



WREN'S NEST PRIMARY SCHOOL

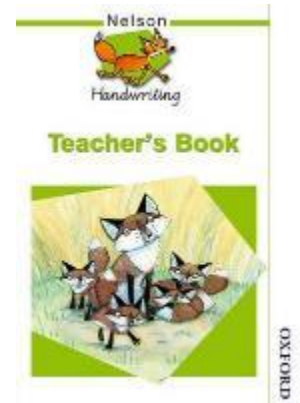
School Key Policy for 2024-2025

Handwriting Policy

September 2024

Wren's Nest Primary School Handwriting Policy

Handwriting is a skill, which, like reading and spelling, affects written communication across the curriculum. Ultimately children must be able to write with ease, speed and legibility. The physical development of young children helps them to make gross motor movements which are the precursor to the fine motor movements required to form letters belonging to handwriting families. Cursive handwriting teaches pupils to join letters and words as a series of flowing movements and patterns. Handwriting skills should be taught regularly and systematically using the Nelson Handwriting script. This programme provides a clearly structured sequence with full coverage of the technical aspects of writing (including letter formation, basic joins, printing, speed writing and slope). The children should have a standalone-timetabled session in each year group, to focus on letter formation and joining, using the statutory spellings, e.g. Year 1/ 2 CEW. See appendices for guidance on the progression of skills taught through the scheme.



Aims

At Wren's Nest Primary School our aims in teaching handwriting are that the pupils will:

- Achieve a neat, legible style with correctly formed letters in accordance with the Nelson handwriting font.
- Develop flow and speed.
- Eventually produce the letters automatically and in their independent writing.

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	

In order to achieve these aims, the following principles are followed:

Teaching and Learning

- Children should experience coherence and continuity in learning and teaching across Time for Twos, EYFS and School.
- Develop a recognition and appreciation of pattern and line and be given support in forming a triangular grip.
- Understand the importance of clear and neat presentation in order to communicate meaning clearly.
- Encouraged to take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.

- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting in the Early Years and by joining graphemes in KS1, specifically from Spring Term Year 2.
- Shown how to be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.

Knowledge, Skills and Understanding

EYFS Time for Twos - Early Years

In this first stage, children experience a sensory approach. Activities include: mark-making in paint, shaving foam, sand, large scale mark-making, ribbon sticks and 'music and movement' sessions to develop fine and gross motor-skills.

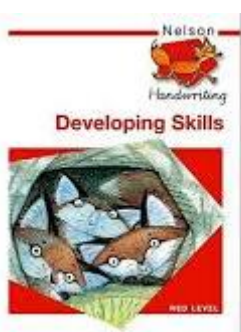
In pre-school and nursery, children take part in 'basic skills' sessions. 1:1 intervention is provided and includes tracing activities, threading, mark-making support and scissor control to develop fine motor skills. The children practise larger marks using gross motor skills first participating in activities like large chalking, painting water on the floor and using ribbon sticks.

Children take part in activities to develop their fine and gross motor-skills and recognition of patterns, for example, to form letters using their index finger in sand or using paint. Children should begin to learn how to correctly hold a pencil. Then how to use a pencil and hold it effectively to form recognisable letters most of which are correctly formed. Children in Reception are sat at tables to write and promote core strength. Teachers and staff continue to guide children on how to form letters correctly.

Key Stage 1

Children will continue to develop fine and gross motor-skills with a range of multisensory activities. Handwriting is taught during standalone-timetabled sessions.

Teachers and support staff continue to guide children on how to form letters correctly, using a comfortable and efficient pencil grip. Children should now be leaving spaces between words and sitting correctly at tables. By the end of Key Stage 1 children will be able to write legibly, using upper and lower-case letters appropriately and correct spacing between words. Some children will have learned how to join letters using the four handwriting joins from the Nelson handwriting scheme. Joining should be taught



explicitly in the Spring Term of Year 2.

Key Stage 2

During this stage, the children continue to have direct teaching during a standalone-timetabled session and regular opportunities to practise handwriting. We aim for them to develop a clear, fluent style and by the end of Year 6 be able to adapt their handwriting for different purposes, such as: a neat, legible hand for finished, presented work, a faster script for note making and the ability to print for labelling diagrams etc.



Provision for left-handed children

At least 10% of the population are left-handed, the majority of whom are boys. All teachers are aware of the specific needs of left-handed pupils and make appropriate provision:

- ✓ paper should be positioned to the left for right-handed pupils and to the right for left-handed pupils and slanted to suit the individual in either case
- ✓ pencils should not be held too close to the point as this can interrupt pupils' line of vision
- ✓ pupils should be positioned so that they can place their paper to their left side
- ✓ left-handed pupils should sit to the left of a right-handed child so that they are not competing for space
- ✓ extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically
- ✓ Left-handed scissors available



Capital letters

Capital letters stand alone and are not joined to the next letter. Children begin starting sentences and writing names using a capital letter and not joining the subsequent letter. The teacher should model this in all lessons.

Inclusion

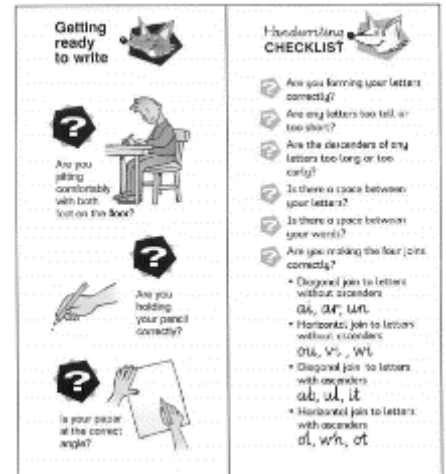
The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this through intervention sessions. Teachers of children, whose handwriting is limited, by problems with fine motor skills, should develop an individual programme designed to meet the specific needs of the

individual child. Interventions such as 'Dough Disco', fine motor development groups and specific occupational therapy targets may be necessary if a child is under this. Teachers ensure that specific resources such as pencil grips, target pencils/pens are available for writing as they may be necessary for children with motor difficulties.



The Learning Environment

In the Early Years Families of letters known as: Long Ladder, Curly Caterpillar, One Arm Robot and Zig Zag letters should be displayed showing starting points and direction of movement. The invisible line may be shown and lined paper, boards or the interactive boards used to model writing. In KS1 and KS2 the joins if displayed should be written on lined paper. Teachers and support staff should always model writing on lines using paper, whiteboards or the interactive boards.



Assessment

A uniformed handwriting style should be consistent throughout the school; this will be evident on display boards and in book scans. Statutory handwriting requirements for KS1 and KS2 children are included in this policy.

