patterns | Letter Formation | Word Building | Game |
|------|-------|---|------------------|---|-----------------------|
| 1 | c a |  | c a | cat, crab, cup, clown, ant, ape, apple, axe, and | Beat the Buzzer: c a |
| 2 | d g |  | d g | dog, drum, dad, did, dig good, gate, going, girl | Beat the Buzzer: d g |
| 3 | q* o |  | q* o | queen, quick, quilt, queue, orange, or, octopus, on, otter | Find the Patterns |
| 4 | e |  | e | elephant, eggs, elbow, enter, extra, eat, end, envelope, east | The Toy Shop: e words |
| 5 | s f |  | s f | school, sun, spider, snail, soon food, fish, frog, fox | Beat the Buzzer: s f |
| 6 | i |  | i | ice, igloo, ink, ill, insects, in, it, ice cream, inside | Make a Train: i words |
| 7 | l t |  | l t | lion, lemon, lolly, lorry ten, tent, train, them, that | Find the Patterns |
| 8 | u y |  | u y | up, umbrella, under, untie, yes, yacht, you, your, yo-yo | Find the Patterns |
| 9 | j k |  | j k | jump, jam, juggle, jelly, juggle, king, kite, kiss, kangaroo | Beat the Buzzer: j k |
| 10 | r |  | r | red, rainbow, rat, rabbit, rattle, run, rain, rose, ring | Washing Line: r words |

* The letter q is not taught as a separate phonic so the phonic sound has been omitted for this letter.











EYFS part 2

| | | | | | |
|----|-------------------|---|-------------------|--|--------------------------------------|
| 11 | n m |  | n m | monkey, mop, mum, man, nest, nuts, nose, name, no | Find the Patterns |
| 12 | h |  | h | hat, hop, have, had, he, him, house, hen, hand | The Toy Shop: h words |
| 13 | b p |  | b p | ball, bus, be, baby, butterfly, pen, pan, parrot, people | Matching Pairs: b p |
| 14 | v w |  | v w | van, vet, vase, violin, worm, wet, was, well, window | Find the Patterns |
| 15 | x z |  | x z | x-ray, xylophone zebra, zip, zig-zag, zoo, axe, exit, fizz | Find the Patterns |
| 16 | 0-4 |  | 012 34 | 2001, 321, 24, 1000, 120, 31, 203, 402, 1234 | Matching Pairs: 0-4 |
| 17 | 5-9 |  | 567 89 | 999, 778, 555, 56789, 47, 678, 975, 88, 699 | Beat the Buzzer: 5 7 9 |
| 18 | CAD GQO ES |  | CAD GQO ES | Connie, Ali, Dan, Gita, Quentin, Olly, Eve, Sam | Beat the Buzzer: C G Q E S |
| 19 | FIL TUY JKR |  | FIL TUY JKR | Franky, Isla, Lisa, Tom, Una, Yaz, Jay, Katy, Rosa | Matching Pairs: F I L T U Y J K R |
| 20 | NMH BPV WXZ |  | NMH BPV WXZ | Nick, Marie, Hannah, Ben, Paul, Vikram, William, Xanthe, Zak | Beat the Buzzer: N M V W X Z |

Year One Sequence- Red level

Rhymes: Incey, wincey spider, The Grasshopper, Grandma's Spectacles

Relaxations: Neck Rolls, Finger Massage, Itchy Monkey

| Unit | Focus | Practising Patterns | Join Formation | Word Building | Game |
|------|-------|---|----------------|---|-------------------------------|
| 1 | un |  | un um | bun, pun, nun, fun, sun mum, sum, hum | Find the Patterns |
| 2 | ig |  | ig id | dig, did, hide, big, kid, lid, hid, grid, bigger | Beat the Buzzer: ig id |
| 3 | ed |  | ed eg | bed, egg, leg, fed, head, can, man, pan, red, Meg | Beat the Buzzer: ed |
| 4 | an |  | an ar | car, dad, nan, jar, fan, far, sand, band, cart, and | The Toy Shop: an and ar words |
| 5 | ng |  | ing ung | thing, sing, sung, king, bang, hung, ring, lung, in | Find the Patterns |
| 6 | ch |  | ch sh | chain, chips, ship, fish, dish, shop, bush, such, much | Washing Line: ch and sh words |
| 7 | th |  | th tl | them, the, this, that, thin, there, think, little, then | The Toy Shop: th words |
| 8 | ill |  | ll ill | fall, pull, ill, fill, pill, mill, tell, fall, all | Find the Patterns |
| 9 | sl |  | sli slu | slug, slide, slid, slip, slit, slush, slipper | Beat the Buzzer: sl sli slu |
| 10 | ck |  | ck ack | sack, Jack, peck, quick, duck, luck, tick | Beat the Buzzer: ck ack |

