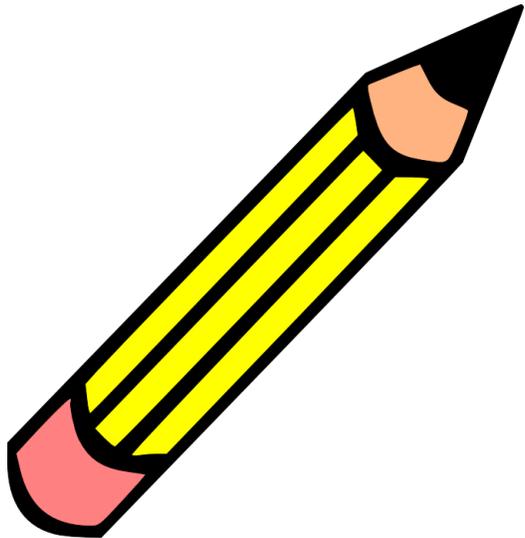




Handwriting at Southfields Primary School



Outline Of The Session

- ▶ National Curriculum Expectations
- ▶ Progression in handwriting
- ▶ Main issues that may arise
- ▶ Strategies that can support/ help
- ▶ Where to find further advice

National Curriculum and Southfields Expectations

How Does Handwriting Fit into the New Curriculum?

The focus on handwriting in the new curriculum is much greater, highlighting its importance and making the connection between a child's handwriting and their composition and spelling ability. This we believe is a great step forward!

Foundation Stage (4-5 years old)

Early Learning Goal – Writing

Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.

Typical behaviours that relate to handwriting for this learning goal:

- Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence
- Write own name and other things such as labels and captions
- Attempt to write short sentences in meaningful context

Core learning skills for handwriting:

- Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.

'Early years outcomes'; September 2013; Department of Education.

'Statutory framework for early years foundation stage' March 2014, effective September 2014; Department for Education.

National Curriculum and Southfields Expectations

Key Stage One

- ▶ To sit correctly at a table, hold a pencil comfortably and correctly.
- ▶ Form all letters and numbers correctly knowing that all letters start from the top except d and e.
- ▶ Begin to use horizontal and diagonal joins, correct sizing

National Curriculum and Southfields Expectations

Key Stage Two

- ▶ To use diagonal and horizontal strokes when joining.
- ▶ To increase the legibility, consistency and quality of their handwriting, e.g by ensuring that the down stroked of letters are equidistant and that lines of writing are spaced sufficiently so that the ascenders and descenders do not touch.
- ▶ To write with increased speed.

How Do We Learn To Write?

- ▶ Pre writing skills
- ▶ Formation
- ▶ Legibility
- ▶ Fluency and Speed

Pre Writing Skills

PRE-WRITING SHAPES



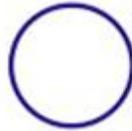
Children should be able to form these 9 pre-writing strokes before asking them to write.



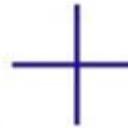
2 years



2½ years



3 years



3½-4 years



4 years



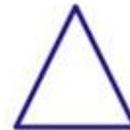
4½ years



4½ years



4 years
11 months



5 years
3 months

Children who can adequately draw the oblique cross can copy a significantly higher number of letters than little ones who cannot.

Pre writing Skills

within sand felt tips in the air

fingers chalk paper

Brushes crayons whiteboards

at an easel sticks outside on the ground

Nelson Handwriting Scheme

- ▶ At Southfields, we follow the Nelson Handwriting Scheme and have a subscription to use their online resources.

Letter Formation

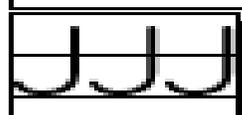
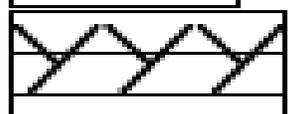
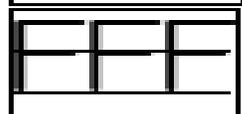
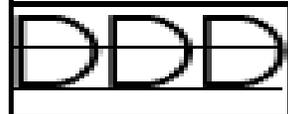
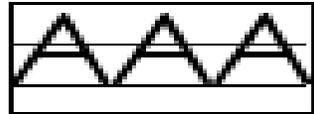
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Letter Formation

- ▶ Anti clockwise circles a, c, d, g, o, q
- ▶ Straight letters i, l, t with b, h, k
- ▶ Down up and over m, n, r, p
- ▶ Down, round and up u, v, w, y
- ▶ Others e, f, j, s, x, z

Letter Formation Capital Letters



Four joins

aowl

ai ai ai ai

al al al al

ow ow ow ow

ol ol ol ol

Letter Joins

aaa bbb ccc ddd eee fff ggg

hhh iii jjj kkk lll mmm nnn

ooo ppp qqq rrr sss ttt uuu

vvv www xxx yyy zzz

When Do We Teach Handwriting?

- ▶ We strive to teach handwriting at least twice a week
- ▶ In Reception this is done in workbooks and on whiteboards.
- ▶ Throughout the rest of the school we use the Nelson online resource and the children have handwriting books.
- ▶ DEW



Potential Difficulties with Handwriting and Advice

What are the main areas of concern?

- Legibility? (All or most of the words written can't be read out of context.)
- Neatness? (The handwriting is messy or poorly controlled.)
- Comfort? (The child is experiencing pain, strain or discomfort when writing.)
- Pressure? (S/he is pressing too hard or not hard enough, or pressure within one piece of writing is variable.)
- Speed? (S/he writes very slowly, producing too little writing, or too fast, becoming inaccurate.)
- Motivation/enjoyment? (S/he is reluctant to write or gives up too easily.)

How can you help at home?

At home

- Watch how your child writes as well as what they produce.
- Look at their general coordination and fine-motor coordination with other implements, e.g. knife and fork. This will give an indication if immature or impaired motor coordination might be contributing to the difficulty.
- Make sure they are in the correct environment for writing when at home, i.e. are they sitting at a table on a chair of the right height, and not lying on the floor, in front of the TV or in bed.
- Make sure the writing tools are suited to their age and capabilities (pencils not too thick or thin, pens not scratchy, etc.)
- Talk to your child about how they feel about their handwriting? Does it worry them? Do they find it difficult? Do they care about it?



The National Handwriting Association is a charity whose aims are to raise awareness of the importance of handwriting as a vital component of literacy, to promote good practice in the teaching of handwriting and to support those who work with children with handwriting difficulties.

[Find out more ...](#)

[Can we help? Roll over to find out more ...](#)

www.nha-handwriting.org.uk