Saint Joseph & Saint Teresa
CATHOLIC PRIMARY SCHOOL

'Together we live, learn, love'

St Joseph and St Teresa Catholic Primary School Policy for Number Formation

Rational and Aims

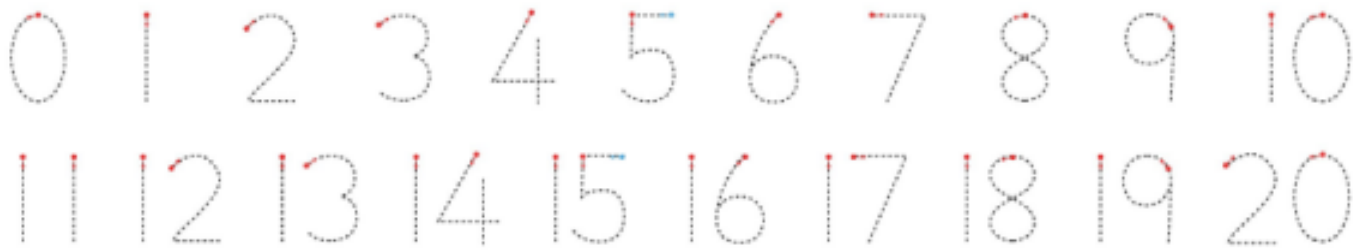
This policy is to ensure correct number formation, consistency of number presentation throughout the school and to avoid ambiguity between which number is which.

How do we teach Number Formation?

Number formation will be modelled, taught and practiced in EYFS and KS1. Additional support on number formation in KS2 can be supplemental where needed.

In EYFS, correct number formation will be modelled by adults. In Year 1, number formation will be specifically taught during handwriting sessions.

The following number formations below should be used*:



The following rhymes will be used to teach number formation:

0- Make a big loop, around you go. This is how you draw zero.

1- Draw a line and then you're done. Number one is lots of fun!

2- Half a heart says 'I love you' add a line and it's a two!

3- Around and around just like a bee. This is how you make a three!

4- Down and across and down to the floor. Now you have made number four!

5- Straight neck around the fat tummy. Hat on top and five is funny!

6- Draw a 'c' then loop to the middle. You'll make a six with this riddle.

7- Across the sky, zoom down the line. You'll make a seven every time.

8- Sammy snake eats his tail. To make an eight, you can't fail.

9- Make a loop and a line. Makes number nine.

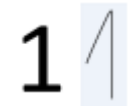
10- Draw a one and a zero. You've made a ten you superhero!

The following video can be used to support the teaching of this:

https://www.youtube.com/watch?v=3wYlaCmVMBE

Notes on Incorrect Formation

The following forms should not be used in written work:


This form is often confused with a seven, especially when the angled line is too long.


These variations of 4 should not be used; the first two forms are not defined enough and the final form is often confused with the letter 'y'.

* Please note that it is important that children recognise different forms of the numbers in print since they will encounter them in everyday life. Number recognition should be covered as part of the day to day coverage of the mathematics curriculum.