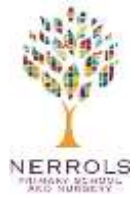


Handwriting



Handwriting



Intent

Learning to write clearly and fluently is fundamental to our children's ability to communicate their thoughts. Providing children with the tools to produce legible writing that can be produced comfortably, at speed and with little conscious effort enables children to engage fully with the primary curriculum, demonstrate their full potential and write with confidence and creativity. At Nerrols Primary School, we aim for all our children to be able to write confidently, fluently and legibly and to develop their own personal style by the end of Key Stage Two.

Implementation

At Nerrols Primary School, we use a cursive style, with exit flicks and specified break letters (see appendix). We believe that this style of writing increases the speed, rhythm and ease of writing without reducing legibility. Entry flicks and loops are introduced in upper Key Stage Two when children explore opportunities to develop their own style.

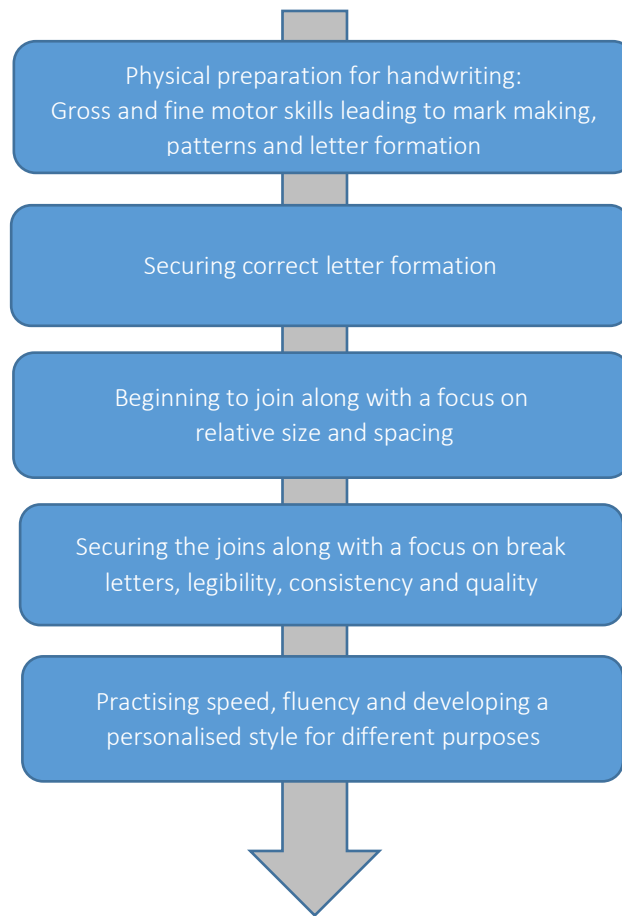
At Nerrols Primary School, handwriting is practised both discretely and in the context of other learning. We believe that handwriting is best taught through frequent, discrete lessons in every year group, accompanied by short frequent application and consolidation sessions. Our children begin their handwriting journey alongside their introduction to phonics using the Read Write Inc phonics programme. As children move through the school, we progress to 'Penpals for Handwriting' to ensure a consistent approach throughout the school.

We aim for the same standards of handwriting seen in handwriting sessions to be applied in writing activities across the curriculum.

Throughout the school, the children use a wide range of tools and media for different purposes and styles of handwriting and mark making. For discrete handwriting sessions, the children use a pencil and lined paper so they quickly learn about letter orientation including ascenders and descenders. As the children's fine motor skills improve and their letter formation and joining becomes increasingly accurate, the width between the lines they write on decreases. A handwriting pen is awarded when children have achieved a clear, consistent style of handwriting (see appendix – pen licence).

Scope and Sequence

Handwriting development at Nerrols Primary School progresses through five identified stages:



In the Early Years, we encourage our children to engage in and enjoy the process of mark making in a wide variety of ways using both the indoor and the outdoor environment.

