



Hunton & Arrathorne Community Primary School

Curriculum Document: Handwriting



INTENT – Handwriting

We recognise handwriting as a fundamental skill which requires careful planning, highly-skilled modelling and sufficient time to practice in order for children to become confident, fluent writers. We see it as imperative that children are provided with opportunities to develop their fine & gross motor skills as well as being taught the correct pencil grip and sitting position in order to provide them with the foundations to develop their handwriting. Our handwriting curriculum begins with children exploring mark making in EYFS before developing their letter formation and ability to join with the end-goal of children being able to write with stamina and automaticity for a range of purposes by the end of Key Stage Two.

In EYFS, we use the Little Wandle handwriting programme (in conjunction with their phonics scheme) to introduce children to handwriting whereby the children learn to write recognisable letters before they progress into Key Stage One. From Key Stage One, children progress onto the Letterjoin Handwriting Scheme, which further develops their letter formation and orientation as well as introducing them to cursive letter joins. In Key Stage Two, children continue to develop their handwriting, progressing through the modules to ensure it is increasingly fluent, legible and consistent.

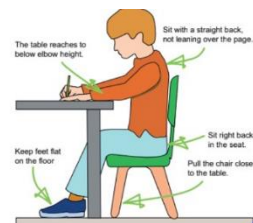
In Reception, children are exposed to correct letter formation through their phonics but also have a discrete handwriting session per week. This is further supplemented by fine and gross motor activities being ever-present through continuous provision. In Key Stage One, children have two discrete handwriting sessions, again supplemented by additional gross and fine motor activities. In Key Stage Two, children have one extended handwriting session per week where discrete handwriting skills are taught and practiced. By this point, it is expected that children are beginning to apply their handwriting skills in all subjects across the curriculum.

IMPLEMENTATION – CODIFYING OUR APPROACH TO LESSONS

A warm-up which consolidates fine and gross motor skills (See progression document).



A reminder of sitting position and pencil grip. (See progression document)



Lesson based on the modules within Letterjoin.

Letter-join 

IMPLEMENTATION – PROGRESSION AND OUR APPROACH...

EYFS	Daily mark making and direct teaching Daily opportunities to improve fine motor skills	
	Little Wandle used to teach letter formation - link to phonics	
	30 - 50m	<ul style="list-style-type: none"> ● Draws lines and circles using gross motor movements ● Holds pencil between thumb and two fingers, no longer using whole-hand grasp ● Holds pencil between near point between first two fingers and thumb and uses it with good control ● Can copy some letters e.g. in name
	40 - 60m	<ul style="list-style-type: none"> ● Shows a preference for a dominant hand ● Begins to use anticlockwise movement and retrace vertical lines ● Begins to form recognisable letters ● Uses a pencil and holds it effectively to form recognisable letters
	ELG	Fine Motor Skills: Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases Writing: Write recognisable letters, most of which are correctly formed;
Year 1	<u>What Handwriting will look like...</u> Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position. Use Letterjoin Module 2 planning and video clips to model the teaching of each letter, then practise on whiteboards, worksheets or within Handwriting books. Daily consolidation of fine and gross motor skills through provision, alongside daily small group Handwriting focus session. 1 discrete handwriting session per week led by the class teacher.	
	<u>What children will learn...</u> <i>Module 2 Cursive:</i> Children will increase the fluency and speed of their handwriting, through regular practise, improving letter formation and orientation of letters.	

	<ul style="list-style-type: none"> ● Sit correctly at a table, holding a pencil comfortably and correctly (using the tripod grip in almost all cases) ● Begin to form lower-case letters in the correct direction, starting and finishing in the right place ● Form capital letters in the correct direction, starting and finishing in the right place ● Form 0-9 digits in the correct direction, starting and finishing in the right place ● Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these ● Leaving spaces between words
Year 2	<p><u>What Handwriting will look like...</u></p> <p>Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position.</p> <p>Use Letterjoin Module 3 Cursive planning and video clips to model the teaching of each letter, then practise on whiteboards, worksheets or within handwriting books.</p> <p>Daily consolidation within lessons.</p> <p>1 discrete handwriting session per week led by the class teacher.</p>
	<p><u>What children will learn...</u></p> <p><i>Module 3 Cursive:</i></p> <p>Children will further increase the fluency and speed of their handwriting, through regular practise, improving letter formation and orientation of letters.</p>
	<ul style="list-style-type: none"> ● Correct pencil grip (using the tripod grip in almost all cases) ● Knows the diagonal and horizontal strokes needed to join and those unjoined ● Form lower-case letters of the correct size relative to one another ● Start joining some of the 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 ● (Revision of previous years' handwriting where appropriate)
Year 3	<p><u>What Handwriting will look like...</u></p> <p>Weekly discrete handwriting lesson and regular practice across the curriculum.</p> <p>Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position</p> <p>Use Letterjoin Module 4 Cursive planning and video clips to support learning the teaching of each letter, then practise on whiteboards, worksheets or within Handwriting books.</p> <p>Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p>