The Role of Parents/Carers

Parents/Carers are made aware of our agreed handwriting style and encouraged to practice this with their children at home.

Resources

Our handwriting style should be displayed in every classroom and available on tables for children to refer to. Letter formation posters displayed from EYFS - Year 6, joining posters from Year 2 - Year 6.

Teachers should use lines when modelling handwriting, whether on interactive board, PowerPoints, whiteboards, etc. The handwriting session should use the statutory spellings for that phase to model letter formation and/or joining as it provides the children with the opportunity to learn the spellings at the same time.

Teachers to have the full set of Nelson Handwriting Scheme books to support them with their teaching.

Year One

- 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, (i.e. letters that are formed in similar ways) and to practise these

Year Two

- 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. Joining taught explicitly from the Spring Term in standalone-timetabled handwriting sessions.
- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.



Years Three and Four

- 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, e.g. by ensuring that the down strokes of letters are parallel and equidistant, that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Years Five and Six

- To write legibly, fluently and with increased 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.

Appendices

1. Ready reference - The letter forms

The letter forms

The lower-case alphabet for Workbooks 1-4

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 lower-case alphabet for Developing Skills books, Resources and Assessment books Red, Yellow, 1, 2, 3, 4 and Workbooks 5 and 6.

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 letter slope of 8° from the vertical to the right is introduced in *Developing Skills Book 1*.

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 lower-case print alphabet

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 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

These are the same throughout the scheme.

The numerals

1 2 3 4 5 6 7 8 9 0

The joining sets

Set 1

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

Twelve letters with exit flicks plus s.

Set 2

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

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

Set 3

b f h k l t

Six letters which start at the top of the ascender

Set 4

f o r v w

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

The break letters

b g j p q x y z

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

2. Ready reference - The joins

The joins

The first join ^{Set} 1 → ^{Set} 2 in am

The second join 1 → 3 ab ch

The third join 4 → 2 oa wo

The fourth join 4 → 3 wh ob

The break letters bigger

The joined style

The quick brown fox
jumps over the lazy
dog.

3. Learning objectives taught through workbooks 1-4

Blue Level				
	Workbook 1	Workbook 2	Workbook 3	Workbook 4
2	Left to right hand movement	Pre-letter pattern for forming i, l, t	Pre-letter pattern for forming h, b, p	Letter c
3	Use a comfortable pencil grip	Pre-letter pattern for forming i, l, t	Pre-letter pattern for forming h, b, p	Letter a
4	Hand-eye co-ordination	Letter i	Letter h	Letter d
5	Hand-eye co-ordination	Letter i	Letter h	Letter g
6	Produce a controlled line	Letter l	Letter b	Letter q
7	Pre-letter patterns for forming c, a, d, g, q, o	Letter l	Letter b	Letter o
8	Pre-letter patterns for forming c, a, d, g, q, o	Letter t	Letter p	Letter e
9	Letter c	Letter t	Letter p	Letter s
10	Letter c	Pre-letter pattern for forming u, y, j, k	Pre-letter pattern for forming v, w, x, z	Letter f
11	Letter a	Pre-letter pattern for forming u, y, j, k	Pre-letter pattern for forming v, w, x, z	Letter i
12	Letter a	Letter u	Letter v	Letter l
13	Letter d	Letter u	Letter v	Letter t
14	Letter d	Letter y	Letter w	Letter u
15	Letter g	Letter y	Letter w	Letter y
16	Letter g	Letter j	Letter x	Letter j
17	Letter q	Letter j	Letter x	Letter k
18	Letter q	Letter k	Letter x	Letter r
19	Letter o	Letter k	Letter z	Letter n
20	Letter o	Pre-letter pattern for forming r, n, m	Pre-numeral patterns	Letter m
21	Pre-letter pattern for forming e, s, f	Pre-letter pattern for forming r, n, m	Numerals 0, 1, 2, 3, 4	Letter h
22	Letter e	Letter r	Numerals 5, 6, 7, 8, 9	Letter b
23	Letter e	Letter r	Numerals and number words 1, 2, 3, 4, 5	Letter p
24	Letter s	Letter n	Numerals and number words 6, 7, 8, 9, 10	Letter v
25	Letter s	Letter n	Animals	Letter w
26	Letter f	Letter m	Parts of the body	Letter x
27	Letter f	Letter m	Question mark formation	Letter z

4. Developing skills - red level.

Page	Focus	Extra	Extension	Focus resource	Extension resource
4-5 Unit 1 Holidays	practise the first join: un, um	bun, mum	match and copy captions	un, bun, gun, sun, nun trace and copy pattern and copy words	un, um, buns, nuns, hums, mums, sums trace and copy the first join, words and sentence
6-7 Unit 2 Holidays	practise the first join: ig, id	lid, dig	choose words and copy sentences	ig, big, pig, dig trace and copy pattern and copy words	ig, big, id, did, kid, lid, hid trace and copy the first join, words and sentence
8-9 Unit 3 Birthdays	practise the first join: ed, eg	bed, leg	punctuate and copy sentences	ed, bed, ted, led trace and copy pattern and copy words	Jed, eg, beg, peg, leg trace and copy the first join, words and sentence
10-11 Unit 4 Birthdays	practise the first join: an, ar	nan, car	choose words and copy sentences	an, can, man, nan, pan, tan trace and copy pattern and words	an, Nan, ar, car, tar, star trace and copy the first join, words and sentence
12-13 Unit 5 Food	practise the first join: ing, ung	rhyiming ing, ung and ang words	copy sentence	ng, ing, ding, sing, ping, king trace and copy pattern and words	ung, lung, sung, ong, gang, sang trace and copy the first join, words and sentence
14-15 Unit 6 Food	practise the second join: ch, sh	chip, ship	write out menu order	ch, chip, child, chew, sh, ship, shed, shell trace and copy pattern and words	ch, chips, chimps, cheeky trace and copy second join, words and sentence
16-17 Unit 7 Foxes	practise the second join: th, tl	the, them	choose words and copy sentences	th, them, then, this, that, thank trace and copy pattern and words	the, think trace and copy second join, words and sentence
18-19 Unit 8 Foxes	practise the second join: ll, ill	ill, pill	choose words and copy sentences	ill, hill, mill, pill, bill, till trace and copy pattern and words	hill, Bill, Jill trace and copy second join, words and sentence
20-21 Unit 9 Beans	practise the second join: sl, slu	slid, slug	choose words and copy sentences	sl, slid, slide, slip, slippery, slipper trace and copy pattern and words	sl, slug, slugs, slush trace and copy second join, words and sentence
22-23 Unit 10 Beans	practise the second join: ck, ock	sock, back	choose words and copy sentences	ock, pack, ick, kick, eck, peck trace and copy pattern and words	ck, back, mack, sack trace and copy second join, words and sentence
24-25 Check-up 1	Check-up	Check-up	Check-up	Check-up	Check-up