The development of early handwriting relies upon building and strengthening hand eye coordination, gross and fine motor skills and spatial control. Alongside purposeful writing opportunities using a variety of tools and surfaces, the children partake in a wide variety of activities which develop their manipulative skills – construction, cooking, threading, playing instruments etc. They also enjoy regular Dough Gym activities to strengthen their upper body and gross motor development, and Funky Fingers activities to develop their fine muscle control, visual discrimination and coordinate hand eye movement.

In Foundation Stage Two, the children are introduced to letters in line with the Read Write Inc phonics programme. The children receive daily phonics teaching during which they investigate phoneme and grapheme correspondence and consider the letter families (similar letter shapes grouped together to help form letters consistently). The children progress from practising correct letter formation using the same picture mnemonics they have already learnt in their Phonics Speed Sounds Set 1 lessons, to learning about the relative size of letters and where to place the letters on the writing line. Small letters are called ‘boat letters’: a c e l m n o r s u v w x z. Letters that are written below the line are called ‘water letters’: g j p q y. Tall letters are called ‘sun letters’: b d h k l t f



From Year 1, a 20-30 minute weekly session provides systematic teaching and practice of handwriting skills. Learning is then revised and consolidated through an additional two short sessions each week.

Year 1

Autumn Term

1. Practising long-legged giraffe letters
2. Writing words with ll
3. Introducing capitals for long-legged giraffe letters
4. Practising one-armed robot letters
5. Practising long-legged giraffe letters and one-armed robot letters
6. Introducing capitals for one-armed robot letters
7. Practising curly caterpillar letters
8. Writing words with double ff *
9. Writing words with double ss
10. Introducing capitals for curly caterpillar letters

Spring Term

11. Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
12. Practising zig-zag monster letters
13. Writing words with double zz
14. Mixing all the letter families
15. Practising all the capital letters
16. Practising all the numbers 0–9 *(see appendix for 1 and 8)
17. Writing words with ck and qu
18. Practising long vowel phonemes: ai, igh, oo
19. Practising vowels with adjacent consonants: ee, oa, oo
20. End-of-term check

Summer Term

21. Numbers 10–20: spacing
22. Practising ch unjoined
23. Introducing diagonal join to ascender: ch
24. Practising ai unjoined
25. Introducing diagonal join, no ascender: a
26. Practising wh unjoined
27. Introducing horizontal join to ascender: wh
28. Practising ow unjoined
29. Introducing horizontal join, no ascender: ow
30. Assessment

Year 2

Autumn Term

1. Practising diagonal join to ascender: th, ch
2. Practising diagonal join, no ascender: ai, ay
3. Practising diagonal join, no ascender: ir, er
4. Practising horizontal join to ascender: wh, oh
5. Practising horizontal join, no ascender: ow, ou
6. Introducing diagonal join to e: ie, ue
7. Introducing horizontal join to e: oe, ve
8. Introducing ee
9. Practising diagonal join, no ascender: le
10. Writing numbers 1–100*

Spring Term

11. Introducing diagonal join to anticlockwise letters: ea
12. Practising diagonal join to anticlockwise letters: igh
13. Practising diagonal join to anticlockwise letters: dg, ng
14. Introducing horizontal join to anticlockwise letters: oo, oa
15. Practising horizontal join to anticlockwise letters: wa, wo
16. Introducing mixed joins for three letters: air, ear
17. Practising mixed joins for three letters: oor, our
18. Practising mixed joins for three letters: ing
19. Size and spacing
20. End-of-term check

Summer Term

21. Building on diagonal join to ascender: ck, al, el, at, il, ill
22. Building on diagonal join, no ascender: ui, ey, aw, ur, an, ip
23. Building on horizontal join to ascender: ok, ot, ob, ol
24. Building on horizontal join, no ascender: oi, oy, on, op, ov
25. Building on diagonal join to anticlockwise letters: ed, cc, eg, ic, ad, ug, dd, ag
26. Building on horizontal join to anticlockwise letters: oc, og, od, va, vo
27. Introducing joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks
28. Practising joining ed ing
29. Assessment
30. Capitals

