

Seghill First School Handwriting Policy

Aims

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. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns.

The style is quick and easy to learn, particularly when it is practised from an early stage. Pupils will learn to form individual letters appropriately and accurately first and then by term 3 of Year 2 pupils will begin to join their handwriting.

Handwriting skills are taught regularly and systematically through the use of the Nelson Handwriting Scheme.

Key Stage 1

Pupils will focus on letter formation using the RWI phrases which sits in line with the Nelson font. There will also be a focus on using our guided writing books so that children can demonstrate consistent letter size including ascenders and descenders. They will use 12 mm lines with a move to 10 mm lines by end of Year 2. This practice is carefully planned and implemented so that all children can achieve a good standard of writing.

Key Stage 2

Children will follow the Nelson Handwriting Scheme to learn to join their writing. We aim for all children to have their pen licence by the end of Year 4. They will move to lined books without guidelines.

We aim for children to:

- achieve a neat, legible style with correctly formed letters in cursive handwriting;
- develop flow and speed;
- eventually produce the letters automatically and in their independent writing.

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Handwriting is taught regularly and systematically in classes, groups or individually as appropriate;
- Patterns are used initially, by writing with a variety of tools and using multisensory methods, to help free flowing hand motions;
- Correct pencil hold (nip, flip and grip) and letter formation are taught from the beginning and handwriting is frequently linked with spelling;

- Handwriting practice is monitored and teachers check children's sitting position, pen or pencil grip and letter/join formation during the activity. Errors or misconceptions are correctly modelled for the child to copy and practise;
- When marking or writing comments in any books, members of staff use printed or cursive 'Nelson' handwriting as appropriate;
- Display writing throughout the school includes hand written, printed or cursive 'Nelson' writing and computer generated 'Nelson' font writing.

Provision for left-handed children

Left-handed children are encouraged to find a comfortable orientation for their paper, usually slightly to the left of centre of their body, and to have their fingers about 1.5 cm from the point of their pencil.

Left-handed children are seated to the left of right-handed children to avoid elbows colliding.

Resources and Writing Materials

Children are given experience of a variety of writing tools including handwriting pens in Years 3 and 4.

Guidelined writing books are used in Foundation Stage and Key Stages 1 and 2.

Children are given lines to write on from Nursery onwards and it is our expectation that all children will be beginning to use 12mm guidelines books by the end of Reception, in readiness for starting Year 1.

Children in Key Stage 1 will be expected to use a writing book with 10mm spaces between lines and a margin by the end of Year 2, in readiness for starting Year 3.

How handwriting is taught throughout the school

Foundation Stage

In the Foundation Stage children take part in activities to develop gross and fine motor skills and recognition of patterns.

Pencil grip is taught specifically using the prompt 'nip, flip, grip' and children take part in activities such as the use of nipping tools to strengthen the muscles associated with this skill.

Individual letter formation is taught, modelled and practised in working towards the objectives listed below at Key Stage 1.

Children will achieve the above through a series of programmes:

- Write from the start;
- Dough Disco;
- Squiggle while you Wiggle;
- RWI.

Key Stage 1 Years 1 and 2

In accordance with the National Curriculum 2014, the children are taught how to form both lower case and capital letters and how to join them, whilst still developing fine and gross motor skills with a range of multi-sensory activities.

Children are taught to:

- Write from left to right and from top to bottom;
- Start and finish letters correctly;
- Be consistent with the size and shape of letters and the spacing of letters and words;
- Have the correct pencil grip;
- Find a convenient position for their page;
- Have the correct posture and position while writing.

Key Stage 2 (Years 3 and 4)

During this key stage the children continue to have direct teaching and regular practice of handwriting as above. We aim for them to develop a clear and fluent style and by the end of Year 4 and begin to be able to adapt their handwriting for the following different purposes:

- Neat, joined legible handwriting for finished, presented work using a pen;
- A faster script for notes;
- Print for labeling maps or diagrams.

Assessment

Throughout their time at Seghill First School, samples of children's writing are collected and moderated against National Curriculum criteria. As part of the school's assessment policy, a sample of children's writing is completed and assessed during each half term.

Nelson Handwriting Scheme

Nelson Handwriting is our chosen style. In Early Years we teach pre-cursive printing of 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

Then we move towards joining and we teach lower case cursive 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 joins we teach moving from Key Stage 1 to Key Stage 2:

The first join in am

The second join ab ch

The third join oa wo

The fourth join wh ob

The quick brown fox jumps over the lazy dog.

There are some letters we do not join from. They are known as break letters:

b g j q x y z s

Monitoring and Review

This policy and procedure will be monitored and reviewed at least every two years, or sooner if required, by the Literacy lead. Where there are issues with the way the policy and/or procedure are working, these will be looked at closely with a view to identifying measures to improve their effectiveness.

Document Record

Version	Reason for Amendments/Update/Review	Date of Adoption by Seghill First School	Date of next review
1.1	Policy updated	November 2021	November 2023
1.2	Reviewed and updated	07 February 2024	February 2026