



My Handwriting Journey

This year I have been trying to get my handwriting to look like the steps my teacher has given me, it now looks amazing. Looking back at my first piece of work,

handwriting
really changed.

Every time I start a new piece of work, I **Success** feel proud of my handwriting and I want everyone to see it. I love it!

How children can become 'Handwriting Heroes' who are proud of the achievements they make in handwriting and presentation.

What is a handwriting hero?



'Handwriting Heroes' are children in school who show a real commitment to improving their handwriting and presentation; they take pride in their work and always give 100%

A 'Handwriting Hero' can be identified for a range of different reasons.

How to spot a 'Handwriting Hero'

1. Someone that has produced a stunning piece of handwriting.
2. Someone that has made impressive improvements in their handwriting.
3. Someone that always produces a high standard of presentation in their work. Their books are a pleasure to look at.
4. Someone who has shown great perseverance to improve their handwriting.

Once a hero has been spotted they can be presented with a 'Handwriting Hero' certificate.

Before we begin, some points to consider

The style used in this booklet is based on the Nelson handwriting scheme, however, unlike Nelson, letters have been designed so a constant join throughout words is achievable to aid children's physical memory of words. Although designed to create a constant flow, this may not suit all children, therefore pupils need to be given the option of whether or not they prefer to join certain letters.

The 'certain letters'

b p and s are letters that are more difficult to join from with the style used in this scheme. **As these letters are taught, children should be given the option of whether they prefer to join from them or not** depending on their preference – q and z are letters that are not joined from. As children progress through school, they will be able to make these decisions with more confidence and begin to create their own more personalised style. In addition, as children become confident handwrites, they may feel more comfortable with not looping j, g, y, instead opting to let them hang below the line so they do not join. For example, when questioning children in Y5 about their preferences many children preferred not to loop the letter y if it was at the end of a word.

The need for an intensive introduction

Lessons are designed to take 15 to 20 minutes, but an intensive introduction is vital for this scheme to have the impact that is required. As children get older, the challenge of them adopting a new style becomes more of a challenge and bad habits need regular practise so they can be addressed. For the first 4 weeks of introducing this style to the children they will need to be completing at least 4 x 15/20 minute sessions per week.

Struggling handwriters

Struggling handwriters need to be taught where possible as part of a smaller group where a more focussed explicit session can be delivered in order to deliver the scheme at a slower, more rigorous pace.

How do I model this new style? This is new for me too!

To staff in delivering this scheme, an Active Inspire video has been made to show the letter formations and joins that are used in each lesson. These videos can be used to practise the style and demonstrate the joins for each lesson. In order for the style to have maximum impact, it needs to be modelled in teacher's marking; this may not be whole comments but spelling corrections or words to re-write as a handwriting can be modelled quickly.

Celebrating success

During the launch of the scheme throughout school, the celebration of children's work and high standards of expectation, will play a huge part in children improving. Each week children from each class can be nominated as 'Handwriting Heroes' which will be presented in assembly. A display of children's work showing exceptional improvements or a high standard of work will showcase these achievements.

Assessment

As children complete different steps they will need to complete the self-assessment sheet. This will help teachers and support staff identify any steps that need to be re-addressed as well as preparing sessions that need to be delivered to a small group struggling with a specific join.

High expectations and specific time to produce stunning work

For children to produce outstanding handwriting expectations have to be high for all pieces of writing. Handwriting in English books should match the quality in theme books. For display work, children need time to work on a piece of 'stunning presentation' which needs to be planned for at the end of a piece of writing. For example, after a 2 week focus on story writing, a morning session might be put aside for children to present their story opening, or a section of the story using a line guide and A4 paper.

When children make improvements they feel proud, when they produce a piece of work that has surprised themselves, they feel proud. Improving handwriting is a great way for children to make quick improvements in a clear, measurable way; this scheme will help them on their way.

The 2014 Literacy Curriculum

Year 1

Statutory requirements
Handwriting 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.

Year 2

Statutory requirements
Handwriting Pupils should be taught to: <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.

