

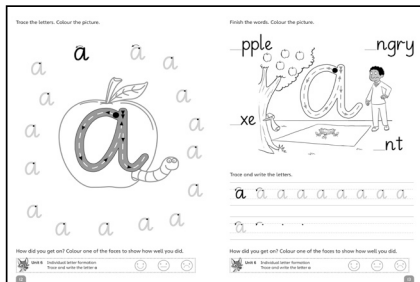
# HOW NELSON HANDWRITING WORKS

## Starter Level (Reception/P1)

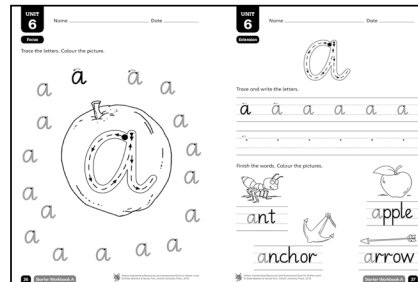
The Workbooks provide a structured progression throughout the course. The first units practise motor skills, before moving on to early letter formation. The focus of each page is clear. The online software enables whole-class modelling of, and child participation in, the letter and pattern formation, introducing words to copy and trace once the letters have been learned.

Resource Sheets provide extra follow-up work for further practice, including cut-out practice cards with words from Letters and Sounds.

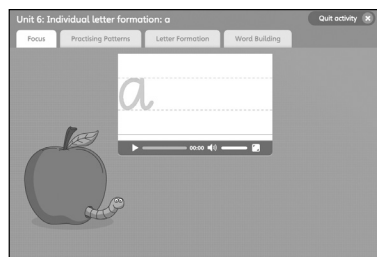
The Flashcards can be used for small group work, and the frieze should be displayed prominently in the classroom.



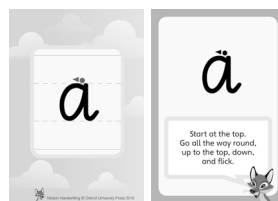
Starter Workbook



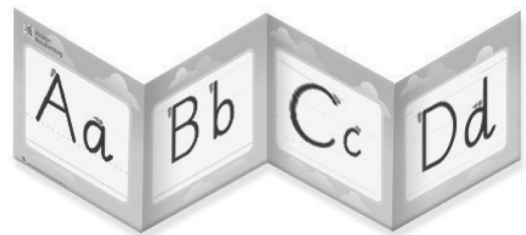
Resources and Assessment Book



Teaching software



Flashcards

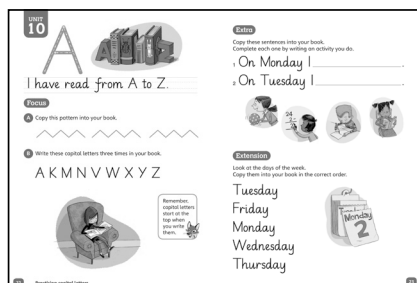


Frieze

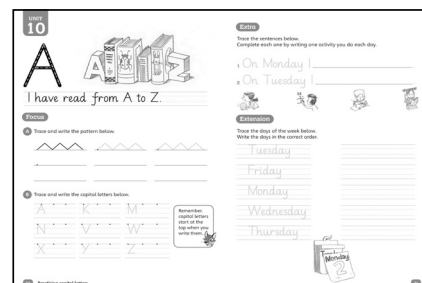
## Books 1 and 2 (Y1-2/ P2-3)

The Pupil Books provide structured progression throughout the course. Each unit opens with a Focus in which the main objective of the lesson is clearly stated. The online software enables whole-class modelling of, and child participation in, the letter form or join. The Focus is then followed by Extra and Extension activities which increase in difficulty.

The Workbooks provide an alternative format to the Pupil Books, offering scaffolded practice for those children who still need the support of tracing over the letters rather than writing onto a separate sheet of paper.



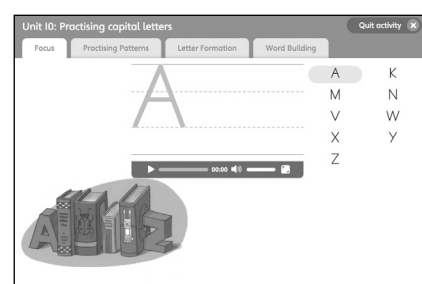
Pupil Book



Workbook



Resources and Assessment Book



Teaching software



## Books 3 to 6 (Y3-6/ P4-7)

The Pupil Books provide structured progression throughout the course. Each unit opens with a Focus in which the main objective of the lesson is clearly stated. The online software (for Books 3 and 4) enables whole-class modelling of, and child participation in, the letter formation or join. The Focus is then followed by Extra and Extension activities which increase in difficulty.

The **Focus** Resource sheets provide consolidation and reinforcement of the basic teaching point.

The **Extension** Resource sheets extend and develop the writing skills linked to the unit teaching points.

The **Resources and Assessment** books also contain an assessment section designed to monitor the children's handwriting progress, and cut-out practice cards containing words from the National Curriculum for spelling in England's statutory word lists.

