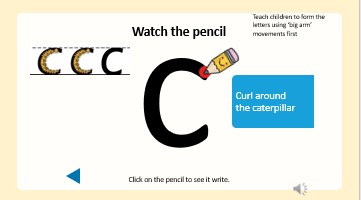


**Handwriting:** Overview adopting RWinc principles and Nelson progression

* Children in **Reception** are introduced to correct letter formation as soon as they begin learning to recognise the letter sounds within the RWI phonics programme adopted by the school
* Once children have been taught the graphemes and towards the end of **Reception year and in Year One and above**, the focus will be to practise the mechanics of handwriting in sessions additional to the RWInc lesson.
* Alongside fine motor activities and warm up exercises, children in **Reception** will ‘air -write’ letters, copied from a bank of videos and practise sheets using the RWI patter.



* This will reinforce the learning from phonics sessions but will also make the link between the formations, orientation and direction of a series of letters

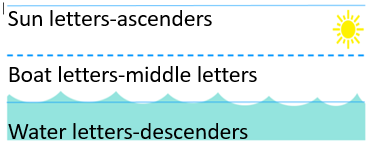
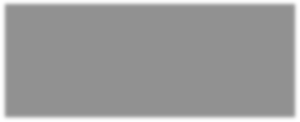
Around’ letters: **c a o d g q**

Down’ letters: **l t b p k h i j m n r u y**

Curly letters: **e f s**

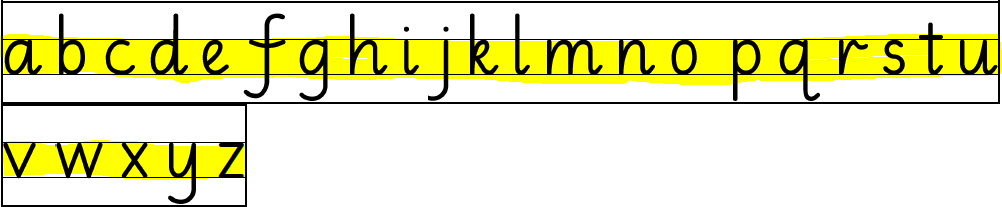
Zigzag’ letters: **v w z x.**

* belonging to same family e.g.; ‘Around letters ‘c, d, o, g, p’ which focus on a series of letters which all have the anti-clockwise movement
* As children become more confident with formation, there is more emphasis placed on letter sizing and spacing between letters.
* **In EYFS** and lower **KS1** we introduce the RWI model of ‘Boat, Water and Sun’ letters to support children to understand about letter sizing
* **In Year 2,** children are expected to start joining their writing, using cursive handwriting.



* We then progress to using a highlighted guide in the back of Writing books and later, tramlines as a scaffold to support children with letter sizing. Children will first learn the language of ‘Sun, boat and water

letters’ and progress to the language of ascenders and descenders.



* Handwriting is a developmental process with its own stages of progression from letter formation through to letter joins. It is important that children are taught letter formation in the correct families **before** they learn to join to other letters.
* Nelson handwriting scheme adopted by school, plans the teaching of the joins in the summer term of Year 1 but promotes flexibility to introduce as and when children are able to form individual letters with some control over size and orientation.
* As children are developing their control with letter formation, sizing and spacing between words, guidance suggests working with smaller groups. As children become more proficient, it is more economical by the end of **Year 1 and in Year 2 and above** to work with larger groups or whole class.

## Presentation

Careful presentation of work must be stressed at all times. Whilst the overall presentation of work, in terms of layout, may differ between KS1 and KS2 the need for care with presentation does not.

* The class teacher sets the standard of presentation for the class.

Worksheets, board presentation and written comments in children’s books are the most constant example of handwriting that a child has. Teachers should ensure that they set high standards of presentation themselves. Care should also be taken to ensure that where children are still at the printing stage of handwriting that teachers print when adding comments in pupils’ book too.