Years 3 and 4

Statutory requirements
Handwriting Pupils should be taught to: <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].

Years 5 and 6

Statutory requirements
Handwriting and presentation Pupils should be taught to: <ul style="list-style-type: none">▪ write legibly, fluently and with increasing speed by:<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.

The Handwriting Style

My Handwriting Journey

This year I have been trying to get my handwriting looking neat, using the steps my teacher has given me; it now looks amazing! Looking back at my first piece of work, my handwriting has really changed. Every time I start a new piece of work, I always feel proud of my handwriting and I want everyone to see it. I love it!



There was an old owl
who lived in an oak.
The more he heard the
less he spoke,
The less he spoke the
more he heard.
Why aren't we like
that wise old bird?

My handwriting Journey

When I had my first handwriting session I thought my handwriting was just scrappy, but now I'm actually proud of it - it's mesmerising. It makes me feel more mature, more confident to ask people to look at my book. I think you'll like it.

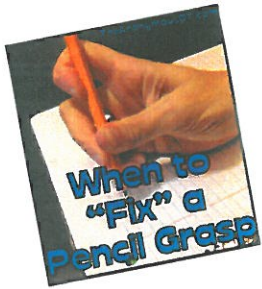
Charles Sherratt

The 28 steps to handwriting success

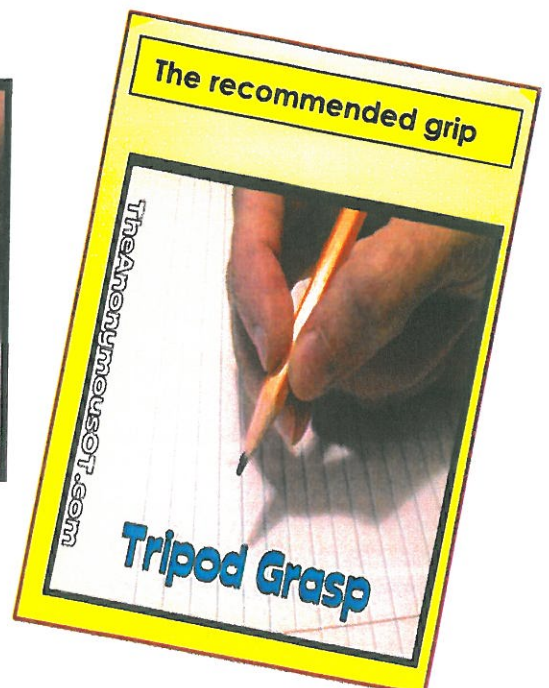
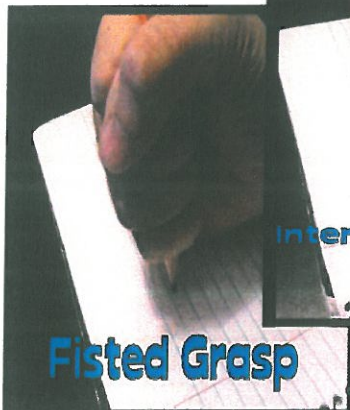
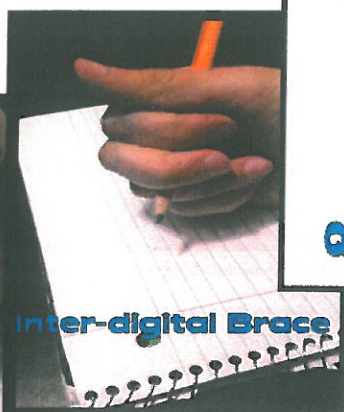
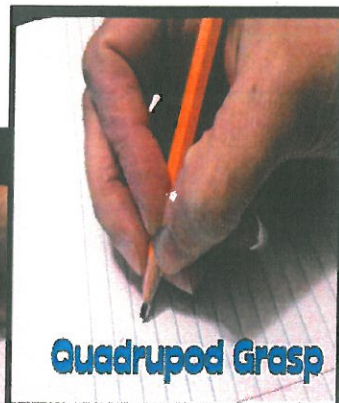
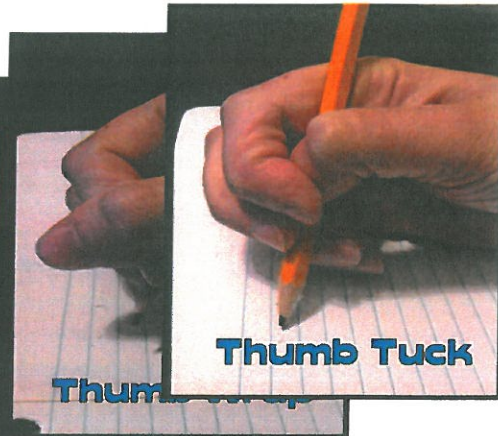
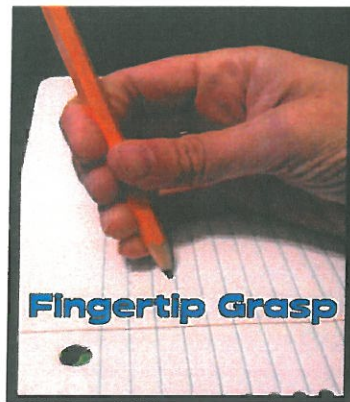
Step 1

