

Hall Orchard Barrow CE Primary (Academy)

Handwriting Guidance

Aims

For Teachers

1. To know the correct style, letter formations and joins in handwriting to ensure consistency across the school.
2. To understand the progression in handwriting so that pupils are taught in every lesson and pupils' handwriting develops and improves
3. To ensure high expectations in handwriting lessons and that pupils are expected to apply the same standards in other independent writing.

For Pupils

1. To know the importance of clear and neat presentation in order to communicate meaning effectively
2. To write legibly in both joined and printed styles with increasing fluency and speed by:
 - Having a correct pencil grip
 - Knowing that all letters start from the top, except d and e which start in the middle
 - Forming all letters correctly
 - Knowing the size and orientation of letters

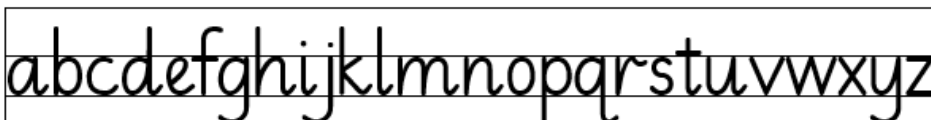
Teaching time

The number and length of handwriting sessions will be determined by class teachers based on the assessment of their pupils and identified next steps. Class teachers may also identify that individual pupils need further intervention with their handwriting, providing additional time with adults or resources.

Model used

Hall Orchard CE Primary School uses the Nelson Handwriting Scheme with the following letter formation:

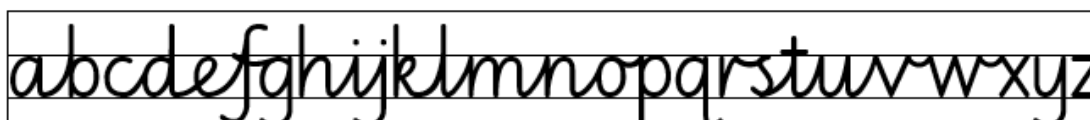
Lower case letters



Capitals



Cursive Script



The Four Joins

1. To letters without ascenders
2. To letters with ascenders
3. Horizontal joins
4. Horizontal joins to letters with ascenders

The break letters (letters that aren't joined from) are:

b g j p q x y z s (See appendix 2 for examples of the break letters)

Resources

Teachers use the Nelson Scheme Teacher Resource books and the Interactive Whiteboard Resources which can be located via the website.

Books

- *EYFS - Nelson handwriting workbooks.*
- *Year 1 - Larger 4-line handwriting books.*
- *Year 2 - Standard 4-line handwriting books. Pupils with specific difficulties can continue to use larger 4-line handwriting books.*
- *Year 3 and 4 - Standard 4-line handwriting books.*
- *Year 5 and 6 - standard writing books. Pupils with specific difficulties can continue to use 4-line handwriting books if necessary.*

Pencils and Pens

Pupils will use pencil initially and then move onto blue ink handwriting pens. Pupils at Key Stage 1 use sharp pencils with grips if they require them. From Year 3 pupils are able to gain their 'handwriting licence' if their writing is neat and consistent and they are able to write in pen in all their books with the exception of Maths. It is expected that the majority of pupils will have gained their handwriting licence by the end of Year 4 and pens must be introduced during handwriting lessons no later than Year 4. In Year 5 pupils will be expected to write in pen. Children with very specific difficulties may find their writing is neater in pencil and should be given the choice to use pen or pencil in independent writing, whilst using pen during handwriting lessons. In Year 6 pupils will have the flexibility to choose the best equipment for their task, including in Maths books. Year Reception to Year 5 will use pencil for all Maths activities.

Assessment

Teachers will assess pupils at the start of the year and decide where teaching should begin in the Progression Ladder (Appendix 1). The year group starting points are a guide and teachers will need to use their professional judgement. However, be aware of the expectations at the end of the year.

The SLT should monitor children's writing and presentation in books regularly. The following should be considered:

- *Is the writing generally legible?*

- *Are the letters correctly shaped and proportioned?*
- *Are the joins made correctly?*
- *Are the spaces between the letters, words and lines appropriate?*
- *Is the size of the writing appropriate?*
- *Is the writing properly aligned?*
- *Are the writing standards achieved by the majority of pupils in line with the National Curriculum?*

Teacher Modelling

It is essential that teachers model neat and cursive writing in shared writing on the whiteboard, interactive whiteboard and in pupils' books.

