Handwriting at Aldbury School

We currently use the *Nelson Handwriting* scheme to teach the technique of handwriting in KS1 and KS2. This scheme focuses on developing children's letter formation, presentation skills and fluency of writing.

5 Stages of Basic Organisational Structure of Handwriting

1. Readiness to write, gross/fine motor skills leading to pattern and letter formation (EYFS, 3-5yrs)
2. Beginning to join (KS1, 5-7yrs)
3. Securing the joins (KS1 & KS2, 5-9yrs)
4. Practising speed and fluency (KS1, 7-9yrs)
5. Presentational Skills (Upper KS2, 10-11yrs)

Improve your handwriting tips and tricks

- Handwriting starts with colouring. This teaches good hand control.
- Mark making is also part of the process to being able to write. Drawing shapes, following wiggly lines is all part of the learning process. Dot to dot for example teaches pen control.
- Give your children plenty of opportunities to write, make lists, play shops and write menus.
- Tracing or using wipe over books can also help.

- Mark making doesn’t need to be limited to paper. Using sand drawing with sticks, finger painting or even shaving foam can all be used.

The aims of the 2014 National Curriculum

Year 1

Handwriting

Pupils should be taught to:

- *sit correctly at a table, holding a pencil comfortably and correctly*
- *begin to form lower-case letters in the correct direction, starting and finishing in the right place*
- *form capital letters*
- *form digits 0-9*
- *understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these*

Notes and guidance (non-statutory)

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.

Left-handed pupils should receive specific teaching to meet their needs.

Year 2

Handwriting

Pupils should be taught to:

- *form lower-case letters of the correct size relative to one another*
- *start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*
- *write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters*
- *use spacing between words that reflects the size of the letters*

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Year 3-4

Handwriting

Pupils should be taught to:

- *use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined*
- *increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]*

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Year 5-6

Handwriting and presentation

Pupils should be taught to:

- *write legibly, fluently and with increasing speed by:*
- *choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters*
- *choosing the writing implement that is best suited for a task*

Notes and guidance (non-statutory)

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.

Writing Model

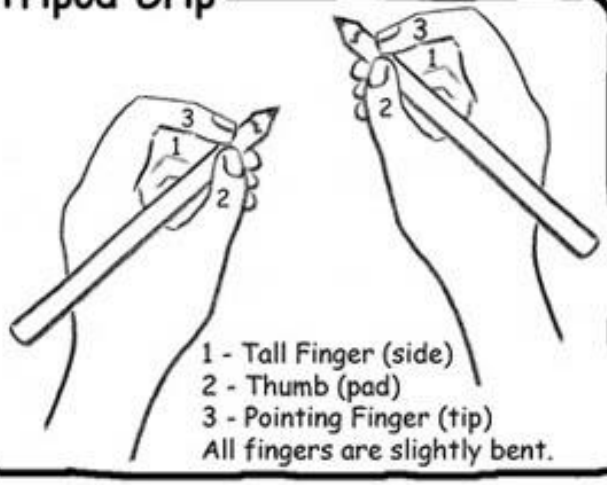
The Crocodile

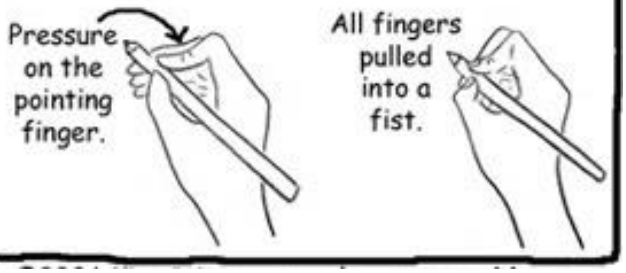
How doth the little crocodile
Improve his shining tail,
And pour the waters of the Nile
On every golden scale!

How cheerfully he seems to grin,
How neatly spreads his claws,
And welcomes little fishes in
With gently smiling jaws!

Lewis Carroll

Tripod Grip



1 - Tall Finger (side)
2 - Thumb (pad)
3 - Pointing Finger (tip)
All fingers are slightly bent.

Don't do this!