The grip

Children can find weird, wonderful and innovative ways in which to grip their pencil; some of these grips are fabulous and others can be more of a problem! There is no precise method that must be adopted by everyone, however, there are some basic principles which will help children. The **natural tripod grip** is the recommended grip. Here, the pencil is held lightly between thumb and forefinger with the middle finger providing extra support. The pencil should point along the line of the forearm to the right of the shoulder at about 45 degrees. If children can aim for this grip, with some reasonable variations, they are making their first step to handwriting success and on track to becoming a 'Handwriting Hero'.

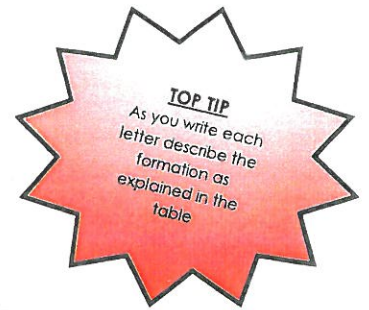


How do your children grip their pencils? Can you 'fix their grip'?



**Step
2**

The Anti-clockwise family (c a d g q o e)



c – around and stop	q – around, up, down to the bottom and flick
a – around, up and down	o – around and up around
d – around, up to the top and down	e – up and diagonal across, round and stop
g – around, up, down to the bottom and around	

c

a

d

g

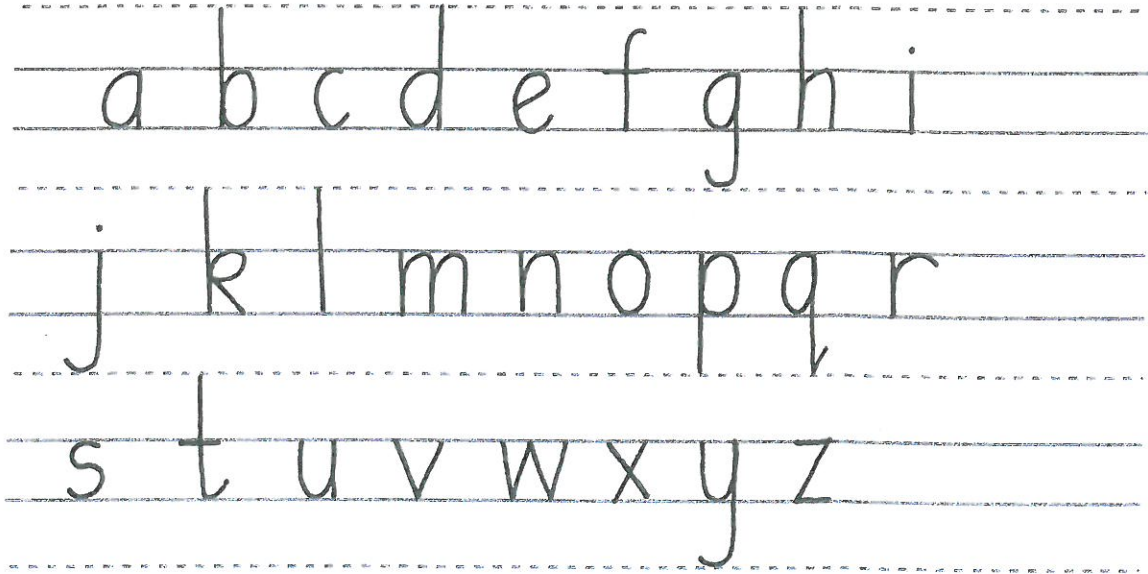
q

o

e

Steps
2 - 5

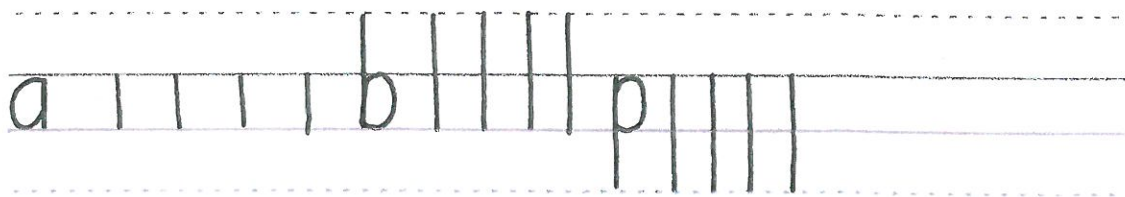
Printing lower case - To begin with the children need to be able to print each letter of the alphabet.



In reception, children will practise each letter described in steps 2 - 5 in a variety of ways; drawing them big, writing in sand, painting etc. As they become more confident, they will begin writing them on line.

When introducing the letters to older children, they will move straight onto line guides to ensure letter size is correct.

When introducing the line guide, the exercise below ensures children understand the correct size of ascenders, descenders etc.



It is recommended that all sessions start with this quick recap.



The clockwise family (r n m h b p k)

r – down, up, around and stop	b – down from the top, up and around
n – down and up, around, down and stop	p – down from the top, up and around
m – down and up, around, down and up around, down	K – down from the top, up and right round, kick
h – down from the top, up, around and down	

r

n

m

h

b

p
R

Step
4

The line family (l i x z v w)

l – down from the top	Z – across, diagonal down, across
i – down, lift and dot	v – diagonal down, diagonal up
x – down across, lift, back across	w – diagonal down, diagonal up, diagonal down and diagonal up

l

i

x

z

v

w

Blank handwriting lines for practice.

Step
5

The curvy family (u y j f s t)

u – down, round, up	f – curve, down.
y – down, round, up, down and round	s – curve around, curve around
j – down to the bottom, around, lift and dot	t – down from the top, curve, lift and across

u

y

j

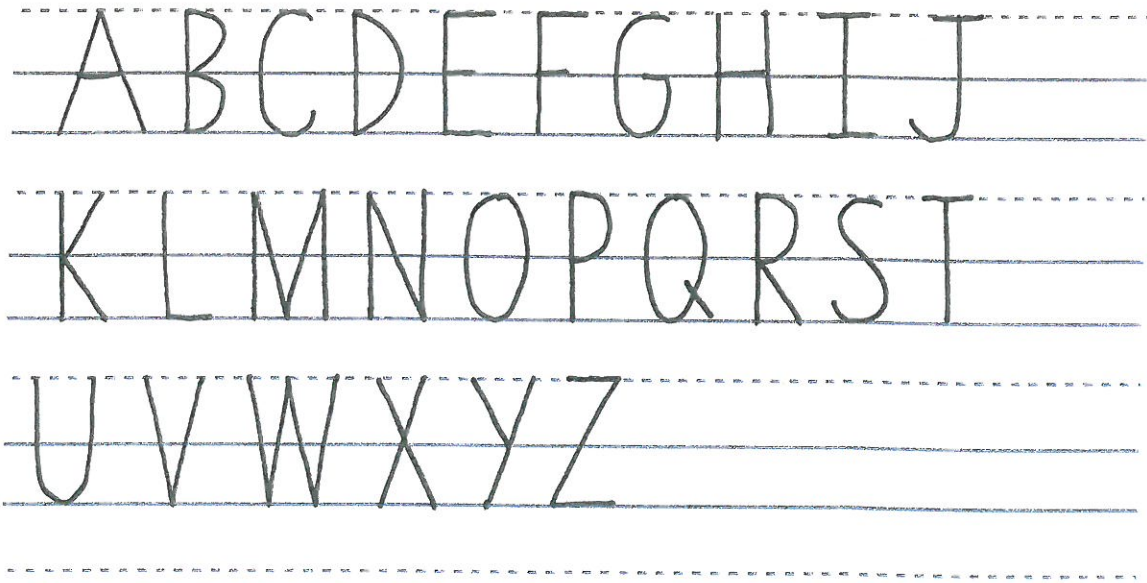
f

s

t



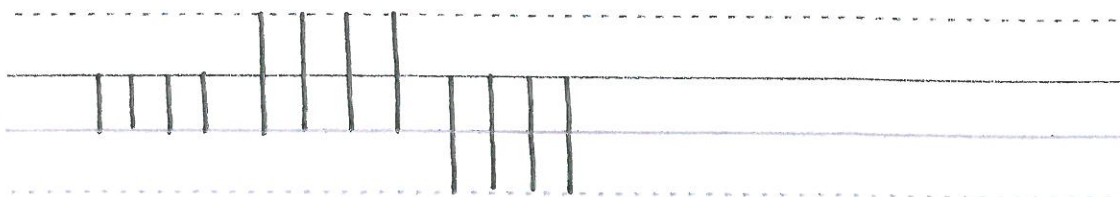
Printing capital letters – Children can then move on to capital letters. Capital letters do not join on to letters that follow.



In reception, children will practise each letter described in steps 2 - 5 in a variety of ways; drawing them big, writing in sand, painting etc. As they become more confident, they will begin writing them on line.

When introducing the letters to older children, they will move straight onto line guides to ensure letter size is correct.

When introducing the line guide, the exercise below ensures children understand the correct size of ascenders, descenders etc.



It is recommended that all sessions start with this quick recap.

Step
6

Capitals without lifting (C G L O S U V W Z)

C

G

L

O

S

U

V

W

Z

Step
7

Capitals with 1 lift and 2 movements (B D J K M N P R T X Y
Q)

B

D

J

K

M

N

P

R

T

X

Y

Q

Blank handwriting practice lines consisting of multiple sets of three horizontal lines (top solid, middle dashed, bottom solid).

**Step
8**

Capitals with 2 lifts and 3 movements (A E F H I)

A

E

F

H

I

Handwriting practice lines for capital letters A, E, F, H, and I. Each letter is shown once with numbered arrows indicating stroke order and once without arrows for independent practice. The lines consist of a solid top line, a dashed middle line, and a solid bottom line.

Moving from printing to joining

There are **5 main different** types of joins used throughout this document:



Diagonal join 1: Around, across and up joins – these are used to join from letters that finish with upstrokes to: i, j, m, n, r, u, w, v, x, y, z,

an am ar lu li



Diagonal join 2: Around, across and high up – these are used to join from letters that finish with upstrokes to: b, f, h, k, l, t

ab ah al ab



Diagonal join 3: Around, across, around, STOP and then come back– these are used when joining from a letter with an upstroke to: a, c, d, f, g, o, p, s and q

na ha nd md



Horizontal join: Across the top – these are used to join from the letters o v and w

on va wa



Optional joins from b, p and s

ba pa si bi pi

Step
9

Letter formations part 2 – Can you spot the letters that finish
With upstrokes?

c	k
a	l
d	i
g	x
q	z
o	v
e	w
r	u
n	y
m	j
h	f
b	s
p	t

.....

.....

.....

**Step
10**

Around, across and up joins - these are used to join from letters that finish with upstrokes to: i, j, m, n, r, u, v, x, y, z, w



aw

cy

du

en

hu

ry

im

an

un

am

ti

**Step
11**

Around across and high up joins - these are used to join from letters that finish with upstrokes to: b, h, k, l, t



ib

th

ch

mk

mb

at

wb

af

ef

il

it

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

Step
12

Around, across, around, STOP and then come back– these are used when joining from a letter with an upstroke to: a, c, d, f, g, o, s and q



da

dg

ng

ac

ld

ig

ia

is

no

ic

ed

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Step
13**

Across the top joins - these are used to join from the letters
o v and w



vc

vi

wn

wa

va

vo

ob

og

op

oq

on

Blank handwriting practice lines consisting of a solid top line, a dashed middle line, and a solid bottom line.

**Step
14**

Optional joins from b, p and s



bi

pi

si

bl

pl

sl

bo

po

so

ba

pa

Step
15

A mixture of joins

aw

ib

da

vc

bi

cy

th

dg

vi

pi

du

Step
16

A mixture of joins (part 2)

ch

ng

wn

si

en

mk

ac

wa

bl

hu

mb

Step
17

A mixture of joins (part 3)

at

ig

vo

st

ub

im

an

ld

ob

un

am

**Step
18**

Joining to and from a k

k

nk

rk

vk

kn

ke

ki

ck

nk

rk

vk

Step
19

j and i are not dotted until the word is finished t is not crossed until the word is finished.

j

i

jig

jet

nip

pit

pin

jot

tip

jam

fin

Step
20

f and t

off

fin

fan

first

fit

tip

tap

tin

time

toffee

fine

**Step
21**

When an e follows a letter with an up-stroke, the up-stroke is continued up and through the letter e

ae

de

ce

me

le

te

made

head

dice

lead

tell

**Step
22**

More joins to o v and w

o

v

w

ho

av

aw

to

ev

ew

iw

oo

Step
23

Joins from o v w to e

oe

ve

we

toe

woe

doe

love

dove

wet

went

vent

**Step
24**

More practise at the different types of joins but longer words

plan

car

like

able

hand

harp

only

warp

want

value

lucky

**Step
25**

Joining from r and double r

r

rr

ri

rib

ra

re

rice

race

ride

there

array

**Step
26**

More practise at the different types of joins but longer words (Part 2)

animal

flame

farm

table

talking

always

ability

errand

valient

water

honesty

Step
27

Q and z join to but not from

equal

quiet

quality

quick

quickly

ZOO

graze

dozen



The 'perfect passage' challenge

There was an old owl
who lived in an oak.

The more he heard the
less he spoke.

The less he spoke the
more he heard.

Why aren't we like
that wise old bird?

Self Assessment

Name:

<p>Step 1 The grip</p>	<p>Step 2 Anti-clockwise family</p>	<p>Step 3 Clockwise family</p>	<p>Step 4 The line family</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Step 5 The curvy family</p>	<p>Step 6 Capitals without lifting</p>	<p>Step 7 Capitals: 1 lift 2 movements</p>	<p>Step 8 Capitals: 2 lifts 2 movements</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Step 9 Letter formations part 2</p>	<p>Step 10 Around across and up joins</p>	<p>Step 11 Around across and high up joins</p>	<p>Step 12 Around across, around STOP</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Step 13 Across the top joins</p>	<p>Step 14 Optional joins from b p s</p>	<p>Step 15 A mixture of joins</p>	<p>Step 16 A mixture of joins (part 2)</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Step 17 A mixture of joins (part 3)</p>	<p>Step 18 Joining to and from a k</p>	<p>Step 19 j i and t</p>	<p>Step 20 f and t</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Step 21 e following a letter with an up stroke</p>	<p>Step 22 More joins to o v and w</p>	<p>Step 23 Joins from o v w to e</p>	<p>Step 24 Different joins longer words</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>
<p>Step 25 Joining from r and rr</p>	<p>Step 26 Different joins longer words (part 2)</p>	<p>Step 27 q and z</p>	<p>Step 28 The perfect passage challenge</p>
<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>	<input type="checkbox"/> <input type="checkbox"/>