| | | | | | |
|----|----|----------|----------------------------|---|---------------------------------------|
| 11 | st | st st | st sti | stop, stick, step, stilts, still, sting, stall, star, first | Make a Train: st words |
| 12 | nk | nk nk | ink unk | ink, thank, sunk, think, junk, pink, bunk, link, wink | Find the Patterns |
| 13 | og | og og | od og | dog, log, fog, frog, dog, food, hog, rod, prod | Beat the Buzzer: od og |
| 14 | re | re re | re ve | there, are, move, care, waved, cave, save, have, stare | Find the Patterns |
| 15 | oo | oo oo | oon oom | soon, moon, room, broom, boom, too, groom, spoon, noon | Beat the Buzzer: oon oom |
| 16 | wl | wl wl | wl vl | owl, prowl, howl, growl, slowly, bowl, bolt | Beat the Buzzer : wl vl |
| 17 | of | of of | of ff | of, off, coffee, toffee, soft, fluff, offer, daffodils, loft | Matching Pairs: of off |
| 18 | fl | fl fl | fl flo | flop, floppy, floor, flow, flower, flip, flung, floss, flap | Find the Patterns |
| 19 | y | y y | b g j p q x y z | bean, green, jump, pea, people, queen, quick, x-ray, yellow, zebra | Matching Pairs: break letters |
| 20 | A | ABABEMEM | <i>All capital letters</i> | Ben, Paris, Australia, Ali, New York, India, Ellen, London, England | Matching Pairs: lower case to caps |

Year 2- Yellow level

Nursery rhymes and relations:











Incey Wincey Spider





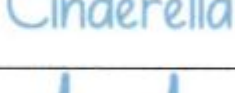

Shoulder Scrunch

Butterfly

Neck Rolls Wide Wings

Finger Match

| Unit | Focus | Practising Patterns | Join Formation | Word Building | Game |
|------|----------|---|----------------|---|-------------------------|
| 1 | in |  | in ine | pine, pin, dine, din, nine, line, mine, fine, shine | Beat the Buzzer: in ine |
| 2 | ut |  | ut ute | cut, cute, parachute, but, nut, hut, route | Beat the Buzzer: ut ute |
| 3 | ve |  | ve vi | very, wave, cave, save, waving, saving, caving, move, love | Beat the Buzzer: ve vi |
| 4 | ok |  | ok oh | smoke, joke, joking, choke, choking, look, took, poke, poking | Beat the Buzzer: ok oh |
| 5 | sh es |  | as es sh | she, ships, shoe, past, pest, share, codes, message, was | Beat the Buzzer: es as |
| 6 | ri |  | ri ru ry | trick, true, trust, try, trip, running, rule, ripe, run | Find the Patterns |
| 7 | oa |  | oa ad as | add, load, boat, roast, boast, oak, toad, road, addition | Washing Line: oa words |
| 8 | ee |  | ee ea ed | seed, sea, bee, need, feeding, pea, feet, hearing, beat | Matching Pairs: ee ea |
| 9 | ow |  | ow ov ox | brown, oval, oxen, crown, too, now, over, how, owl, scowl | Find the Patterns |
| 10 | ky |  | ky hy ly | fly, sly, shy, flyer, sky, mushy, cheeky, Ricky, Rocky | Matching Pairs ky hy ly |

| | | | | | |
|----|-------------------|---|----------------------|--|---|
| 11 | ha |  | ha ta fa | hair, have, hay, stare, thank, stand, hare, fair, fare | Find the Pattern |
| 12 | od |  | od oo og | log, lodge, food, wood, book, soon, odd, moon, foggy | The Toy Shop: o and oo words |
| 13 | er |  | er ir ur | patter, dirt, hurt, turtle, brother, their, there, fair, fur | Matching Pairs: er ir ur |
| 14 | ai |  | ai al ay | tail, tale, play, tray, stray, sale, pail, sail, pale | Matching Pairs: ai al ay |
| 15 | oy |  | oy ou oi | boy, toy, oil, point, coin, boil, shout, out, our | Make a Train: oy and oi words |
| 16 | re |  | re oe fe | ready, are, toe, stream, care, bare, fear, dream, Zoe | Beat the Buzzer : re oe fe |
| 17 | fu |  | fu wu vu | fun, full, careful, carefully, helpful, wonderful, funny, swung, vulture | Find the Patterns |
| 18 | print |  | All print letters | school, coffee-shop, today, time: 3.15pm, in the hall, 50p | Matching Pairs: print and pre-cursive letters |
| 19 | ot |  | ot ol ok | hot, spot, wok, got, hold, joke, poke, smoke, gold | Find the Patterns |
| 20 | ai ol al ow |  | ai ol al ow | rain, pain, crow, stall, follow, tall, fall, fold, cow | The Toy Shop: ai ol al ow words |