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Toys	practise the second join: st, sti	still, stilts	choose words and copy sentences	st, stick, sticky, stickler, sting, stitch trace and copy pattern and words	st, still, stile, step, steep, stoy, stall trace and copy words and sentence
28-29 Unit 12 Toys	practise the second join: ink, unik	pink, junk	choose words and copy sentences	nk, ink, pink, sink, link, blink trace and copy pattern and words	unk, bunk, punk, dunk, sunk trace and copy second join, words and sentence
30-31 Unit 13 Homes	practise the third join: od, og	dog, frog	choose words and copy sentences	og, cog, dog, log, fog, frog trace and copy pattern and words	nod, rod, log, frogs trace and copy words and sentence
32-33 Unit 14 Homes	practise the third join: re, ve	are, there	copy poem	re, read, reed, reel, real trace and copy pattern and words	re, red, ve, very, we, went trace and copy third join, words and sentence
34-35 Unit 15 Tigers	practise the third join: oon, oom	moon, room	choose words and copy sentences	oo, soon, spoon, moon, room, broom, groom trace and copy pattern and words	oo, zoo, zoom, soon trace and copy third join, words and sentence
36-37 Unit 16 Tigers	practise the fourth join: wl, vl	growl, prowl	copy acrostic poem	wl, bowl, slowly, crawl, trawl, trawler trace and copy pattern and words	howl, growl, prowl trace and copy words and sentence
38-39 Unit 17 Myself	practise the fourth join: of, ff	of, off	choose words and copy sentences	of, ff, uff, huff, puff, cuff, stuff trace and copy pattern and words	ff, of, off trace and copy pattern and words choose word and copy sentence
40-41 Unit 18 Myself	practise the fourth join: fl, flo	floor, flood	copy poem	fl, flo, float, flood, floor, flower trace and copy pattern and words	copy poem
42-43 Unit 19 Unjoined letters	practise the break letters: b, p, g, q, y, j, z	be, poke	copy poem and underline break letters	practise the break letters	copy phrases
44-45 Unit 20 Unjoined letters	practise capital letters	alphabetical ordering: children's names	alphabetical ordering: children's names	finish the patterns	copy classroom captions using capital letters
46-48 Check-up 2	Check-up	Check-up	Check-up	Check-up	Check-up

5. Developing skills - yellow level.

Page	Focus	Extra	Extension	Focus resource	Extension resource
4-5 Unit 1 First join revision	revising the first join: in, ine	pine, dine	choose words and copy sentences	in, bin, din, pin trace and copy pattern and words, trace and copy sentence	(magic e words) pin, pine, din, dine, hid, hide, pip, pipe, shin, shine, slim, slime trace and copy words
6-7 Unit 2 Second join revision	revising the second join: ut, ute	tube, cube, cute	choose words and copy sentences	ub, tub, cub, ut, but, put, hut, cut trace and copy pattern and words	(magic e words) tub, tube, cub, cube, cut, cute trace and copy words and sentence
8-9 Unit 3 Third join revision	revising the third join: ve, vi	cave, caving, save, saving, wave, waving	choose words and copy sentences	ve, very, over, we, were, went, re, tree, three trace and copy letters and words	we, were, ve, very, fe, feet, trace and copy letters, words and sentence
10-11 Unit 4 Fourth join revision	revising the fourth join: ok, oh	choke, choking, smoke, smoking, joke, joking	choose words and copy sentences	oke, joke, oje, hole, ort, fort, irt, skirt, dirt trace and copy letters and words	poked, poking trace and copy words and sentence
12-13 Unit 5 Secrets	practising the two ways of joining the letter s: sh, as, es	code, codes, ship, ships, message, messages	choose words and copy sentences	sh, es, shines, shoes, shapes, shaves, shaves, shares trace and copy pattern, letters and words	us, house, as, has, ds, dads, es, gates trace and copy letters, words and sentence
14-15 Unit 6 Secrets	practising joining from the letter r: ri, ru, ry	trick, trust, try	choose words and copy sentences	ri, trip, triangle, ru, true, truth, ry, cry trace and copy pattern, letters and words	ru, trunk, ry, carry, ri, carries trace and copy letters, words and sentence
16-17 Unit 7 Roads	practising the join to and from the letter a: oa, od, as	load, road, toad, boat, goat, coat, toast, roast, boost	copy poem	oa, soap, ad, had, as, has, gas, last trace and copy pattern, letters and words	goat, coat, boat, afloat trace and copy words and sentence
18-19 Unit 8 Roads	practising the join from the letter e: ee, ea, ed	see, bee, fee, seed, need feed, sea, pea, flea	copy poem	ee, bee, tree, three, ea, beach, peach, teach trace and copy pattern, letters and words	ea, ear, eat, meat, eals, meals, ees, peas trace and copy, letters, words and sentence
20-21 Unit 9 Animals	practising the join from the letter o: ow, ov, ox	bow, cow, how, now, frown, brown, crown, drawn ox, pox, box, fox	match questions to answer and copy jokes	ow, cow, now, how, bow, ox, boxes, foxes trace and copy pattern, letters and words	trace and copy poem
22-23 Unit 10 Animals	practising joining to the letter y: ky, hy, ly	sly, fly, ply sky, spy, shy high, higher, highest	copy poem	ky, milky, silky, hy healthy, wealthy, ly, jolly, dolly trace and copy pattern, letters and words	ay, Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, May, July
24-25 Check-up 1	Check-up	Check-up	Check-up	Check-up	Check-up