Year 3

Autumn Term

1. Practising joining through a word in stages: no ascenders or descenders
2. Practising joining through a word in stages: parallel ascenders
3. Introducing joining from s to ascender: sh, sl, st, sk
4. Introducing joining from s, no ascender: sw, si, se, sm, sn, sp, su
5. Introducing joining from s to an anticlockwise letter: sa, sd, sd, sq, so, sq
6. Introducing joining from r to an ascender: rb, rh, rk, rl, rt
7. Introducing joining from r, no ascender: ri, ru, rn, rp
8. Introducing joining from r to an anticlockwise letter: ra, rd, rg, ro
9. Introducing joining from r to e: are, ere, ure, ore, ire
10. Introducing break letters

Spring Term

11. Introducing joining to f: ff, ef, af, of
12. Introducing joining from f to an ascender: fl, ft
13. Introducing joining from f, no ascender: fe, fi, fu, fr, fy
14. Introducing joining from f to an anticlockwise letter: fo, fa
15. Introducing ff
16. Introducing rr
17. Introducing ss
18. Introducing qu
19. Revising parallel ascenders and descenders
20. End of term check

Summer Term

21. Revising joins: letter spacing
22. Revising joins: spacing between words
23. Revising joins: consistency of size
24. Revising joins: fluency
25. Revising joins: parallel ascenders
26. Revising joins: parallel ascenders and descenders
27. Revising horizontal join from r to an anticlockwise letter: rs
28. Revising break letters
29. Assessment
30. Revising capital letters

Year 4

Autumn Term

1. Introducing diagonal join from p and b to ascender: ph, pl, bl
2. Introducing diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe
3. Introducing diagonal join from p and b to an anticlockwise letter: pa, po, ps, ba, bo, bs
4. Revising parallel ascenders and descenders: bb, pp
5. Break letters: x, z
6. Spacing in common exception words
7. Consistent size of letters
8. Relative size of capitals
9. Speed and fluency
10. End-of-term check

Spring Term

11. Revising parallel ascenders
12. Revising parallel ascenders and break letters
13. Relative sizes of letters
14. Proportion of letters
15. Spacing between letters
16. Spacing between words
17. Writing at speed
18. Improving fluency
19. Speed and fluency
20. End-of-term check

Summer Term

21. Consistency of size
22. Proportion
23. Spacing between letters and words
24. Size, proportion and spacing
25. Fluency: writing longer words
26. Speed and fluency
27. Revising break letters
28. Print alphabet: presentation
29. Assessment
30. Capital letters: presentation

Year 5

Autumn Term

1. Introducing sloped writing in letter families
2. Practising sloped writing: diagonal join to ascender: th, sh, nb, nd, ht, st
3. Practising sloped writing: diagonal join, no ascender: ai, ay, kn, er, iw, en
4. Practising sloped writing: diagonal join to an anticlockwise letter: ac, sc, bo, da, ea, ho
5. Practising sloped writing: horizontal join to ascender: wh, wl, oh, ol, of, ob
6. Practising sloped writing: horizontal join, no ascender: oi, oy, ou, op, ve
7. Practising sloped writing: horizontal join to an anticlockwise letter: oo, oa, wa, wo, va, vo
8. Practising sloped writing: joining from r: ra, re, ri, ro, ru
9. Practising sloped writing: joining from s: sh, su, sc, sl, sw, sp
10. End-of-term check

Spring Term

11. Practising sloped writing: proportion – joining from f to ascender: fl, ft
12. Practising sloped writing: size – joining from f, no ascender: fa, fe, fi, fo, fu
13. Different styles for different purposes: writing a paragraph
14. Practising sloped writing: speed: ff
15. Practising sloped writing: speed and legibility: rr
16. Practising sloped writing: size, proportion and spacing: ss
17. Practising sloped writing: building speed: qu
18. Different styles for different purposes: decorative alphabets
19. Different styles for different purposes
20. End-of-term check

