



Albany Infant and Nursery School

Nelson Handwriting Lesson Format

Nelson Handwriting was introduced on the INSET day on Monday 1st September 2025.

The format of a handwriting lesson was discussed and outlined in the school CPD on Tuesday 16th September 2025.

Handwriting lessons in KS1 (Y1 and Y2) take place each morning, after phonics, at 9:45am and last approximately 10-15 minutes. Across school, the same handwriter repeater software is used by all staff to ensure consistency when modelling. Teaching staff can also use lined flip charts to support their modelling.

Staff use the Nelson Handwriting progression overviews, lesson plans and resources for their lessons and follow these with fidelity. In Reception, teachers use the starter book, planning and resources, in Y1, teachers use book 1A and 1B and in Y2, teachers use book 2. The same pupil handwriting books are used across KS1 to ensure consistency.

In EYFS, the foundations of handwriting focus on developing children's gross and fine motor skills. This is taught through regular Dough Disco sessions and the Squiggle Early Writing programme.

From the start of Reception, teaching staff model pencil grips, orientation and letter formation. Children are taught how to write the grapheme for each phoneme and they practice these daily. This is in addition to their daily morning work which takes place on whiteboards and consists of consolidating previous graphemes, digraphs and tricky words. Once routines are well-established, the children are also introduced to handwriting books and teaching staff model graphemes and words in line with Little Wandle Letters and Sounds Revised and the Nelson Handwriting scheme.

A handwriting lesson should follow the format outlined below:

1. Whole class warm up.
2. Class reminder of posture, position of paper, pencil grip and pressure. Staff to use visual aids to support understanding.
3. Modelled example of grapheme or word to be displayed on IWB and/or flipchart.
4. Teaching staff to model this to pupils, using the correct position on lines and terminology. Write 3 times. Ensure all pupils are watching.
5. Together, the grapheme or word is written in the air 'sky write' with staff again using the correct terminology. This is done a total of 3 times.
6. Together, the grapheme or word is written on the table with staff using the correct terminology. This is done a total of 3 times.
7. The teacher models the grapheme or word again on the IWB/flip chart.
8. Pupils then write the modelled grapheme or word in their handwriting books. They repeat until the next grapheme/word is modelled.
9. Teaching staff to circulate the room and provide verbal feedback to pupils.

Marking:

- For correct formations, teaching staff provide the child with a tick.
- For incorrect formation, staff need to model this in the pupil book (black pen) and provide feedback on how to improve.
- For pupils with SEND, have modelled examples in their book prior to the lesson.
- Teachers are to quickly identify those who need intervention to build and strengthen muscles.