



Manor Primary School  
Handwriting Policy and Guidelines

***"Every child should have the opportunity to have efficient and flexible handwriting for them to be able to deal with all the tasks that they face throughout their stages of education."***

We as a team at Manor have agreed to use the Nelson Handwriting Scheme to support the development of writing in school.

Our aim is for all pupils to develop an awareness of the importance of clear, neat, presentation in order to communicate their meaning effectively. We believe it is an important skill and that we need regular lessons for the teaching and/or revision of handwriting skills.

We have agreed the following letter formation using language from ELS scheme. Our standard print letters include the flick exits. The 'f' and 'k' are different.

Lower case 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 lower case letters we use for joined up handwriting

- Diagonal join to letters without ascenders  
ai, ar, un
  - Horizontal join to letters without ascenders  
ou, vi, wi
  - Diagonal join to letters with ascenders  
ab, ul, it
  - Horizontal join to letters with ascenders  
ol, wh, ot
- 

The 's' will remain an 's' at the start of a word. It will then appear in different forms when joined e.g.

tortoise was for (sail/sale).

As children become more fluent in their handwriting they will be encouraged to develop their own joined up style.

There was an old owl  
who lived in an oak,  
The more he heard the  
less he spoke.  
The less he spoke, the  
more he heard.  
Why aren't we like  
that wise old bird?

## Progression of handwriting skills from Reception to Year 6

### RECEPTION

Use a pencil and hold it effectively to form recognizable 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.

### 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.

### YEAR 3

Write with consistency in the size and proportion of letters and spacing within and between words, using the correct formation of handwriting joins.

### YEAR 4

Write consistently with neat, legible and joined writing.

### YEAR 5

Adapt handwriting for specific purposes, for example printing: use of italics.

### YEAR 6

Use different styles of handwriting for different purposes with a range of media, developing a consistent and personal legible style.

All our children start writing in pencil. As they develop a fluent style and their handwriting is considered to be neat, legibly joined up they are awarded with a '**pen licence**'. This is awarded to them in assembly and they are presented with their first ink pen. All children with a pen licence then write in ink pen throughout their time in our school.

## Assessment

We keep a portfolio of writing for each child. At the start of term they complete a piece of independent writing. The children and staff can then see and celebrate the progress made.

### **The main criteria for assessing handwriting are:**

Is it formed with the correct grip and the correct basic movements?

Is it written fluently and rhythmically?

Is it legible?

Are the letters the correct shape and size?

Are the slopes of the letters right and consistent?

Have the letters the correct relative height?

Is the inter-letter spacing appropriate?

Is the inter-word spacing appropriate?

Are the joins the correct shape?

Are the slopes of the joins correct and consistent?

## Teaching Handwriting

Time is allocated for specific handwriting practice **on a daily basis**. Some pupils may need to be given additional time to develop their handwriting.

### **Teachers can provide resources for children with additional needs**

Support for handwriting can include:-

Specialised pencils/pens

Sloping boards

Enlarged fonts

Pencil grips

Different coloured paper

Teachers can set higher expectations for gifted pupils and respond to their needs by offering them opportunities to:

- Work through activities at a faster pace
- Advance at a faster pace through the curriculum, doing work that would normally be associated with the skills and content of later key stages.
- Tackling a wider range of tasks.