	<p><u>What children will learn...</u> <i>Module 4 Cursive:</i></p> <p>The handwriting lessons are designed to improve legibility, consistency and quality of handwriting. It targets pupils in Key Stage 2 where pupils should be using joined handwriting. It includes dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL, onomatopoeia, similes and spellings.</p> <ul style="list-style-type: none"> ● use joined handwriting throughout all independent writing, support given to increase fluency and speed which will then support composition and spelling ● 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 (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch. (Revision of previous years' handwriting where appropriate)
Year 4	<p><u>What Handwriting will look like...</u> Weekly discrete handwriting lesson and regular practice across the curriculum. Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position Use Letterjoin Cursive planning and video clips to support learning the teaching of each letter, then practise on worksheets or within Handwriting books. Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p> <p><u>What children will learn...</u></p> <p>Using handwriting practise to support other subjects in the curriculum, and at the same time, builds on fluency and consistency. It promotes meaningful links with other subjects which enables children to apply the skills they are learning in context and also provides depth to the curriculum.</p>
	<ul style="list-style-type: none"> ● Use joined handwriting throughout all independent writing support given to increase fluency and speed which will then support composition and spelling ● 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 (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch ● (Revision of previous years' handwriting where appropriate)

Year 5	<p><u>What Handwriting will look like...</u></p> <p>Weekly discrete handwriting lesson and regular practice across the curriculum.</p> <p>Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position</p> <p>Use Letterjoin Cursive planning and video clips to support learning the teaching of each letter, then practise on worksheets or within Handwriting books.</p> <p>Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p> <p><u>What children will learn...</u></p> <p>Children continue to build on combining fluent handwriting with other subjects across the curriculum. Learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. They will be able to work towards producing consistently neat and well-presented handwriting in all curriculum subjects. Children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.</p> <ul style="list-style-type: none"> ● Children should be aware of draft and best handwriting styles for different purposes ● Write legibly, fluently and with increasing speed ● Vary letter shape for effect Choose the best writing implement for the task ● Print as appropriate e.g. algebra/emails ● (Revision of previous years' handwriting where appropriate)
Year 6	<p><u>What Handwriting will look like...</u></p> <p>Weekly discrete handwriting lesson and regular practice across the curriculum.</p> <p>Begin with a handwriting warm up and remind children of pencil grip, paper orientation and sitting position</p> <p>Use Letterjoin Cursive planning and video clips to support learning the teaching of each letter, then practise on worksheets or within Handwriting books.</p> <p>Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL</p> <p>Children will have the option of using pens within Year 6.</p> <p><u>What children will learn...</u></p> <p><i>Module 7 Cursive:</i></p> <p>Children will consolidate the stamina and skills required to write at length, developing more of a personal handwriting style as they write with automaticity. They will learn to write at different speeds with different attention to neatness depending on the task. Children's writing will be at the expected standard of handwriting for Year 6 and children will be ready to progress into Key Stage 3.</p> <ul style="list-style-type: none"> ● Children should be aware of draft and best handwriting styles for different purposes ● Write legibly, fluently and with increasing speed Vary letter shape for effect ● Choose the best writing implement for the task ● Print as appropriate e.g. algebra/emails

IMPLEMENTATION – PENCIL GRIP

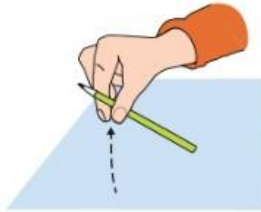
Right handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,

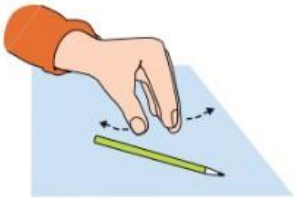


4. Spin it round...



5. ...and grip.

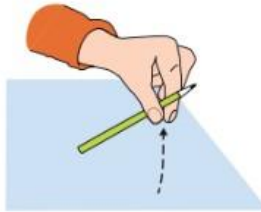
Left handed grip



1. Point away the pencil,



2. Pinch it near the tip,



3. Lift it off the table,



4. Spin it round...

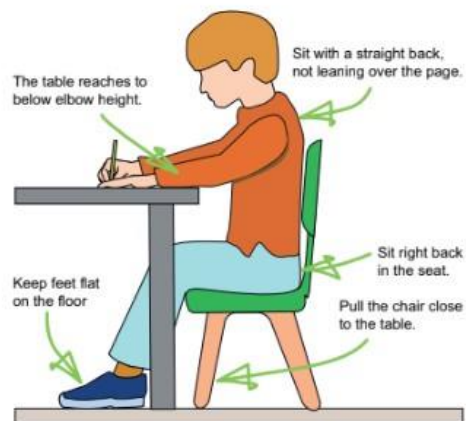


5. ...and grip.