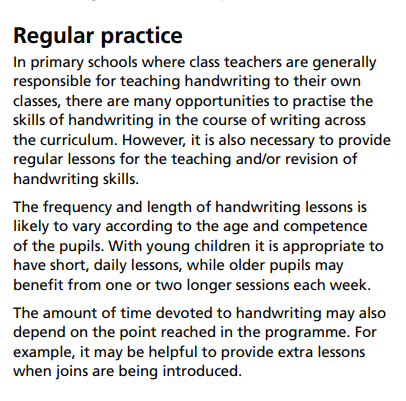
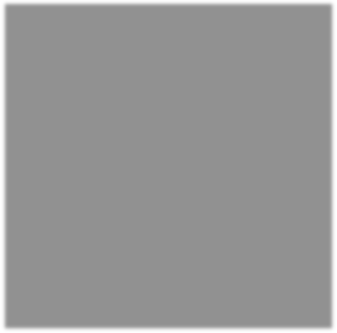
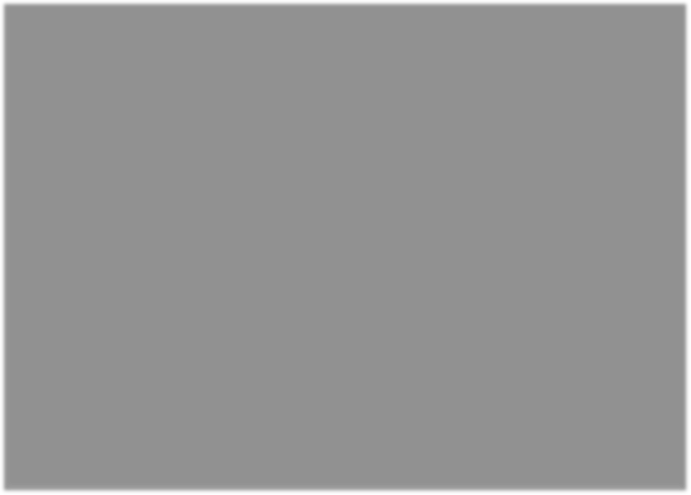
* Scaffolds of letter formation should be available for children to use and are saved in the handwriting folder along with the various images in this document.

**Letter Fonts.** Nelson have discontinued their font due to latest guidance suggesting children should be exposed to a range of writing models. RWInc and Nelson schemes are both compatible with **Primary Sassoon** which we should adopt in school when promoting handwriting. There are letter formation scaffolds in the handwriting folder to be used as scaffolds.

## Writing tools

* A range of mark making tools should be available in all classrooms for children to try out in handwriting sessions to find a tool which supports their grip as well as pressure onto paper
* In EYFS and KS1 children predominantly use pencils to write with but should be given the opportunity to write using whiteboard pens, felt tips, chalks etc. For the vast majority of children an HB pencil is best. Younger children may benefit from using a thicker style of pencil.
* Writing in pen should be introduced for handwriting in KS2 once children can write neatly in pencil. Where appropriate, pupils in Years 5 & 6 may still continue to write in pencil.
* In KS2 children should be offered the opportunity to ‘publish’ their work using a writing tool which they feel helps them to produce their best writing.

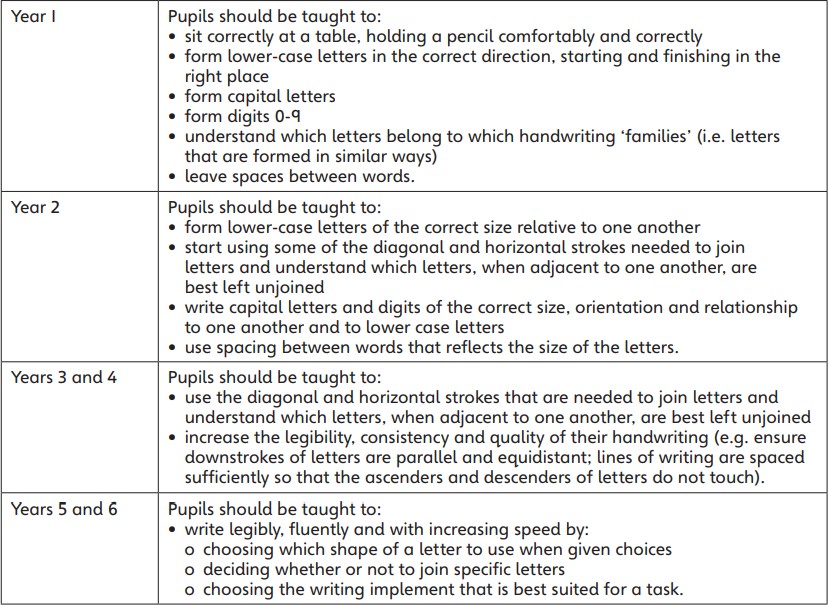
**We no longer use pre-cursive script and no letters should have any lead in strokes**