Application

Pupils should be encouraged to apply the hand-writing they are taught in all independent writing. Teachers must have high expectations of all pupils and expect to see examples of what they have been taught in all books. If pupils are learning joined hand-writing they should be expected to use this in their written work. Pupils should only attempt joins if they have been taught them. Teachers must monitor this and use praise and next steps marking to bring this to pupils' attention where appropriate.

N Roodhouse

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Review June 2025

APPENDIX 1

Progression ladder - Order of teaching

Single letters (YR and Y1)

- c a d g q o
- e s f
- i l t
- u y j k
- r n m
- h b p
- v w x z

Joins Y2 (going into Y3)

Introduction of the four hand-writing joins:

- *First join: un um ig id ed eg an or ing ung*
- *Second join: ch sh th tl ll ill sli slu ckackststi ink unk*
- *Third join: odpg re veonoom*
- *Fourth join: wlvf of ffflflo*
- *Practise the break letters b p g q y j z*
- *Practise capital letters*

Joins Y3 (going into Y4)

Revision

- *Practise the break letters b p g q y j z*
- *Practise capital letters*

Further practise of the four hand-writing joins

- *inine*
- *utute*
- *ve vi*
- *ok oh*
- *sh as es (practising two ways of joining the letter s)*
- *rirury (practising joining from the letter r)*
- *oa ad as (practising joining to and from the letter a)*
- *eeeaed (practising joining from the letter e)*
- *owov ox (practising joining from the letter o)*
- *kyhyly (practising joining to the letter y)*
- *ha ta fa (practising joining to the letter a)*
- *odoog(practising joining from the letter o)*
- *erirur (practising joining to the letter r)*
- *ai al ay · o you oi*
- *reofe (practising the horizontal join to the letter e)*

- *fuwu vu (practising the horizontal join to the letter u)*
- *otol ok (practising joining to ascenders)*
- *ai al owol (practising all the joins)*

Year 4

- *ning ping ting*
- *oc od oo*
- *akeome are*
- *flaflofle*
- *whowhawhe*
- *ie in il*
- *inlykyny*
- *apar an*
- *ickuckack*
- *practise writing with a slope*
- *he*
- *we*
- *re*
- *fte fir fin*
- *wrawrikni (silent letters)*
- *iillttrrrnn mm cc ooddssffee*
- *ewev ex (spacing)*
- *thhtfl (proportions)*
- *acagaf*
- *Capital letters*
- *Decorated capital letters*
- *Practising with punctuation ! ? - " " , '*


Years 5 and 6

- *Practise and ensure consistency and size of letters*
- *Practising using a diagonal joining line*
- *Practising leaving an equal space between letters*
- *Practising joining to the letter y*
- *Practising using a horizontal joining line*
- *Practising the size and height of letters*
- *Practising joining from the letter i*
- *Practising joining to and from the letter v*
- *Practising consistency in forming and joining letters*
- *Practise speedwriting*
- *Practising crossing double tt*
- *Practising joining to and from the letter e*
- *Practising joining to and from the letter w*
- *Practising printing*

- Practising drafting and editing
- Practising joining to the letter t
- Practising with punctuation
- Practising break letters
- Practising joining from the letter m
- Ensuring the ascender on the letter t is the correct height
- Practising spacing within words
- Developing fluency
- Practising printing
- Practising forming and joining the letter f
- Practising speed writing
- Revision
- Looking at different handwriting styles

Appendix 2

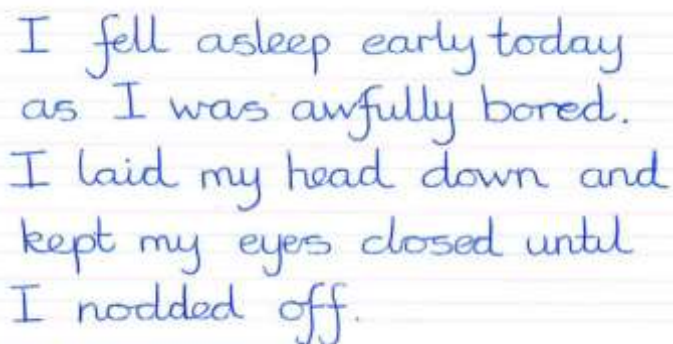
Examples of the break letters



big green
jelly happy
unique xylophone
zebra swans

Appendix 3

Examples of the joins



I fell asleep early today
as I was awfully bored.
I laid my head down and
kept my eyes closed until
I nodded off.