**UNIT 13**

**Focus**

Make these words. Copy them into your book.

circum + navigate = circumnavigate

circum + stance = circumstance

circum + vent = circumvent

circum + ference = circumference

Use a dictionary to help you write a definition of each word in A.

**Extra**

Choose the correct word to finish these sentences. Copy the sentences into your book.

- Magellan was the first person to organise an expedition to circumnavigate/circumnavigate the world.
- He had to plan for every circumference/circumstance.
- The ships in his fleet had to circumvent/circumference obstacles such as icebergs.

**Extension**

Copy this extract from the diary of a sailor on Magellan's ship onto plain paper. You can use guidelines underneath to help you.

12th June 1519

The winds were strong yesterday and caused damage to the sails. The Captain asked me to climb the rigging this morning. I took the sailmaker's bag up with me and made a repair to one of the seams. Today the sea is calm. We are all keeping a watch for pirates.

Pupil Book

**UNIT 13**

Name \_\_\_\_\_ Date \_\_\_\_\_

**Focus**

The prefix 'miff' means 'miff'. Copy these words. Remember to use the diagonal joining line to join from the letter 'm'. This will help to make sure there is a space between your letters.

automat \_\_\_\_\_

automate \_\_\_\_\_

automatic \_\_\_\_\_

automatically \_\_\_\_\_

automation \_\_\_\_\_

automaton \_\_\_\_\_

automobile \_\_\_\_\_

automotive \_\_\_\_\_

autonomous \_\_\_\_\_

autonomy \_\_\_\_\_

**Extension**

Copy these verses onto plain paper in your best handwriting. Arrange your page attractively with good margins and some decoration.

A man and a mouse lived on the moon  
In a mansion made from cheese  
Every day at a minute to noon  
The man would murmur, "Please  
Cut me a slice of cheese from the wall  
And a piece from the chimney too.  
There's some lovely Eelam in the hall  
There's enough for me and you."  
And the man and the mouse would munch  
As their house became their lunch.

Focus Resource

Extension Resource

Unit 13: Practising joining from the letter m

Focus Letter Formation Word Building

**Focus**

The prefix 'miff' means 'miff'. Copy these words. Remember to use the diagonal joining line to join from the letter 'm'. This will help to make sure there is a space between your letters.

automat \_\_\_\_\_

automate \_\_\_\_\_

automatic \_\_\_\_\_

automatically \_\_\_\_\_

automation \_\_\_\_\_

automaton \_\_\_\_\_

automobile \_\_\_\_\_

automotive \_\_\_\_\_

autonomous \_\_\_\_\_

autonomy \_\_\_\_\_

**Letter Formation**

Make the letter 'm' on a grid. Use the diagonal joining line to join from the letter 'm'.

**Word Building**

Make words plural by adding 's' or changing 'y' to 'i' and adding 'es'.

monkey, catfish, jumping, monkey, catfish, jumping

monkey, catfish, jumping, monkey, catfish, jumping

Teaching software

The **Teacher's Book** fully supports all the components of *Nelson Handwriting*. It contains full lesson plans, references to separate Focus and Extension resources, as well as useful tips on how to develop and assess handwriting skills.

**BOOK 3** **UNIT 7**

**OBJECTIVE**

Practising forming the letter 's' correctly

**Spelling links**

Making words plural by adding 's' or changing 'y' to 'i' and adding 'es'

**Cross-curricular links**

Animals

**Assessment**

- The letter 's' is formed correctly, at the correct height and size.
- The letter 's' is written and joined correctly to another letter.
- The diagonal join, joins letters from the bottom to the top of the next letter.

**PUPIL BOOK**

- Share the lesson objective with the children.
- Write the whole-class sentence on the board between four lines and underline the letters. Point out that the letter 's' is formed differently if it is joined to words.
- Use the Focus tab on the software to show the join.
- Remind children about the three Ps (posture, pen hold, paper position) and check that every child is aware of them before they begin to write.
- Use the Practising Patterns tab on the software to demonstrate how to write the pattern on the board. Invite a child up to the board to copy or trace the pattern.

**RESOURCES AND ASSESSMENT**

**Focus**

- Additional practice tracing, writing and joining the letter 's'.
- Trace and copy the pattern, letters and plural words.

**Extension**

- Further practice forming and joining the letter 's', adding 'es' to words to make them plural.
- Choose the correct word to complete sentences. Trace and write the sentences.

**Extra**

- Discuss making words plural by adding 's' or changing 'y' to 'i' and adding 'es'.
- Use the Word Building tab on the software to model writing the first two words. Point out the diagonal joining line as you write.
- Remind children of the lesson objective.
- Ask children to copy the words into their books.

**Extension**

- Ask children to finish the sentence by making a list of the number of animals they saw at the zoo.
- Point out to children that they can use the picture to help them.
- Remind them to form and join the letter 's' correctly.

**TEACHING SOFTWARE**

- Use the Focus and Letter Formation tabs to model, copy and trace the letters.
- The Practising Patterns tab has a pattern to help children form the letters.
- Use the Word Building tab to copy or trace words from the Pupil Book.

