

## Handwriting Policy

### Aims

- To enable a consistent approach to the teaching, learning and development of handwriting across the school so pupils and teachers are equally aware of the development of handwriting.
- For each child to write legibly, fluently and at reasonable speed.
- For each child to develop their own style and be able to differentiate the level of handwriting required for different tasks.

At Mount Pleasant Junior School, we use the Nelson handwriting model. This can be used for handwriting and typed pieces of work.

Below is the model for letters and numerals followed at Mount Pleasant Junior School.

### The letters

#### 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

#### Capital 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

### The Numbers

1 2 3 4 5 6 7 8 9 0

At Mount Pleasant Junior School we teach following the Nelson handwriting model for joins. This consists of five sets of letters, four different joins and some break letters. These are shown below:

#### Set 1

Twelve letters with exit flicks plus s

a c d e h i k l m n s t u

#### Set 2

Nineteen letters which start at the top of the x-height

a c d e g i j m n o p q r s u v w x y

#### Set 3

Six letters which start at the top of the ascender

b f h k l t

#### Set 4

Five letters which finish at the top of the x-height

f o r v w

#### Set 5 - The break letters

Eight letters after which no join is made. Joins are not made to or from the letter z

b g j p q x y z

## **The joins**

The first join  
Set 1 → Set 2                      in                      am

The second join  
Set 1 → Set 3                      ab                      ch

The third join  
Set 4 → Set 2                      oa                      wo

The fourth join  
Set 4 → Set 3                      wh                      ob

The break letters                      bigger

## **TEACHING HANDWRITING**

At Mount Pleasant Junior School we believe that handwriting and presentation are important for helping children to value their own and each other's work. We have one dedicated taught session of handwriting and one independent session per week of 20 minutes each. This is linked wherever possible to the teaching and learning of spellings and letter patterns.

### **The taught handwriting session**

At Mount Pleasant Junior School we believe that consistency between classes and year groups is key to children's progression in handwriting. Wherever possible, handwriting sessions will follow a similar structure:

- Children get ready to write by checking the three p's (posture, pen hold, paper position).
- Practise of a pattern.
- Identification and practise of a join (linked to spellings where possible)
- Use set vocabulary

### **The independent handwriting session**

At Mount Pleasant Junior School, we believe that children need to practise the skills taught in order to be able to develop and adapt them to their own writing.

During the independent handwriting session children will practise joins that they have recently worked on (this may link to their weekly spellings where possible).

### **Handwriting Vocabulary**

We use the following terms to help children when teaching handwriting:

- ascender
- descender
- x-height

### **Modelling of handwriting and use of handwriting fonts**

Pupils need to see good examples of handwriting. Nelson handwriting font should be used for all worksheets and the bulk of writing in displays. However, it is important that children still have access to a range of handwriting styles and fonts from small sections of displays and worksheets such as titles, labels etc.

### **Assessment of Handwriting**

Assessment of handwriting will involve the children having a good understanding of what they need to achieve in their handwriting. Each class should have a small handwriting display which includes a child friendly, visual, ongoing assessment using a 'ladder' system (linked to the rewards system). The key objectives for the year should be displayed so that children see their handwriting progressing and moving from one section of the 'ladder' to the next. There should be an opportunity for formal assessment of children's writing three times a year (assessment sheets from Nelson Resources and Assessment book can be used).

### **Raising children's expectation and presentation skills**

The use of a visual assessment display will enable children to be more aware of their handwriting and presentation. Additionally a minimum of one piece of writing should be presented ready for display using a variety of presentation techniques including handwritten, typed, lined paper, plain paper with decoration etc.

Teachers will need to give clear expectations for the presentation of work (in accordance with marking policy) and model good presentation skills. This includes work being given to children in both handwritten and typed format.

A termly handwriting reward which is awarded in assembly is also used to encourage children to develop high expectations of their own handwriting and presentation skills.

### **HANDWRITING ASSESSMENT**

- Level 1: Letters are usually clearly shaped and correctly orientated.
- Level 2: Letters are accurately formed and consistent in size
- Level 3: Handwriting is joined and legible
- Level 4: Handwriting style is fluent, joined and legible
- Level 5: Handwriting is joined clear and fluent and, where appropriate, is adapted to a range of tasks.

#### **Ladder Assessment:**

##### **Level 1**

- sit with both feet on the floor
- can follow patterns with support
- letters are a clear shape
- letters are the right way round

##### **Level 2**

- sit with both feet on the floor
- place the paper correctly with reminders
- can follow patterns demonstrated by teacher
- all letters are the correct shape
- used correctly sized letters
- used correctly sized capitals
- use appropriate size spaces between words
- know the four joins

##### **Level 3**

- have the correct posture
- hold the pen correctly
- place the paper correctly
- make pencil strokes smoothly and not too hard
- letters are the correct shape and size
- use appropriate size spaces between words and letters
- make the four joins correctly
- can use different presentation styles for captions, labels, borders etc with support

#### **Level 4**

- follow the 3 Ps correctly
- all letters are the correct size and height
- down strokes are parallel
- can write and use the different forms of s
- can make the four joins correctly and fluently
- can use the break letters appropriately and with the regular spacing
- can form and join the letter f correctly
- can form and join the letter e correctly
- consistent size and spacing between letters and words
- write fluently, joined and legibly
- can choose and use different presentation styles for captions, labels, borders etc
- can write with speed, e.g for note-taking, lists etc
- use a clear, neat hand in finished presented work

#### **Level 5**

As level 4 and

- can use informal writing for rough drafting
- can adapt handwriting appropriately to a range of tasks

### **HANDWRITING IN SUMMER 2**

During Summer 2 it is important that we develop children's knowledge of the main joins and letters so that our new handwriting policy is implemented fully and successfully from the start of the new academic year.

We will need to teach the children:

- The four main joins
- The vocabulary we will be using from now on
- The 3 Ps (Posture, Pen hold, Paper position)
- Develop children's understanding of the height of different letters.