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Woods	practising joining to the letter a: ha, ta, fa	hair, hare, fair, fare stair, stare, pair, pare	choose words and copy sentences	ha, hail, hailstorm, to, toil, tailor, fa, fail trace and copy pattern, letters and words	trace and copy sentences
28-29 Unit 12 Woods	practising joining from the letter o: od, oo, og	good, hood, wood book, took, look dog, hog, log	choose words and copy sentences	od, nod, rod, og, bog, frog, oo, cook trace and copy pattern, letters and words	trace and copy poem
30-31 Unit 13 Reptiles	practising joining to the letter r: er, ir, ur	sister, mister, blister, bird, dirt, shirt hurt, hurtle, turtle	copy poem	er, her, ir, stir, third, ur, burn, turn trace and copy pattern, letters and words	trace and copy poem
32-33 Unit 14 Reptiles	practising the first and second join: ai, oi, oy	tail, soil, pail tale, sale, pole, troy, stray, play	choose words and copy sentences	ai, rain, again, ai, ball, call, ay, may, stay trace and copy pattern, letters and words	copy poem
34-35 Unit 15 Bridges	practising joining from the letter o: oy, ou, oi	speech marks and apostrophes	copy sentences	oi, oil, soil, spoil, oy, joy, coy, boy	speech marks and apostrophes, copy words and sentences
36-37 Unit 16 Transport	practising the horizontal join to the letter e: re, oe, fe	toe, foe, woe fear, dear, year dream, cream, stream	copy poem	re, there, where, oe, Zoe, Chloe, fe, feet, feed trace and copy pattern, letters and words	trace and copy letters, words and sentence
38-39 Unit 17 People	practising the horizontal join to the letter u: fu, wu, vu	care, careful, carefully, help, helpful, helpfully, wonder, wonderful, wonderfully	choose word and copy sentences	fu, fun, funny, wu, swum, swung, vu, vulture trace and copy pattern, letters and words	copy poem
40-41 Unit 18 People	practising print: copy print letters	arm, hair, hand, knee, thumb, eye, fingers, foot, shoulder, leg, wrist, mouth	draw and label picture	copy print letters	copy print words, label parts of dog
42-43 Unit 19 Weather	practising joining to ascenders: ot, ol, ok	not, hat, rot, blot, got, cot, dot, spot	copy poem	ot, soot, foot, ol, fool, cool, ok, hook, book trace and copy pattern, letters and words	make and add 'ing' to words copy sentence
44-45 Unit 20 Weather	practising all the joins: oi, oi, ow, oi	raindrop, rainbow, rainfall	make and copy compound words	oi, hail, oi, fall, ow, snow, oi, cold trace and copy pattern, letters and words	copy poem
46-48 Check-up 2	Check-up	Check-up	Check-up	Check-up	Check-up

6. Developing skills - Book one.

Page	Focus	Extra	Extension	Focus resource	Extension resource
4-5 Flashback	Flashback	Flashback	Flashback	Flashback	Flashback
6-7 Unit 1 Fairy stories	practising writing descenders: ning, ping, ting	double final letter before adding ing: sit, sitting, hop, hopping, shop, shopping	choose words and copy sentences	practise writing p and g, trace and copy pattern and words, trace and copy sentence	trace and copy words ending in ning, ping and ting and sentence containing descenders
8-9 Unit 2 Fairy stories	practising joining from the letter o: oc, od, oo	copy sentences containing a comma, a question mark and speech marks	copy poem	trace and copy pattern, letters and words: oc, lock, clock, od, nod, rod, oo, moon, spoon	practise speech marks and question marks, copy questions, choose and copy the correct answer
10-11 Unit 3 Homes	practising joining to the letter e: oke, ome, are	drop e when adding ing: care, caring, dare, daring, stare, staring, take, taking, make, making, bake, baking	copy poem	trace and copy pattern, letters and words: oke, cake, lake, ome, dome, home, are, hare, share	change words by adding ing, make and copy words
12-13 Unit 4 Homes	practising joining to the letter l: flo, flo, fle	copy words: flame, flap, flat, flag, flock, float, floor, flow, flee, fleet, flew, flex	choose words and copy sentences	trace and copy pattern, letters and words: flo, flan, flannel, flo, flower, flowerpot, fla, fle, fleece	copy homonyms, choose words and copy sentences
14-15 Unit 5 Weather	practising joining from the letter w: who, who, wha	copy words: who, what, whatever, when, where, wherever, while, which, whichever	copy poem	trace and copy pattern, letters and words: who, whoever, whose, wha, whole, what, whe, wheel, when, where	copy words, choose the correct word to complete sentences, copy sentences
16-17 Unit 6 Weather	practising joining from the letter i: ie, in, il	copy words: muddy, muddier, muddiest, chilly, chillier, chilliest, rainy, rainier, rainiest	choose words and copy sentences	trace and copy pattern, letters and words: ie, sunnier, funnier, il, silly, hilly, in, thin, thinner	copy words ending in suffixes ier, iest, copy words and sentence
18-19 Unit 7 Animals and homes	practising diagonal joins to the letter y: ly, ky, ny	make words by adding y and copy: twirl, twirly, swirl, swirly, whirl, whirly, cheek, cheeky	copy poem	trace and copy pattern, letters and words: ly, bully, fully, ky, smoky, cheeky, ny, sunny, funny	add suffix ly or ny to words, copy sentence
20-21 Unit 8 Animals and homes	practising joining from the letter a: ap, ar, an	make words and copy: dis+appear, dis+appearance, re+appear, re+appearance	choose words and copy sentences	trace and copy pattern, letters and words: ap, approve, disapprove, ar, arm, disarm, al, allow, disallow	add the prefix un, copy sentences, choosing correct word
22-23 Unit 9 Magic and parties	practising joining to the letter k: ick, uck, ack	add s to make plural and copy words: trick, tricks, truck, trucks, track, tracks	choose word and copy sentences	trace and copy pattern, letters and words: ick, tick, chick, uck, buckle, chuckle, ack, block, crack	write an informal letter
24-25 Unit 10 Magic and parties	practising writing with a slope	copy words, remember to slope to the right: cake, bake, make, dress, mess, guess, locket, pocket, rocket	choose word and copy sentences, slope writing to right	trace and copy pattern, letters and words: add s, es and ies: tools, steals, schools, es, dishes, wishes, fishes, ies, jellies, wellies, permits	copy sloping verse of a poem and check slope is even

