



Whole-School ~ Handwriting



'Handwriting is an imprint of the self on the page.' Dr Rosemary Sassoon

Intent

We offer a whole school consistent approach with a planned sequence of courage to ensure we have progressively covered the skills required to meet the aims of the National Curriculum for writing transcription and the related Early Learning Goals.

EYFS Reception year onto year 1: Step 1 (Getting Ready to Write)

Through 'continuous provision' and specific activities such as funky fingers children to develop their fine and gross motor skills and pencil control as a precursor to effective handwriting: to show good control and coordination in large and small movements, to move confidently in a range of ways while safely negotiating space, to handle equipment and tools effectively and to safely use and explore a variety of materials, tools and techniques.

Reception year and Years 1 and 2: Steps 2 and 3 (Forming Letter Families and Positioning)

We aim to teach children the statutory objectives from the year 1 and year 2 curriculum (see below)

Year 2 and into year 3:

To start using some of the diagonal and horizontal strokes needed to join letters and to use spacing between words that reflects the size of the letters.

Lower Key Stage 2: Steps 4 and 5 (Joining Letters and Fluency, Style & Speed)

To teach the statutory skills from the Key Stage 2 curriculum (see below)

Though this journey we intend to take all pupils on a journey to using fluent, speedy and joined handwriting throughout their independent writing. This, in turn, will help to support their composition and spelling.

Implementation ~ who and how

MU~ weekly focus letter with daily practise.

Y1 focus on accurate letter formation and positioning as an individual letter and then within a word.

Y2 revisit letter formation to ensure accuracy, positioning and spacing. Beginning to use some joins.

UU focus on a weekly letter, recap on accurate formation, progressing to the horizontal and diagonal joins. Opportunities to practise joins and develop accuracy, fluidity and speed.

LU 4 x weekly 10-15min specific teaching YR and Y1



Handwriting Overview ~ Autumn 2021

	1	2	3	4	5	6	7	8	9	10	11	12
Y1 forming letter families	The Curly Caterpillar Family (c, o, a, d, g and q)						Themed Practice	The Curly Caterpillar Family (e, s and f)			Assess and Review	The Ladder Family(l)
Y2 Positioning and pre-cursive	The Curly Caterpillar Family (c, o, a, d, g and q)						Themed Practice	The Curly Caterpillar Family (e, s and f)			Assess and Review	The Ladder Family(l)
Y3 Joining letters	The Curly Caterpillar Family (c, o, a, d, g and q)						Themed Practice	The Curly Caterpillar Family (e, s and f)			Assess and Review	The Ladder Family(l)

Handwriting Overview ~ Spring 2022

Wk	1	2	3	4	5	6	7	8	9	10	11	12
Y1 forming letter families	The Ladder Family (i, u, t, y and j)						Assess and Review	The One-Armed Robot Family (r, n, m, and b)				Assess and Review
Y2 Positioning and pre-cursive	The Ladder Family (i, u, t, y and j)						Assess and Review	The One-Armed Robot Family (r, n, m, and b)				Assess and Review
Y3 Joining letters	The Ladder Family (i, u, t, y and j)						Assess and Review	The One-Armed Robot Family (r, n, m, and b)				Assess and Review

Handwriting Overview ~ Summer 2022

Wk	1	2	3	4	5	6	7	8	9	10	11	12
Y1 forming letter families	The One-Armed Robot Family (h, k, and p)			Assess and Review	The Zigzag Monster Family (z, v, w and x)			Assess and Review				Themed Practice
Y2 Positioning and pre-cursive	The One-Armed Robot Family (h, k, and p)			Assess and Review	The Zigzag Monster Family (z, v, w and x)			Assess and Review				Themed Practice
Y3 Joining letters	The One-Armed Robot Family (h, k, and p)			Assess and Review	The Zigzag Monster Family (z, v, w and x)			Assess and Review				Themed Practice

Following this sequence shown above and the coverage in the writing progression map assures subject coverage, sufficient depth and coverage of skills. A range of resources are used but these are consistent over each class so that the children are able to build on and draw from prior learning. These are differentiated to meet all pupils' learning needs, through support and additional resources. Where gaps in pupils' skills are identified, specific intervention sessions are planned and delivered according to need to enhance pupils' progress. Pupil progress is continually tracked in specific lessons and across the curriculum. Termly more formal assessment materials may be used to track progress over the longer term.

Impact~ compare and contrast what difference has been made?

The impact of using this whole school approach, including display materials, will be seen across the school with an increase in the profile of handwriting. Following this consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners. Whole school and parental engagement can also be improved through the use of resources as home learning tasks. We seek to encourage a sense of pride in pupils' written work. The impact of this teaching should be noticeable within written work in all areas of the curriculum.

Level expected at the end of EYFS 2021.

Physical Development ELG: Fine Motor Skills Children at the expected level of development will:

- Hold a pencil effectively in preparation for fluent writing

- using the tripod grip in almost all cases;
- Use a range of small tools, including scissors, paint brushes and cutlery;
- Begin to show accuracy and care when drawing.

Literacy ELG: Writing Children at the expected level of development will:

- Write recognisable letters, most of which are correctly formed;
- Write simple phrases and sentences that can be read by others.

Key Stage 1 National Curriculum Expectations

Pupils should be taught to:

- 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.
- 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.

Key Stage 2 National Curriculum Expectations

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; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.
- 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