Summer Term

21. Sloped writing: proportion, joining p & b to ascenders: ph, pl, bl
22. Handwriting for different purposes: joining from p and b, no ascender: bu, bi, pe, pu, pi, pr
23. Practising sloped writing: parallel downstrokes: pp, bb
24. Practising sloped writing: all double letters
25. Practising sloped writing for speed: tial, cial
26. Practising sloped writing for fluency
27. Personal style
28. Handwriting for different purposes: print alphabet
29. Assessment
30. Capitals

Year 6

Autumn Term


1. Style for speed: crossbar join from t: th, ti, tr, ta, tt
2. Style for speed: looping from g: gl, gi, gr, ga, gg
3. Style for speed: looping from j and y: je, jo, ye, yr, yo
4. Style for speed: looping from f
5. Style for speed: different joins to s
6. Style for speed: looping from b
7. Style for speed: joining from v, w, x and z
8. Handwriting for different purposes: abbreviations
9. Spacing between words
10. End-of-term check

Spring Term

11. Improving handwriting: the importance of consistent sizing
12. Improving handwriting: the importance of proportion
13. Improving handwriting: the importance of spacing
14. Improving handwriting: the importance of consistent sizing of parallel ascenders and descenders
15. Improving handwriting: the importance of closed and open letters
16. Improving handwriting: pen breaks in longer words
17. Handwriting for different purposes: annotations
18. Handwriting for different purposes
19. Choice of handwriting tools
20. End-of-term check

Summer Term

21. Handwriting for different purposes: fast-joined and print letters
22. Handwriting for different purposes: note making
23. Handwriting for different purposes: neat writing
24. Handwriting for different purposes: print letters for personal details
25. Different styles of writing
26. Handwriting for different purposes: presentation
27. Handwriting for different purposes: decorated capitals
28. Handwriting for different purposes: layout
29. Assessment
30. Handwriting for different purposes: handwriting patterns

*** Note:** the formation of f, one and eight follows RWI rather than Penpals. K follows the RWI k until orange when joins are introduced, then the RWI and Penpals 

Impact

From Year One, at the start of each term, a handwriting assessment is undertaken and teachers observe the children as they write. This, coupled with ongoing assessment within the lesson, provides the opportunity to identify any errors or inconsistencies that are likely to impede a fast, fluent hand in the future.

The children are encouraged to verbalise what they are doing as they write on occasion; this gives an insight into the thought processes they are using as they write.

As the children progress through the school, they learn to self-assess their writing and develop an understanding and responsibility for improving it. The children place a small tick above formations that they are particularly pleased with. During the handwriting lesson, handwriting formation is observed by the class teacher and supporting adults and, where amendments are required, these are modelled to the children at the time. From Year 1, strong formation is also identified by the class teacher who will underline in green.

The Penpals programme for each year group provides samples of children's mark making and handwriting for discussion. This discussion makes explicit the techniques and development focus and support self-assessment.

We recognise that some children take longer to develop the necessary skills and we respond to this by providing additional opportunities for skills development. Children who need specific gross motor, fine motor or handwriting interventions are identified early and the impact of interventions is carefully monitored.

Appendix: Letter and number formation

 <p>Maisie, mountain, mountain</p>	 <p>Round the apple, down the leaf</p>	 <p>Slither down the snake</p>	 <p>Round his bottom, up his tall neck, down to his feet</p>	 <p>Down the tower, across the tower</p>
 <p>Down the body, dot for the head</p>	 <p>Down Nobby, over his net</p>	 <p>Down the plait and over the pirate's face</p>	 <p>Round her face, down her hair and give her a curl</p>	 <p>All around the orange</p>
 <p>Curl around the caterpillar</p>	 <p>Down the kangaroo's body, tail and leg</p>	 <p>Down and under, up to the top and draw the puddle</p>	 <p>Down the laces to the heel, round the toe</p>	 <p>Down the stem, and draw the leaves</p>
 <p>Lift off the top and scoop out the egg</p>	 <p>Down the long leg</p>	 <p>Down the head to the hooves and over his back</p>	 <p>Down his back, then curl over his arm</p>	 <p>Down his body curl and dot</p>
 <p>Down a wing, up a wing</p>	 <p>Down a horn up a horn and under his head</p>	 <p>Down, up, down, up</p>	 <p>Zig - zag - zig</p>	 <p>Round her head, up past her earrings and down her hair</p>
 <p>Down the arm and leg and repeat the other side</p>				