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Mazes	practising joining to the letter e: he, we, re	make words with apostrophes: here is = here's, where is = where's, there is = there's, he will = he'll, we will = we'll, they will = they'll	copy poem	trace and copy pattern, letters and words: he, heavy, heavier, we, weaker, weakest, re, strength, strengthen	copy words and choose the correct contractions
28-29 Unit 12 Mazes	practising joining from the letter f: fe, fr, fn	copy words and phrases associated with time: after, after a while, afterwards, first, firstly, finally, then, suddenly, once	choose words and copy sentences	trace and copy pattern, letters and words: aft, after, afterwards, after all, fn, finish, final, finally	copy poem
30-31 Unit 13 Hands	practising writing silent letters: wa, wri, kni	copy words: wrap, wrapping, wrapper, write, writing, writer, knit, knitting, knitter	copy tongue-twister	choose word to match picture write word and silent letter	copy words in the correct column
32-33 Unit 14 Hands	practising forming double letters: i, li, tl, rr, nn, mm, cc, oo, dd, ss, ff, ee	copy words: ball, coll, fall, guess, dress, press, off, offer, cliff	copy poem	trace and copy letters and words: dd, saddle, paddle, oo, noodle, poodle, rr, horrible, terrible, tt, kettle, nettle	practise lists
34-35 Unit 15 Storms	practising spacing letters consistently: ew, ev, ex	copy words: new, blew, flew, even, ever, every, fax, next, text	copy poem	trace and copy pattern, letters and words: ew, view, preview, ev, event, prevent, ex, exchange, exit	copy poem
36-37 Unit 16 Storms	practising writing letters with ascenders in proportion: th, ht, fl	make and copy words, remember to slope to the right: light + ly = lightly, tight + ly = tightly, bright + ly = brightly, light + er = lighter, tight + er = tighter, bright + er = brighter	copy poem, focus on leaving spaces between letters and words	copy words and add suffixes: ly, er, en and ing	practise adjectives and adverbs, add suffix ly to adjectives to make adverbs choose an adverb to complete sentence
38-39 Unit 17 Tea	practising joining from the letter a: ac, ag, af	make and copy compound words: teaspoon, teacup, teatime, teapot	put instructions into correct order and copy	trace and copy pattern, letters and words: ac, back, pack, ag, cage, page, af, raft, daft	practise sequencing
40-41 Unit 18 Tea	practising forming capital letters	copy names of countries: Indonesia, Georgia, India, China, Sri Lanka, Japan	copy sentences and use commas to separate words in a list	copy patterns write own name and address	copy shape poem
42-43 Unit 19 Books	practising writing decorated capital letters: letters of the alphabet	write names of famous buildings in decorated capital letters: Buckingham Palace, Cardiff Castle, Holyroodhouse, York Minster	write own name with initial illuminated letters	trace and copy decorated alphabet	copy poem
44-45 Unit 20 Books	practising with punctuation: ! ? - * * , ' "	copy words: Explosive! Fantastic! Nonsense! Great! Super! Wow! Terrible! Awful! Miserable!	choose words and copy sentences	copy questions and complete the answers	copy sentences and put in the speech marks
46-48 Check-up	Check-up	Check-up	Check-up	Check-up	Check-up

7. Developing skills - Book Two.

Page	Focus	Extra	Extension	Focus resource	Extension resource
4-5 Flashback	Flashback	Flashback	Flashback	Flashback	Flashback
6-7 Unit 1 Vikings	practising consistency in size and proportion of letters: rr ll tt dd	copy words ending in ing	copy passage	trace and copy pattern, double consonants and words	copy passage
8-9 Unit 2 Vikings	practising using a diagonal joining line: ship, ment, ness, less	add suffix and copy words	choose words and copy sentences	trace and copy pattern, suffixes and words	choose correct words, complete and copy sentences
10-11 Unit 3 China and India	practising leaving an equal space between letters: ory, ery, cry, dry	copy words ending in ory	copy postcard and fill in missing letters	trace and copy pattern and words ending with ory, ery, cry, dry	choose correct words, complete and copy sentences
12-13 Unit 4 China and India	practising joining to the letter y: ly, ily, ity, ify	add suffix to words, remove e in words ending in e before adding suffix, copy words	choose words and copy sentences	trace and copy pattern and words ending with ily, ity, ify	choose correct words, complete and copy sentences
14-15 Unit 5 Flood	practising using a horizontal joining line: row, now, how, bow	change one letter to show a change of tense and copy words	choose words and copy sentences	trace and copy pattern and words featuring row, now, how and bow	match and copy words in past and present tense
16-17 Unit 6 Flood	practising the size and height of letters: ried, ries, rief	change y to i before adding es or ed, leave y when adding ing, copy words	copy poem	trace and copy pattern and words ending with ried and ries	complete tables adding s, ed and ing to words
18-19 Unit 7 Fireworks	practising joining from the letter i: lig, rig, nig, mig	copy words ending in ight and ite	copy poem	trace and copy pattern, make and copy words ending with ight, write own sentence	complete and copy sentences choosing missing ight or ite word
20-21 Unit 8 Fireworks	practising joining to and from the letter v: live, tive, sive, five	copy words made from explode and act	choose words and copy sentences	trace and copy pattern and words ending with ive and tive, write own sentence	complete and copy sentences choosing a word ending with sive or tive
22-23 Unit 9 Castles	practising consistency in forming and joining letters: ear, are, new, new	copy homophones	choose words and copy sentences	trace and copy pattern, make and copy words ending with ear and are	practise writing homophones using ee and ea words, write own sentence
24-25 Unit 10 Castles	practising speedwriting: speedily, quickly, swiftly, briskly	use speedwriting to copy 'directional' words	put instructions in correct order and copy in speedwriting	copy sentences to practise speedwriting	copy passage and work out writing speed

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Rubbish and Pollution	practising crossing double tt on completing the word: kt, utt, ott, ott	copy two-syllable words containing double consonants	copy poem	trace and copy pattern, copy words containing att and ott	copy poem
28-29 Unit 12 Rubbish and Pollution	practising joining to and from the letter e: rec, red, ved, ves	add s and d to words ending in e, drop e and add ing, copy words	copy poem	trace and copy pattern, copy words ending with f, fe that change to ves in the plural	copy poem
30-31 Unit 13 Snow	practising joining to and from the letter w: owf, owb, owm, owd	copy compound words including the word snow	copy haiku poem	trace and copy pattern and compound words using base words word and work	copy haiku and cinquain poems
32-33 Unit 14 Snow	practising joining to the letter a from the letter w: wan, was, wav, wax	copy words beginning with wa	copy poem	trace and copy pattern and words containing wa, write own sentence	complete and copy sentences choosing a word containing wa
34-35 Unit 15 Bridges and Fire	practising speedwriting	copy shortened words	copy message using speedwriting and shortened words	write the meaning of a detective's notes	practise speedwriting to write a pizza order
36-37 Unit 16 Bridges	practising printing	copy printed 'rhyming' words	put captions in correct order and copy them	use print to write labels on a street plan	use print to write the names of cities on a map
38-39 Unit 17 Famous Author	practising drafting and editing	write new draft about Roald Dahl	copy corrected draft about Roald Dahl	write a neat copy, with corrected spellings, of the first draft of a story	write a neat copy of the first draft of a story choosing words to replace ones crossed out
40-41 Unit 18 Famous Author	practising speedwriting	copy words and their abbreviations	use shortened words in a list of ingredients for a hot chocolate drink and copy list	writing numerals and number words 11-20	write notes from a newspaper article
42-43 Unit 19 Country Pursuits	practising joining to the letter t: ts, its, tfs, ifs	choose the correct word its or it's and copy sentences	copy poem	choose words and complete sentences	copy poem
44-45 Unit 20 Country Pursuits	practising printing	draw and print rosettes	design a poster	copy the print alphabet and numerals	copy poster
46-48 Check-up	Check-up	Check-up	Check-up	Check-up	Check-up