**Time allocation at Pippins**

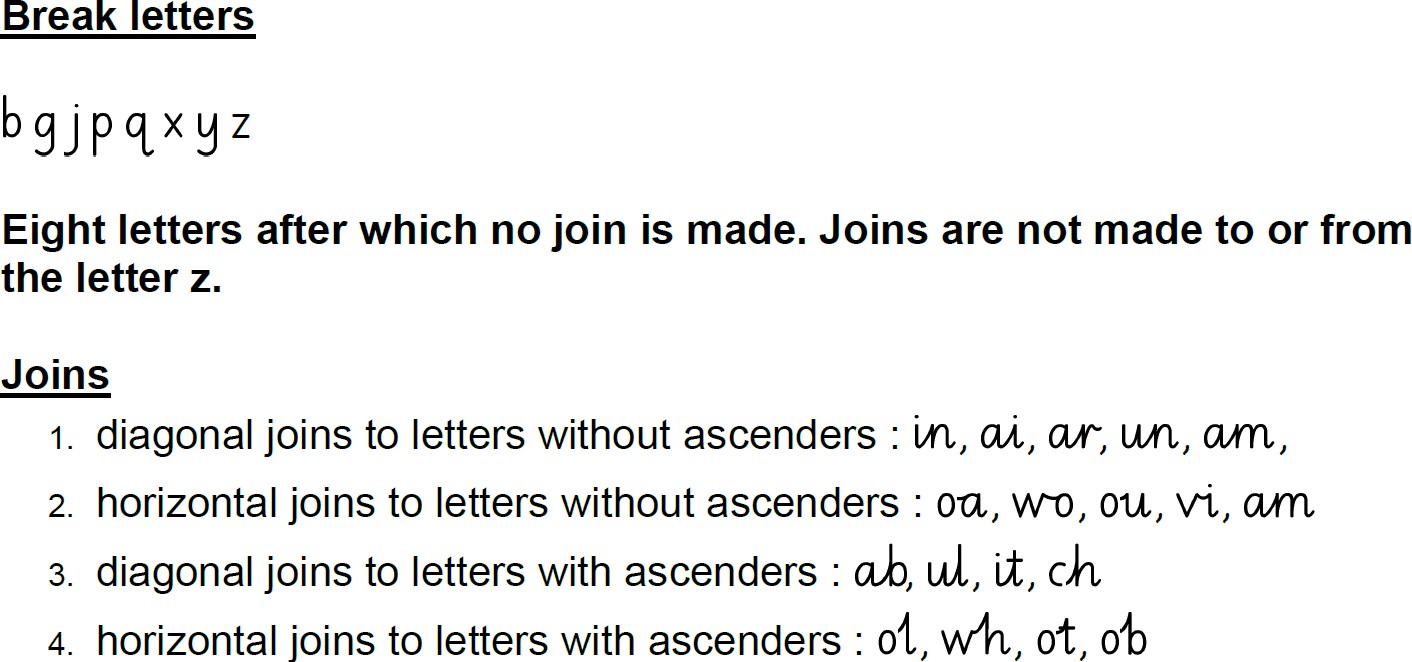
* **EYFS and KS1** -Teach letter formation alongside phonics in + additional timetabled slots specifically for handwriting. Letter formation could be modelled at the end of the school day so that children can come in the following morning, ready to practise during EMT
* **KS2** -Separate weekly timetable slots in KS2 and reinforce during phonics, spelling and English lessons and across the curriculum.