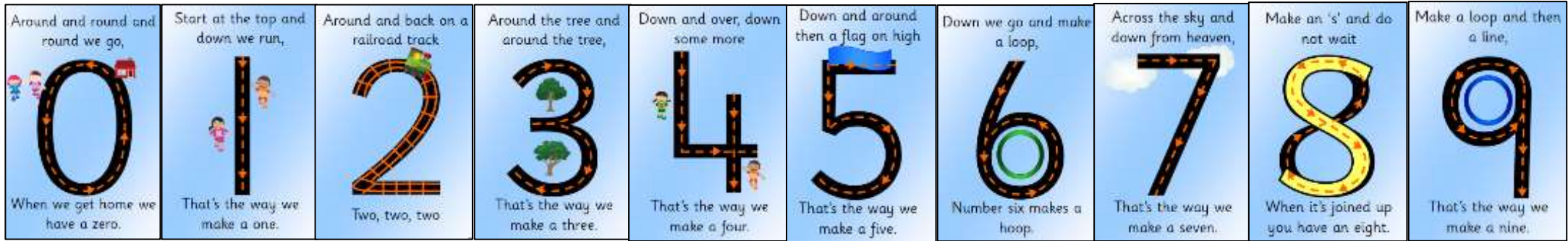
aA bB cC dD eE fF gG

hH iI jJ kK lL mM

nN oO pP qQ rR sS tT

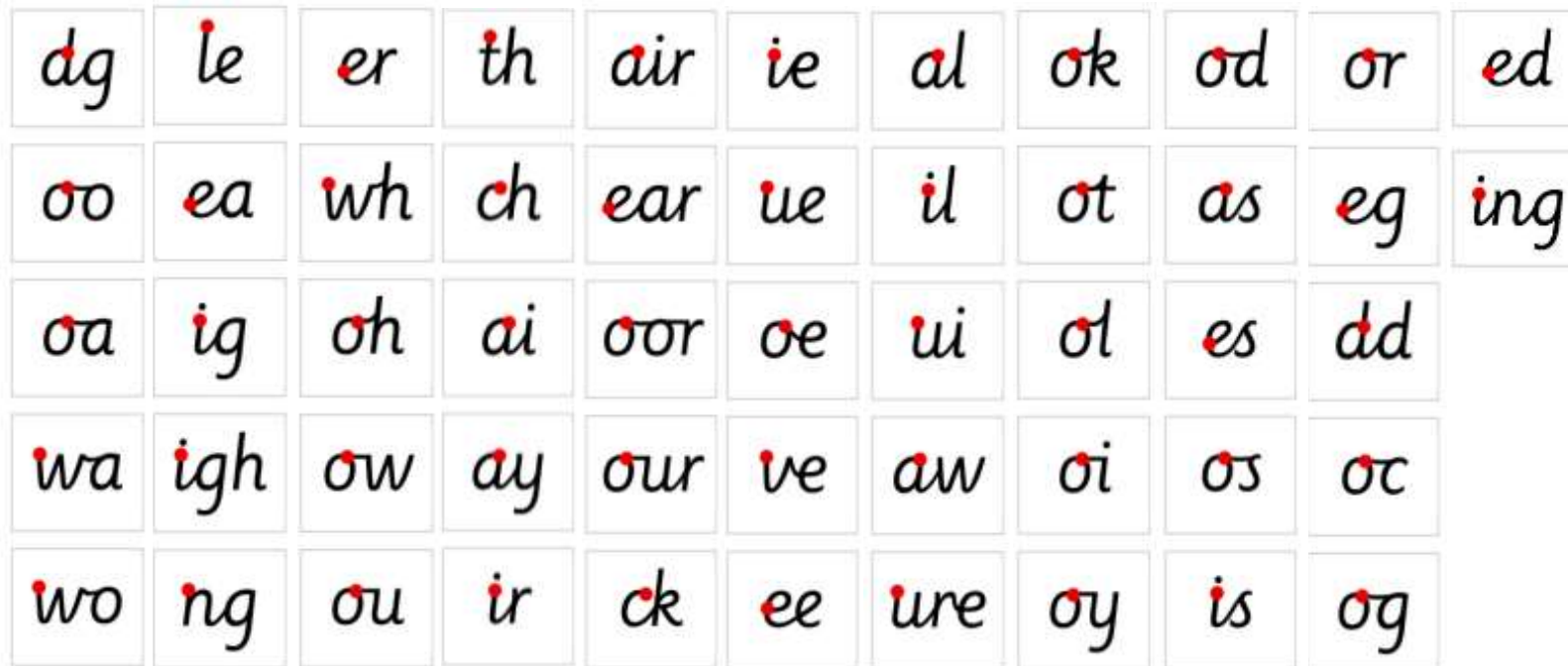
uU vV wW xX yY zZ

Number patterns



Please note: At Nerrols we follow the above formation for the numbers '1' and '8', we do not follow the Penpals formation for '1' or '8'.

Main Joins



Progression in Joining

Joins are introduced systematically and cumulatively:

	Autumn Term	Spring Term	Summer Term
Year 1			<ul style="list-style-type: none"> • Diagonal join to ascender: ch • Diagonal join, no ascender: ai • Horizontal join to ascender: wh • Horizontal join, no ascender: ow
Year 2	<ul style="list-style-type: none"> • Diagonal join to e: ie, ue • Horizontal join to e: oe, ve • ee join 	<ul style="list-style-type: none"> • Diagonal join to anti-clockwise letters: ea • Horizontal join anticlockwise letters: oo, oa • Mixed joins for three letters: air, ear 	<ul style="list-style-type: none"> • Joins to s: as, es, is, os, ws, ns, ds, ls, ts, ks
No expectation of transference of joins no explicitly taught until summer term.			