8. Developing skills - Book Three.

Page	Focus	Extra	Extension	Focus resource	Extension resource
4-5 Flashback	Flashback	Flashback	Flashback	Flashback	Flashback
6-7 Unit 1 Disasters	ensuring letters are consistent in height and size	add suffixes ing and ed to words	copy poem	copy words ending with single consonant preceded by short vowel, double the final consonant to add ing and ed	copy passage and ensure letters are consistent in height and size
8-9 Unit 2 Disasters	practising with punctuation	use an apostrophe to show where letters have been missed out	copy sentences	copy sentences and put in exclamation mark	copy sentences and add an apostrophe in the correct place
10-11 Unit 3 Journeys	practising break letters	copy alliterative sentences	copy extract	copy break letters, form plural of words ending in o	practise break letters, copy words and write dictionary definition
12-13 Unit 4 Journeys	practising joining from the letter m; writing definitions of four words	choose words and copy sentences	copy extract	use the diagonal line to join from the letter m (to make sure there is a space between letters)	practise using diagonal joining lines and copy poem
14-15 Unit 5 Space and planets	ensuring the ascender on the letter t is the correct height	choose words and copy sentences	copy extract	add the prefix inter to words	practise ensuring letter t is not as tall as other letters with an ascender and copy extract
16-17 Unit 6 Space and planets	practising spacing within words	copy words using diagonal and horizontal joining lines	choose correct words to finish sentences, copy sentences	practise spacing within words, use suffixes tion and sion	practise leaving spaces within words, write definitions for words beginning with prefix tele
18-19 Unit 7 London	developing fluency	choose words and copy sentences	copy poem	develop fluency, add s to make plurals	practise writing fluently and legibly and copy poem
20-21 Unit 8 London	practising writing a playscript; writing definitions of five words	copy a playscript	copy play extract	practise writing a playscript	finish writing a playscript
22-23 Unit 9 Flight	practising printing	make a timeline with labels in print handwriting	copy newspaper report	use print to write the names of countries in the correct place on a map	print instructions for making a compass
24-25 Unit 10 Flight	practising forming and joining the letter f	copy homophones, choose correct homophone and copy sentences	copy tongue-twister	practise forming and joining the letter f, drop f and add ves to make plurals	practise forming and joining the letter f and copy poem

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Night	practising presentation	copy words, choose word from Focus section with similar meaning and copy	copy poem on to plain paper and decorate with border	read and copy two poems and add decoration	copy a poem, paying particular attention to presentation
28-29 Unit 12 Night	practising writing shape poems; copying antonyms in a style of writing suited to each word	copy shape poem	copy shape poem	copy shape poem	copy shape poem
30-31 Unit 13 Australia	practising printing; copying address label in print handwriting	draw picture and print labels	match labels to pictures and print labels	practise printing, copy print letters and print names and addresses	use the print alphabet to copy signs seen in the environment
32-33 Unit 14 Australia	practising speedwriting; copying patterns	copy list of words, dotting i and crossing t on completing the word to increase speed	copy extract from a holiday notebook in speedwriting	practise patterns to help speedwriting, double the final consonant to add ing, ed or er to words	copy patterns and sentences to practise smoothness and steadiness, calculate and record writing speed
34-35 Unit 15 Caribbean	practising writing decorated capital letters	copy words from poem and decorate the first letter of each word	copy poem and use decorated capital letters to start each line	practise writing capital letters with flourishes, copy an acrostic poem and use decorated capitals	use another style of decorated capital letters to practise writing the names of famous buildings
36-37 Unit 16 Caribbean	practising writing letters; practising writing addresses correctly	copy letter endings such as yours faithfully and kind regards	copy letter on to blank paper and set out correctly	practise copying a letter in best handwriting	finish writing a letter and fill in the missing details
38-39 Unit 17 Strange stories and mythical creatures	practising paragraphs	copy a list of features, use it to write a paragraph describing a Merlion	copy sentences and divide them into two paragraphs	copy a paragraph and remember to indent the first word	rewrite the information as two paragraphs
40-41 Unit 18 Strange stories and mythical creatures	practising presentation; copying border patterns	copy first verse of poem on to plain paper and try to get the spacing even	copy second verse of poem and add decorative border	copy a poem and a limerick, finish decorating their borders	copy shape poem
42-43 Unit 19 Religion	revising difficult joins ve, we, oe, fe, re; copying words that drop e when ing is added	choose words and copy passage	copy poem	practise forming difficult joins, add vowel and consonant suffixes to words ending with e	copy poem
44-45 Unit 20 Religion	looking at different handwriting styles; joining from break letters	add suffixes ful and less to words and copy in a different handwriting style	copy sentences about three religions in different writing styles	copy rhyme in usual handwriting style, then practise adding loops from g and y	copy poem in usual handwriting style, then join from b and p and add loops from f and g
46-48 Check-up	Check-up	Check-up	Check-up	Check-up	Check-up