Year 3 and Year 4 onwards (Books 1 and 2)

Six relation exercise:

Butterfly


Finger Partner Match

#Travelling shapes

Wide Wings

Eye workout

Double 8

| Unit | Focus | Practising Patterns | Join Formation | Word Building | Game |
|--|-------|---|----------------|---|---------------------------|
| 1 (1:1) | ng |  | ng ay op | sleeping, sitting, eating, hopping, leading, shopping, singing, running, jumping | Washing Line: ing words |
| 2 (1:2) | oc |  | oc od oo | clock, odd, moon, soon, knock, knocking, shock, shocking, door | Beat the Buzzer: oc od oo |
| 3 (1:4) | fl |  | fla flo fle | flood, floor, flick, fleet, flock, float, flame, fled, flower | Find the Patterns |
| 4 (1:5) | wh |  | wha who whe | who, when, where, which, while, whatever, whenever, whichever, whether | Washing Line: wh words |
| 5 (1:9) | ck |  | ick uck ock | trick, truck, suck, flick, sick, track, ducklings, prick, sickly | Find the Patterns |
| <i>Please note: sloping letters are introduced at Unit 6 (Book 1, Unit 10)</i> | | | | | |
| 6 (1:10) | it |  | ke ie ly | January, December, Monday, Wednesday, Saturday, triangle, square, England, London | Find the Patterns |
| 7 (1:12) | ft |  | fte fir fin | afterwards, firstly, finally, after, faster, firm, fine, firstly, softer, swift | Beat the Buzzer: ft fa |
| 8 (1:14) | ff |  | ff ee ss | offer, guess, seeing, coffee, dress, flee, huffing, seeing, press | Beat the Buzzer: ff ss ee |

| | | | | | |
|--------------|-------------|----------------|---|---|---|
| 9 (1:14) | rr | | cc rr mm | ball, bunny, cool, hurry, odd, carry, humming, occur, curry | Beat the Buzzer: cc rr mm |
| 10 (1:16) | th | | ht fl lk | brightly, lighter, flight, flashing, fight, flood, thunder, tightly, flick | Beat the Buzzer: th joined and unjoined |
| 11 (1:20) | ! | | ? – “ ” ‘ ’ | Great!, Amazing!, Where?, Why?, “Goodbye”, didn’t, they’re, half-day | Matching Pairs: punctuation marks |
| 12 (2:4) | ly | | ily ity ify | correctly, clarify, fly, cruelly, happily, slyly, slowly, shyly, lightly | Matching Pairs: ily ity ify |
| 13 (2:5) | ro | | row now swim | row, now, how, bow, blow, know, grow, swimming, brow | Find the Patterns |
| 14 (2:7) | ig | | lig rig mig | light, mighty, night, might, lightly, slightly, right, fright, wriggle | Washing Line: igh words |
| 15 (2:8) | ive | | live five hive | live, sieve, five, hive, having, living, have, dive, active | Washing Line: ive ave words |
| 16 (2:11) | tt | | itt att ott | litter, cattle, bitter, fitter, better, butter, hotter, rattle, gutter | Beat the Buzzer: tt, itt, att, ott |
| 17 (2:12) | rec | | red ved ves | reception, red, saved, waved, behaved, craved, waves, craves, slaves | Find the Patterns |
| 18 (2:14) | wa | | wan was wav | want, wait, wax, wand, washing, was, wasp, wave, waiting | Washing Line: wa words |
| 19 (2:15) | urgent | | department accident emergency 10 o'clock | fire, urgent, message, contact London Road, accident, department, possible, fire engine | Matching Pairs: shortened forms |
| 20 (2:16) | Print Aa | Print alphabet | | drop, the, bridge, other, sticks, hand, kicks, ridge, stand | Matching Pairs: caps to lower case |

Ready reference guide

The letter forms

The lower case alphabet for Workbooks 1-4

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 Developing Skills books, Resources and Assessment books Red, Yellow 1, 2, 3, 4 and workbooks 5 and 6

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 letter slope of 8° from the vertical to the right is introduced in Developing Skills Book 1

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

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

These are the same throughout the scheme.

The numerals

1 2 3 4 5 6 7 8 9 0

The joining sets

Set 1

a c d e h i k l m n t u

Twelve letters with exit flicks.

Set 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.

Set 3

b f h k l t

Six letters which start at the top of an ascender.

Set 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

The first join 1 to 2 in am

The second join 1 to 3 ab ch

The third join 4 to 2 oa wo

The forth join 4 to 3 wh ob

The break letters bigger

The joined style

The quick brown fox jumps over
the lazy dog.