Year 3	<ul style="list-style-type: none"> • Joining from s to ascender: sh, sl, st, sk • Joining from s, no ascender: sw, si, se, sm, sn, sp, su • Joining from s to anticlockwise letter: sa, sc, sd, sg, so, sq • Joining from r to ascender: rb, rh, rk, rl, rt • Joining from r, no ascend: ri, ru, rn, rp • Joining from r to anticlockwise letter: ra, rd, rg, ro • Joining from r to e: are, ere, ure, ore, ire • Introducing break letters: g, j, y, f, b, p, x, z 	<ul style="list-style-type: none"> • Joining to f: if, ef, af, of • Joining from f to an ascender: fl, ft • Joining from f no ascender: fe, fi, fu, fr, fy • Joining from f to anticlockwise letter: fo, fa • Introducing ff • rr • ss • qu 	
Year 4	<ul style="list-style-type: none"> • Diagonal join from p and b to ascender: ph, pl, bl, • Diagonal join from p and b, no ascender: bu, bi, be, pu, pi, pe • Diagonal join from p and b to anticlockwise letter: pa, po, ps, ba, bo, bs 		
Year 5			
Year 6	<ul style="list-style-type: none"> • Introducing style for speed • Cross bar join from t: th, ti, tr, ta, tt • Looping from g: gl, gi, gr, ga, gg • Looping from j and y: je, jo, ye, yr, , yo • Looping from f • Different joins to s • Looping from b • Joining from v, w, x and z 		

Pen licence criteria



PENPALS for Handwriting Licence

School: _____

Name: _____

Date: _____

Awarded for: _____

Signature: _____



A Pen Licence can be considered when:

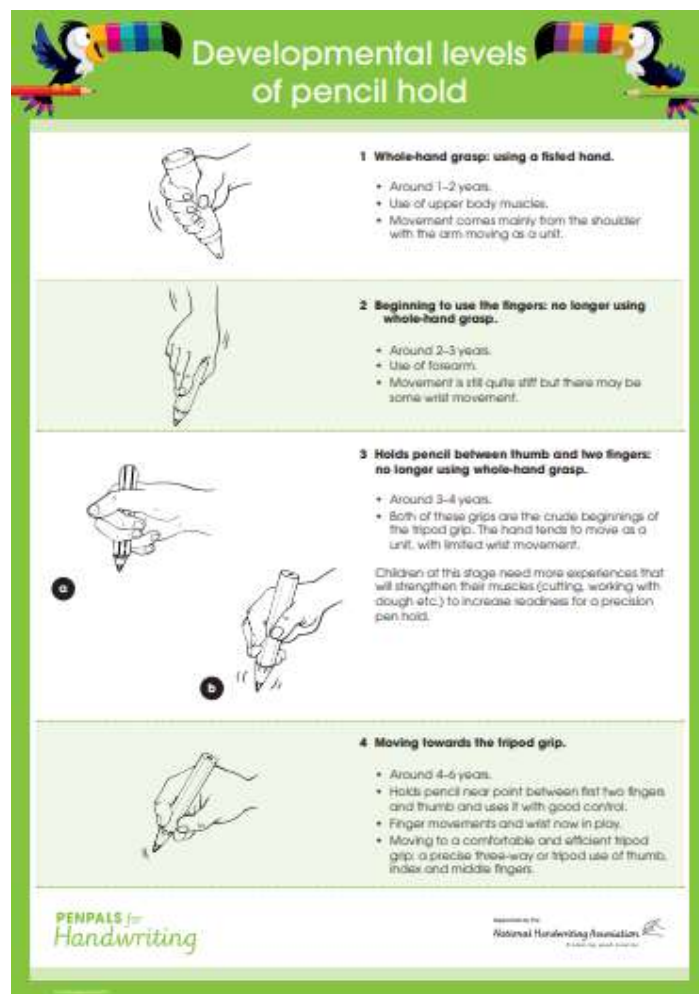
- Letters are a consistent size
- Down strokes are parallel to each other
- The height and length of ascenders and descenders is regular
- The space between letters is even
- The spacing between words is even
- Writing is a reasonable size

Pencil hold

A dynamic tripod grasp is traditionally recommended as it allows children to sustain handwriting for long periods without tiring their hands. However, there are many alternative pencil holds (particularly for left-handed writers) and the most important consideration is comfort and a hold that will be efficient under speed.

Learners are encouraged to 'nip, flip and grip' their writing implement.

Some children may benefit from triangular pencils or pencils with pencil grips.



Developmental levels of pencil hold

1 Whole-hand grasp: using a fistful hand.

- Around 1-2 years.
- Use of upper body muscles.
- Movement comes mainly from the shoulder with the arm moving as a unit.

2 Beginning to use the fingers: no longer using whole-hand grasp.

- Around 2-3 years.
- Use of forearm.
- Movement is still quite stiff but there may be some wrist movement.

3 Holds pencil between thumb and two fingers: no longer using whole-hand grasp.

- Around 3-4 years.
- Both of these grips are the crude beginnings of the tripod grip. The hand tends to move as a unit, with limited wrist movement.

Children at this stage need more experiences that will strengthen their muscles (cutting, working with dough etc.) to increase readiness for a precision pen hold.

4 Moving towards the tripod grip.

- Around 4-6 years.
- Holds pencil near point between first two fingers and thumb and uses it with good control.
- Finger movements and wrist now in play.
- Moving to a comfortable and efficient tripod grip: a precise three-way or tripod use of thumb, index and middle fingers.

PENPALS for Handwriting

Approved by the National Handwriting Association