9. Developing skills - Book Four.

Page	Focus	Extra	Extension	Focus resource	Extension resource
4-5 Flashback	Flashback	Flashback	Flashback	Flashback	Flashback
6-7 Unit 1 Wartime	revising sloped writing	choose words using the prefixes aero, trans and micro and copy sentences	copy passage about codes, using fluent and legible handwriting	practise making patterns and letters with a slope, copy words with a prefix	revise sloped letters
8-9 Unit 2 Wartime	ensuring letters are the correct height and size	choose words using the prefix counter and copy sentences	copy passage, ensuring letters are the correct height and size	practise making patterns and letters the correct height and size	copy poem, ensuring letters are correct height and size
10-11 Unit 3 Shipwrecks	practising spacing	practise writing speech marks	use notes to write a short biography, remembering to leave a space between letters	copy words containing unstressed vowels, join letters correctly to ensure correct spacing	write out sentences, adding speech marks and leaving a correct space between letters and words
12-13 Unit 4 Shipwrecks	practising speedwriting	finish writing notes	copy reporter's finished article	underline main points in article and write the notes from which it was written	copy passage quickly but neatly
14-15 Unit 5 Victorians	practising drafting and editing	copy and edit the first draft of newspaper article	write final draft of newspaper article	correct the spelling mistakes and write a paragraph about Brunel in best handwriting	edit first draft of a short biography about Darwin, copy corrected final draft in best handwriting
16-17 Unit 6 Victorians	practising writing capital letters	copy sentences and insert the missing capital letters	copy passage from Mary Seacole's autobiography	copy poem	copy extract and insert the missing capital letters
18-19 Unit 7 Mysteries and the unexplained	practising fluency	copy sentences and insert a descriptive word from Focus section	copy passage, using quick, fluent and legible handwriting	choose a verb to complete each sentence, change the ending to ed or ing, copy sentences	practise writing fluently and legibly, copy poem
20-21 Unit 8 Mysteries and the unexplained	practising paragraphs	write information as two paragraphs	write an account of a Yeti hunt as three paragraphs	copy paragraph about the Sphinx in best handwriting	divide passage about standing stones into two paragraphs, copy them in best handwriting
22-23 Unit 9 Aliens	practising keeping letters in the correct proportion	choose the correct word, either with prefix un or not, and copy passage	copy poem	copy sentences, inserting correct word containing prefix dis	copy poem
24-25 Unit 10 Aliens	practising presentation	copy text for birthday party invitation	design and make an invitation to an Aliens Fancy Dress Party	copy/design a certificate for winning fancy dress competition	Write and present a thank-you letter, write a reply to letter

Page	Focus	Extra	Extension	Focus resource	Extension resource
26-27 Unit 11 Safety first	practising writing instructions	copy sentences and insert the correct connective word	put instructions from The Green Cross Code in correct order and copy them	use connectives to join sentences about fireworks safety	follow instructions for designing a poster about a fireworks display
28-29 Unit 12 Safety first	practising writing instructions	copy instructions for cyclists turning right at a road junction	design and make a leaflet about buying and maintaining a bicycle	put instructions for making a pizza in the correct order and copy	design a poster about wearing seat belts
30-31 Unit 13 Ancient Greece	practising presenting a project (handwriting for different purposes)	read and make notes on passage about the origin of the Olympic Games	use best handwriting to write a passage about the Olympic Games then and now from notes	put the rocket launches that led up to the first moon landing in the correct order on a chart	copy poem about how it might feel to land on the moon in best handwriting
32-33 Unit 14 Ancient Greece	practising fluency	copy passage, inserting the pronouns he or him to make it easier to read	copy extract about Narcissus in fluent, joined and legible writing	use fluent handwriting to copy passage about the Ancient Greeks	use fluent handwriting to copy passage about Medusa, underline pronouns
34-35 Unit 15 Cliffs and treasure	practising writing double letters	choose correct word and copy sentences	copy passage containing words with double letters	choose synonyms, copying double letters within words carefully	copy poem, underline words with double letters
36-37 Unit 16 Cliffs and treasure	practising speedwriting	write out notes in full, using neat handwriting	copy sentences quickly, using abbreviations as necessary	copy two sentences quickly but legibly to find writing speed	copy quickly a list of 20 words to do with treasure
38-39 Unit 17 Cats	ensuring letters are in the correct proportion	choose the correct word to complete each simile	think of a simile to finish sentences, copy sentences with letters the correct shape, size and height	choose a word to complete each simile	copy similes, ensuring letters are in correct proportion, and match sentences with similes
40-41 Unit 18 Cats	practising presentation	copy list of kennings about a cat, thinking carefully about presentation	write own kennings poem and illustrate it	put acrostic poem about cats in correct order, copy it and make it attractive	copy poem and illustrate it
42-43 Unit 19 Travellers' tales	practising printing	copy advert, using the print alphabet	copy poster, using the print alphabet	use print letters to copy fact sheet about a theme park	copy chart showing prices of two-day breaks at different hotels
44-45 Unit 20 Travellers' tales	developing an individual handwriting style	copy sentences in different styles of writing	copy extract, using own preferred style of writing	copy poem, making joins after the letters b and p and loops from f, g and j	copy lines, making joins after b and p and loops from f, g and j
46-48 Check-up	Check-up	Check-up	Check-up	Check-up	Check-up

10. Early Learning Goals – The Statutory Framework for Early Years Foundation Stage – 8th December 2023

Early Learning goals – Literacy

"ELG: Writing (page 15)

Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Spell words by identifying sounds in them and representing the sounds with a letter or letters;
- Write simple phrases and sentences that can be read by others."

Early Learning goals - Physical Development

"ELG: Gross Motor Skills (page 14)

Children at the expected level of development will:

- Negotiate space and obstacles safely, with consideration for themselves and others;
- Demonstrate strength, balance and coordination when playing;
- Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.

"ELG: Fine Motor Skills (page 14)

Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing."

EYFS Development Matters 2020 Statements and ELGs Physical Development

Children in Reception

- Revise and refine the fundamental movement skills they have already acquired:
 - rolling - walking - running - skipping
 - crawling - jumping - hopping - climbing
- Progress towards a more fluent style of moving, with developing control and grace.
- Develop the overall body strength, co-ordination, balance and agility needed to engage successfully with future physical education sessions and other physical disciplines including dance, gymnastics, sport and swimming.
- Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.
- **Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.**
- Combine different movements with ease and fluency.
- Confidently and safely use a range of large and small apparatus indoors and outside, alone and in a group.
- Develop overall body-strength, balance, co-ordination and agility.
- Further develop and refine a range of ball skills including: throwing, catching, kicking, passing, batting, and aiming.
- Develop confidence, competence, precision and accuracy when engaging in activities that involve a ball.
- Develop the foundations of a handwriting style which is fast, accurate and efficient.
- Further develop the skills they need to manage the school day successfully:
 - lining up and queuing
 - mealtimes

Department of Education: Early years foundation stage statutory framework – For group and school-based providers Setting the standards for learning, development and care for children from birth to five Published: 8 December 2023, Effective: 4 January 2024, © Crown copyright 2023

Development Matters Non-statutory curriculum guidance for the early years foundation stage: September 2020

The Department for Education has also published this additional document to support and guide practitioners in developing a varied and rich curriculum that meets the requirements of the statutory framework for early years foundation stage.

Development Matters Non-statutory curriculum guidance for the early years foundation stage; September 2020

11. Reference Guide for Teachers

READY REFERENCE GUIDE

The letter forms

The lower-case alphabet for Starter Level:

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 lower-case alphabet for Books 1 to 6:

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 letter slant of 8° from the vertical to the right is introduced in Pupil Book 3:

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 lower-case print alphabet:

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 capital letters and numerals:

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
1 2 3 4 5 6 7 8 9 0

These are the same throughout the scheme.

