



**AFNORTH International School
British Section**

Handwriting Policy

At AFNORTH we recognise that legible handwriting is an important skill for all children to develop as they mature into confident learners. We recognise that handwriting styles are an expression of individuality and are a unique physical representation of personality. We strive for consistency of quality rather than uniformity of style.

The main style of handwriting taught at AFNORTH School is Nelson handwriting, but it is acknowledged that, given the unique context of AFNORTH, and the high levels of mobility a flexibility of approach must be adopted to ensure that pre-established styles of writing are not deconstructed. If, however, children entering the school use a poor handwriting style, these children should be taught and adopt the school's handwriting style.

Aims

To encourage the children:

- to develop an effective pencil grip;
- to develop a handwriting style which is well executed and attractively presented;
- to develop accurately formed letters which are correctly orientated and of a consistent size;
- to develop a legible, fluent, cursive style
- to take pride in the presentation of their work

Principles for the Teaching of Handwriting

Regular handwriting sessions will take place for all pupils in school.

Agreed Style The style of handwriting used is **Nelson Handwriting – Curly 'k' version**

In Sunbeams and Reception pupils should learn:

- to mark make and engage in pre-writing activities before starting to make individual letters;
 - Activities to aid gross motor skills development might include: rolling hoops, ribbon movement, PE, chalking, painting and use of interactive whiteboard.
 - Activities to develop fine motor skills may include: tracing, colouring within lines, pattern work gluing, painting with fingers, plasticine, threading and peg board pattern.
- how to hold a pencil. Pencil grip should be firm but relaxed; for pupils who demonstrate difficulty in holding a pencil correctly, teachers may introduce triangular pencils or pencil grippers to encourage a better grip;
- correct formation of individual letters. In Reception finishing with the appropriate exit stroke.
- form digits 0-9;
- begin to learn letter formation using 'shape families':
 - **curly caterpillar letters c o a d g q e s f**
 - **long ladder letters i l t j u y**
 - **one-armed robot letters r n m b h k**
 - **zigzag letters v, w, x z**

In Y1, pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly; "Tummy to Table"
- begin to form lower-case letters in the correct direction, starting and finishing in the right place;
- form capital letters;
- understand which letters belong to which handwriting 'families'

- curly caterpillar letters c o a d g q e s f
 - long ladder letters i l t j u y
 - one-armed robot letters r n m b h k
 - zigzag letters v, w, x z
- use spacing between words that reflects the size of the letters.

In Y2, 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 un-joined;
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters;

In Y3/4, 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 un-joined;
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

In Y5/6, 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.

Across KS2, it is expected that pupils should:

- Write legibly in a fluent, cursive script.
- Use 'best' handwriting to present any written work preferably with pen.

Print in School

All staff will use the school's adopted style of script (Nelson) in their own writing, particularly when marking pupils' work and modelling writing. Displays and labels will also reflect Nelson script in both computer generated and hand written form.

Right Handed Children

- Children should sit comfortably on their seat, with both feet on the floor.
- Children should use a firm but comfortable grip.
- Paper should be angled to the left.

Left Handed Children

- Children should sit comfortably on their seat but should use a higher seat than a right-handed child.
- Children should use a firm but comfortable grip.
- The thumb and finger should grip the pencil/pen at a higher point in order to see the nib.
- Paper should be angled to the right.

TEACHING SEQUENCE

Year 1	Year 2	LKS2	UKS2
Pupils should be taught to:			
<ul style="list-style-type: none"> • 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' (i.e. letters that are formed in similar ways) and to practise these. 	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch] 	<p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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.

Nelson Handwriting groups the letters into sets based on handwriting families. These are letters that are formed in similar ways.

Set 1 **c a o d g q s f e**

Set 2 **i l t u j y**

Set 3 **r n m h k b p**

Set 4 **v w x z**

The joining groups divide the letters according to how they will join to other letters:

Group 1 **a c d e h i k l m n s t u** (13 letters with exit flicks plus s).

Group 2 **a c d e g i j m n o p q r s u v w x y** (19 letters which start at the top of the x-height).

Group 3 **b f h k l t** (6 letters which start at the top of the ascender).

Group 4 **f o r v w** (5 letters which finish at the top of the x-height).

Break letters are the 8 letters after which no join is made. Joins are not made to or from the letter: **b g j p q x y z**.

Capital letters and numerals are never joined.

Four different types of joins are taught:

- The first join: Group 1 to 2 (diagonal joins to letters without ascenders)
- The second join: Group 1 to 3 (diagonal joins to letters with ascenders)
- The third join: Group 4 to 2 (horizontal joins to letters without ascenders)
- The fourth join: Group 4 to 3 (horizontal joins to letters with ascenders)

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

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

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz