

NELSON HANDWRITING AND THE STATUTORY REQUIREMENTS

Nelson Handwriting has been developed in response to the aims of the statutory curricula for handwriting. A rough guide to year groups is provided below; however, the resources could be used with older or younger children who have an identified need.

Age	<i>Nelson Handwriting</i> level
4-5	Starter Level
5-6	Book 1A, 1B
6-7	Book 2
7-8	Book 3
8-9	Book 4
9-10	Book 5
10-11	Book 6



England: National Curriculum for English

The aims of the new National Curriculum		How <i>Nelson Handwriting</i> delivers these aims
Year 1	<p>Handwriting</p> <p>Pupils should be taught to:</p> <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' (ie letters that are formed in similar ways) and to practise these. 	<p><i>Nelson Handwriting</i> supports children from the earliest stages of learning to write. Guidance is given in the Teacher's Book about how to create the conditions for good writing: atmosphere, seating and posture, and pencil and pen grip. Each Pupil Book has a flap on the front cover which reminds children how to prepare for writing.</p> <p>All of the lower-case and capital letters are covered in the Workbooks and online teaching software, with clear and consistent instructions about how to start and finish letters. The digits 0–9 are covered too.</p> <p>In Year 1, <i>Nelson Handwriting</i> groups the letters into handwriting families, i.e. letters that are formed in similar ways, and children practise these in a cumulative manner.</p>
	<p>Notes and guidance (non-statutory)</p> <p>Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Left-handed pupils should receive specific teaching to meet their needs.</p>	<p><i>Nelson Handwriting</i> is designed to be used little and often. The Teacher's Book gives guidance on direct teaching, and the online teaching software gives animated demonstrations of each letter and join.</p> <p>The Teacher's Book also gives useful guidance about left-handed pupils and their specific needs in terms of grip, posture and paper alignment. A left-hander's version of the Pupil Book cover flap is available in the Resources and Assessment Books.</p>



England: National Curriculum for English

The aims of the new National Curriculum

How *Nelson Handwriting* delivers these aims

Year 2

Handwriting

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 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

In Year 2, *Nelson Handwriting* revises the previously-learned joins with an emphasis on relative height. Children re-cap their learning of lower-case and capital letters and practise forming them with consistency.

Children are also given the opportunity to continue to practise using print letters, and are introduced to the idea that some letters are best left unjoined when next to other letters.

Notes and guidance (non-statutory)

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Frequent practice and repetition is at the heart of *Nelson Handwriting*. The course provides ample opportunity for children to refine their writing skills as their motor control improves.



England: National Curriculum for English

The aims of the new National Curriculum

How *Nelson Handwriting* delivers these aims

Years 3–4

Handwriting

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 unjoined
- increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Throughout Years 3 and 4, children continue to practise and develop their handwriting skills. The idea of writing with a slant is introduced for the first time. *Nelson Handwriting* provides practice in joining using diagonal and horizontal strokes as well as the ‘break letters’ that are best left unjoined. There is an emphasis on spacing letters consistently and on keeping ascenders and descenders in proportion.

Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Each of the *Nelson Handwriting* units is based on a context that links into areas across the curriculum, and/or picks up on a key spelling pattern, reinforcing the shape of the letters with the spelling pattern of the word.

Guidance is given in the Teacher’s Book about how teachers can best ensure that good handwriting is not just reserved for handwriting lessons, and about emphasising the importance of fluency, neatness and speed in writing across the curriculum.



England: National Curriculum for English

The aims of the new National Curriculum		How <i>Nelson Handwriting</i> delivers these aims
<p>Years 5–6</p> <p>Handwriting and presentation</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 		<p>At Years 5–6, <i>Nelson Handwriting</i> continues to provide structured practice for the skills that have been developed so far.</p> <p>Children continue to practise the joins and the break letters, looking at consistency of sizing and spacing.</p> <p><i>Nelson Handwriting</i> empowers children to develop their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion.</p>
<p>Notes and guidance (non-statutory)</p> <p>Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an unjoined style, for example, for labelling a diagram or data, writing an email address, or for algebra, and capital letters, for example, for filling in a form.</p>		<p><i>Nelson Handwriting</i> continues to develop writing fluency. <i>Speedwriting</i> challenges help children practise automaticity and speed.</p> <p>Children are taught about the difference in expectation between informal jottings and final presented versions and given opportunities to practise these. A range of contexts, from writing addresses to labelling maps and diagrams, help them learn the contexts in which joined or unjoined writing is most appropriate.</p>



Scotland

How <i>Nelson Handwriting</i> supports these expectations	
<p>Year group/ expectation</p> <p><i>Tools for Writing</i> First level:</p> <p>I can present my writing in a way that will make it legible and attractive for my reader, combining words, images and other features. <i>LIT 1-24a</i></p>	<p><i>Nelson Handwriting</i> supports children from the earliest stages of learning to write. The course starts with essential letter formation of all the lower- and upper-case letters.</p> <p>Letters are grouped into sets based on how they join to other letters, and children practise these in a cumulative manner.</p> <p>Children begin by learning printed forms, moving swiftly to joining letters, and learning which letters, when adjacent to one another, are best left unjoined.</p>
<p>I consider the impact that layout and presentation will have and can combine lettering, graphics and other features to engage my reader. <i>LIT 2-24a</i></p>	<p>Throughout the Second Level materials, children continue to practise and develop their handwriting skills. There is an emphasis on keeping ascenders and descenders in proportion, and paying attention to spacing.</p> <p><i>Nelson Handwriting</i> empowers children to develop their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion.</p> <p>Children are taught about the difference in expectation between informal jottings and final presented versions and given opportunities to practise these. A range of contexts, from writing addresses to labelling maps and diagrams, help them learn the contexts in which joined or unjoined writing is most appropriate.</p>





Year group/ expectation	How <i>Nelson Handwriting</i> supports these expectations
<p><i>Reception</i></p> <p>hold writing instruments appropriately write from left to right discriminate between letters</p>	<p>Nelson Handwriting supports children from the earliest stages of learning to write. Guidance is given in the Teacher's Book about how to create the conditions for good writing: atmosphere, seating and posture, and pencil and pen grip.</p> <p>Children are taught that text runs from left to right and learn to discriminate between letters based on their shape and the phonic sounds that they represent.</p>
<p><i>Year 1</i></p> <p>form upper- and lower-case letters that are usually clearly shaped and correctly orientated</p>	<p>All of the lower-case and capital letters are covered in the Workbooks and online teaching software, with clear and consistent instructions about how to start and finish letters. The digits 0–9 are covered too.</p> <p>In Year 1, Nelson Handwriting groups the letters into handwriting families, i.e. letters that are formed in similar ways, and children practise these in a cumulative manner.</p>
<p><i>Year 2</i></p> <p>form upper- and lower-case letters accurately and with consistent size</p>	<p>In Year 2, Nelson Handwriting revises the previously-learned joins with an emphasis on relative height. Children re-cap their learning of lower-case and capital letters and practise forming them with consistency.</p> <p>Children are also given the opportunity to continue to practise using print letters, and are introduced to the idea that some letters are best left unjoined when next to other letters.</p>

Wales

How <i>Nelson Handwriting</i> supports these expectations	
Year group/ expectation	
Year 3	
produce legible handwriting and present work appropriately joining letters in some words.	Throughout Years 3 and 4, children continue to practise and develop their handwriting skills. The idea of writing with a slant is introduced for the first time. <i>Nelson Handwriting</i> provides practice in joining using diagonal and horizontal strokes as well as the 'break letters' that are best left unjoined. There is an emphasis on spacing letters consistently and on keeping ascenders and descenders in proportion.
Year 4	
produce handwriting which is clear and legible and may be cursive.	Throughout Years 3 and 4, children continue to practise and develop their handwriting skills. The idea of writing with a slant is introduced for the first time. <i>Nelson Handwriting</i> provides practice in joining using diagonal and horizontal strokes as well as the 'break letters' that are best left unjoined. There is an emphasis on spacing letters consistently and on keeping ascenders and descenders in proportion.
Year 5	
produce legible, cursive handwriting with increasing fluency.	At Years 5–6, <i>Nelson Handwriting</i> continues to provide structured practice for the skills that have been developed so far. Children continue to practise the joins and the break letters, looking at consistency of sizing and spacing. <i>Nelson Handwriting</i> empowers children to develop their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion.
Year 6	
produce fluent and legible handwriting	<i>Nelson Handwriting</i> continues to develop writing fluency. Speedwriting challenges help children practise automaticity and speed. Children are taught about the difference in expectation between informal jottings and final presented versions and given opportunities to practise these. A range of contexts, from writing addresses to labelling maps and diagrams, help them learn the contexts in which joined or unjoined writing is most appropriate.





How Nelson Handwriting supports these expectations	
<p>Year group/ expectation</p> <p>Key Stage 1</p> <p>use a legible style of handwriting.</p>	<p>Nelson Handwriting supports children from the earliest stages of learning to write. The course starts with essential letter formation of all the lower- and upper-case letters.</p> <p>Letters are grouped into sets based on how they join to other letters, and children practise these in a cumulative manner.</p> <p>Children begin by learning printed forms, moving swiftly to joining letters, and learning which letters, when adjacent to one another, are best left unjoined.</p>
<p>Key Stage 2</p> <p>develop a swift and legible style of handwriting</p>	<p>Throughout the Second Level materials, children continue to practise and develop their handwriting skills. There is an emphasis on keeping ascenders and descenders in proportion, and paying attention to spacing.</p> <p>Nelson Handwriting empowers children to develop their own style of handwriting from a secure base, choosing their writing implement and style as appropriate to the occasion.</p> <p>Children are taught about the difference in expectation between informal jottings and final presented versions and given opportunities to practise these. A range of contexts, from writing addresses to labelling maps and diagrams, help them learn the contexts in which joined or unjoined writing is most appropriate.</p>