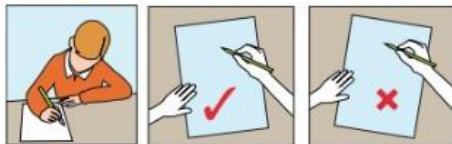
IMPLEMENTATION – SITTING POSITIONS

Right handed children

How to sit correctly to be comfortable for handwriting.

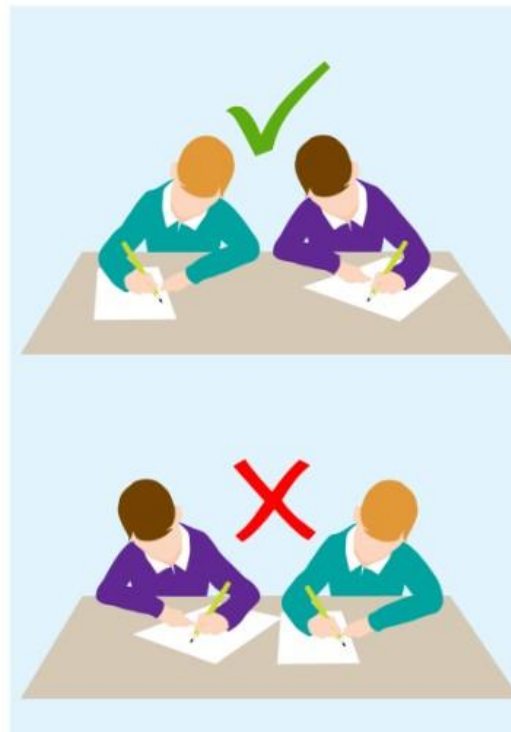


How to hold and position the paper.



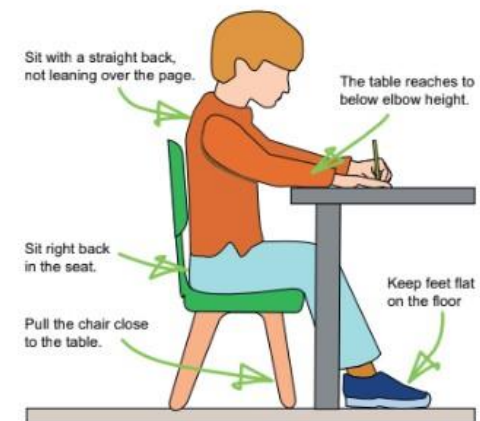
Sitting position

Sit left-handed children to the left of their partner so they have plenty of room to write.



Left handed children

How to sit correctly to be comfortable for handwriting.



How to hold and position the paper.



IMPLEMENTATION – LETTER FORMATION GUIDE

a b c d e

f g h i j k

l m n o p

q r s t u

v w x y z

IMPLEMENTATION – WARM UP

<p>KEVIN THE KANGAROO SAYS: "JUMP UP AND DOWN."</p>  <p>Two-footed standing jump with waving arms.</p>	<p>COLIN THE CRAB SAYS: "WALK SIDEWAYS."</p>  <p>Take side steps one way, then the other.</p>	<p>FRAN THE FLAMINGO SAYS: "STAND ON ONE LEG AND NOW THE OTHER LEG."</p>  <p>Balance on left foot, then balance on right foot.</p>	<p>CHARLIE THE CAT SAYS: "STRETCH UP AS FAR AS YOU CAN."</p>  <p>Stretch up and try and touch the ceiling.</p>	<p>CORA THE COW SAYS: "MILK A COW."</p>  <p>Move arms up and down in milking action.</p>	<p>SACHA THE SNAKE SAYS: "SLITHER ALONG THE FLOOR."</p>  <p>Lie down and wriggle along the floor.</p>	<p>BORIS THE BEAR SAYS: "WALK ON ALL FOURS."</p>  <p>Move around on hands and feet.</p>
<p>HANS THE HORSE SAYS: "TROT AROUND THE ROOM. NOW GALLOP."</p>  <p>Jog, lifting knees high then run faster.</p>	<p>OLGA THE OSTRICH SAYS: "TAKE GREAT BIG STEPS."</p>  <p>Take long strides around the room.</p>	<p>ENOCH THE ELEPHANT SAYS: "LIFT ME UP."</p>  <p>Pretend to lift up a heavy object.</p>	<p>FATIMA THE FROG SAYS: "HOP UP AS HIGH AS YOU CAN."</p>  <p>Hop on one leg, then on the other leg.</p>	<p>PEDRO THE PUPPY SAYS: "CHASE YOUR TAIL ROUND AND ROUND."</p>  <p>Spin around on the spot.</p>	<p>PIPPA THE PENGUIN SAYS: "WADDLE FROM SIDE TO SIDE."</p>  <p>Stand straight and tilt from left to right.</p>	<p>BILLY THE BLACKBIRD SAYS: "FLAP YOUR ARMS UP AND DOWN."</p>  <p>Raise arms up and down, palms facing down.</p>