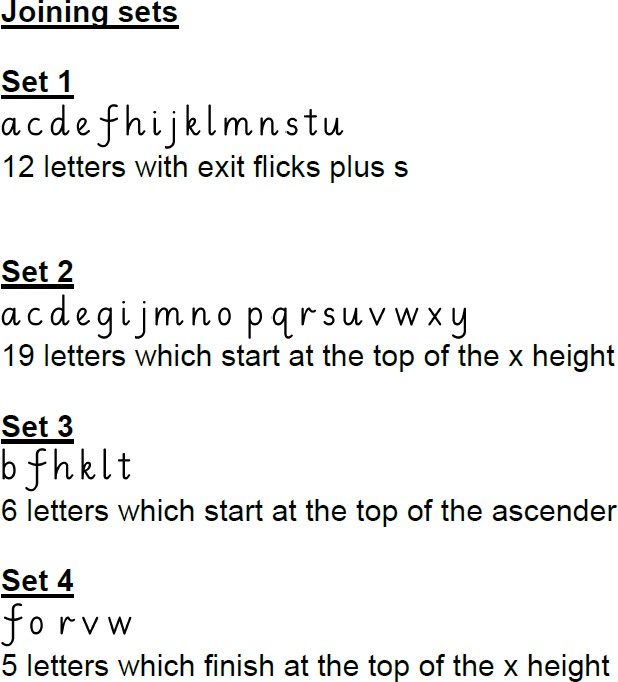
# National Curriculum



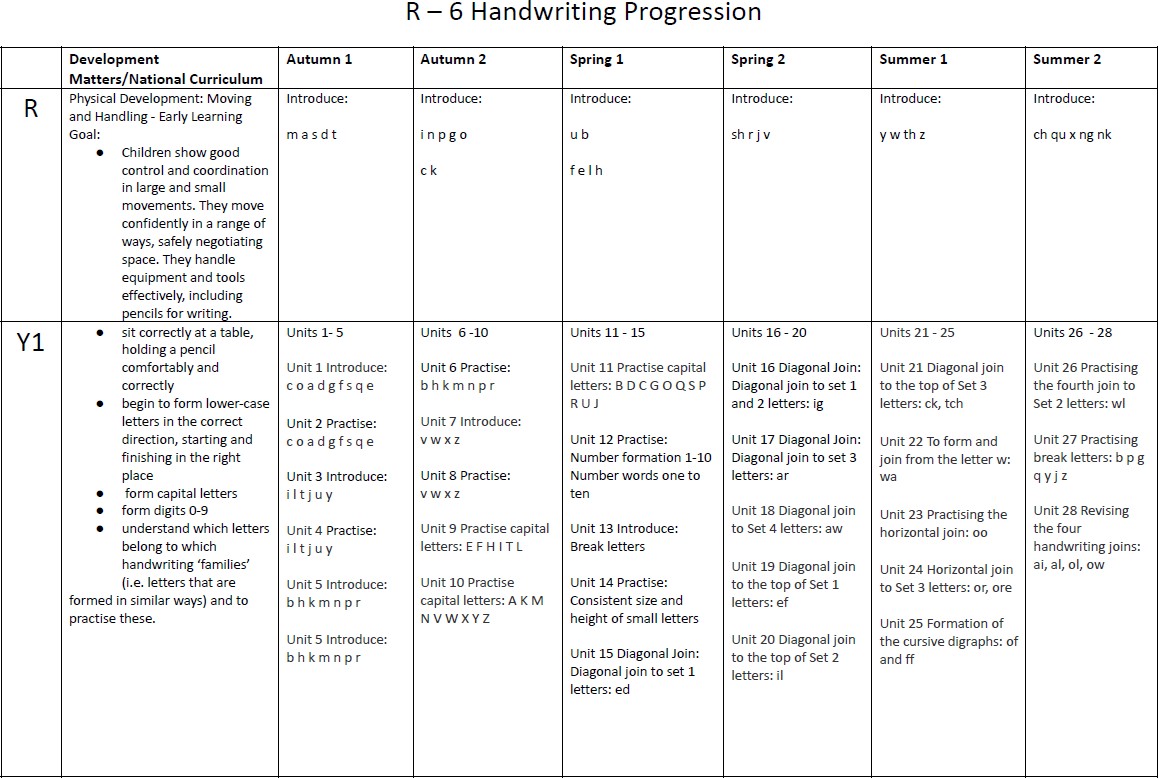
## Nelson handwriting from ‘print’ to joining

* In the early stages the correct movements are more important than the appearance of 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 is encouraged.
* Provide demonstrations when introducing joins
* 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.
* Most children will need extra practice with making the joins
* Encourage children to use the basic handwriting patterns both for practice and for decorative purposes is a valuable technique for fostering fluency and rhythmic movement**.**