The letter groups

Letter families

In year one, *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

Joining groups

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

Thirteen 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

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

Group 3

b f h k l t

Six letters which start at the top of the ascender.

Group 4

f o r v w

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

The break letters

b g j p q x y z

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

The joins

	Group	→	Group	
The first join	1	→	2	in am
The second join	1	→	3	ab ch
The third join	4	→	2	oa wo
The fourth join	4	→	3	wh ob
The break letters				bigger

The joined style

The quick brown fox jumps over the lazy dog.

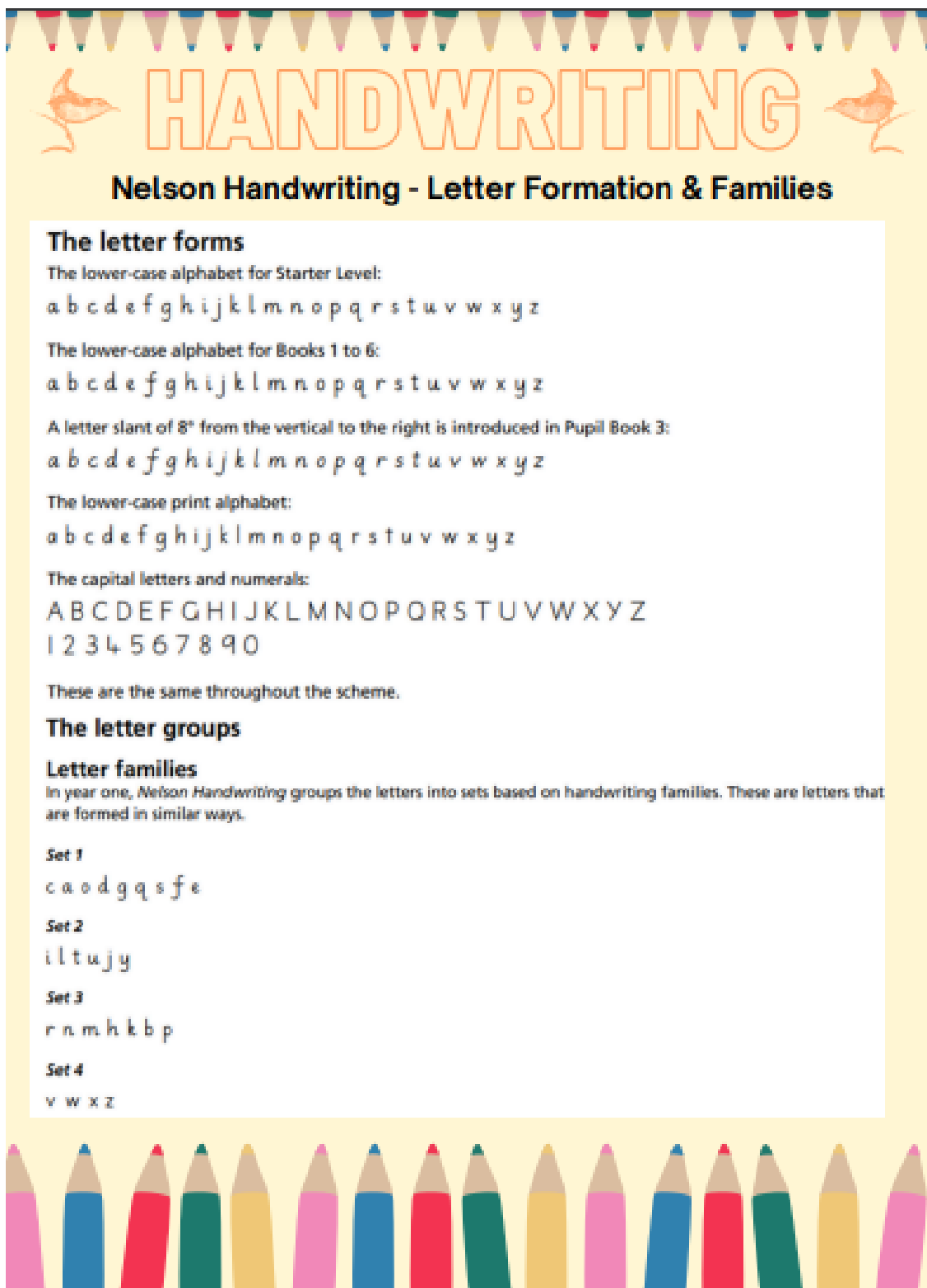
Letter size

Book	<i>x-height of letter (mm)</i>
Starter Workbook A	10
Starter Workbooks B & C	8
Book 1A and 1B	6
Book 2	5
Book 3	4
Book 4	4
Book 5	3
Book 6	3

Guidelines are provided in the Resources and Assessment Books and printable versions are available online.

- The Resources and Assessment sheets for Starter have tramlines with an x-height of 8mm.
- The Resources and Assessment sheets for Books 1 and 2 have tramlines with an x-height of 6mm.
- The Resources and Assessment sheets for Books 3 and 4 have tramlines with an x-height of 4mm.
- The Resources and Assessment sheets for Books 5 and 6 have plain ruled lines.

12. Posters for Table Boxes and Displays



HANDWRITING

Nelson Handwriting - Letter Formation & Families

The letter forms

The lower-case alphabet for Starter Level:
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 lower-case alphabet for Books 1 to 6:
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 letter slant of 8° from the vertical to the right is introduced in Pupil Book 3:
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 lower-case print alphabet:
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 capital letters and numerals:
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
1 2 3 4 5 6 7 8 9 0

These are the same throughout the scheme.

The letter groups

Letter families

In year one, *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



HANDWRITING



Nelson Handwriting - Joining Groups & Joins

Joining groups

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

Thirteen 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

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

Group 3

b f h k l t

Six letters which start at the top of the ascender.

Group 4

f o r v w

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

The break letters

b g j p q x y z

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

The joins

	Group	→	Group	
The first join	1	→	2	in am
The second join	1	→	3	ab ch
The third join	4	→	2	oa wo
The fourth join	4	→	3	wh ob
The break letters				bigger

The joined style

The quick brown fox jumps over the lazy dog.

Monitoring and Review

The policy is available for all parents from the school office upon request and is also published on the school website. www.wrens-nest.dudley.sch.uk

Review

This policy will be reviewed before the start of each new academic year.

New National Curriculum Statutory Requirements

2015 Year 1 - Handwriting National Curriculum expectations for handwriting.

Reviewed on:

Date: September 2024

Review date: September 2025