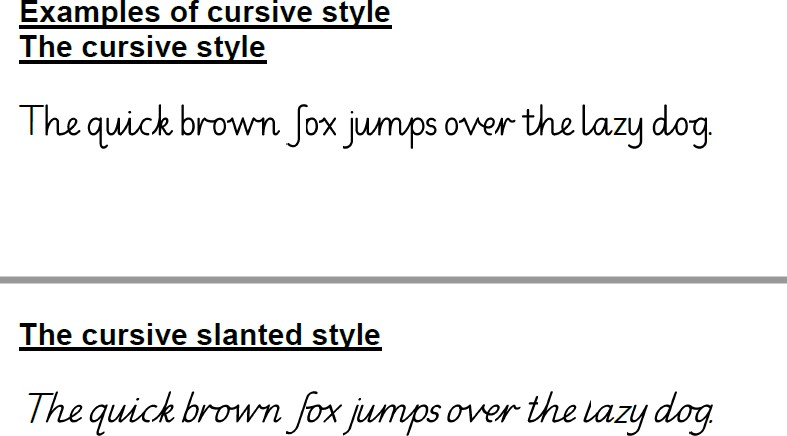


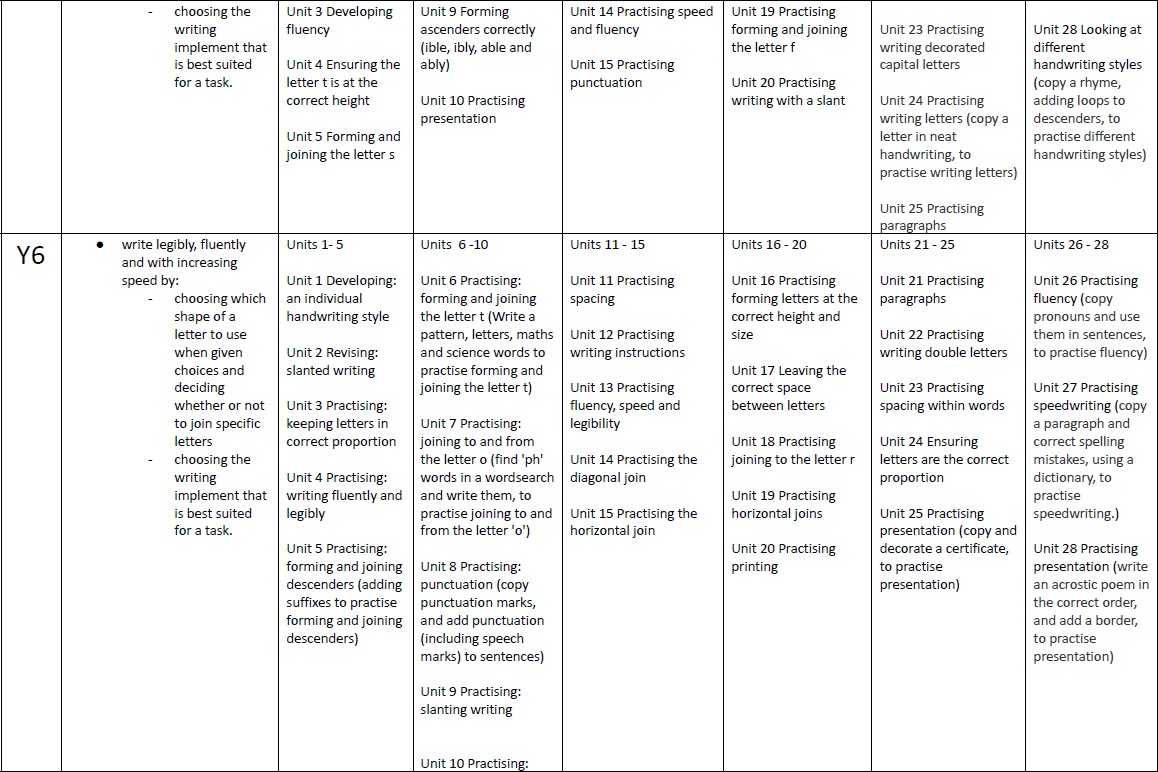
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## Nelson for on-line guidance

