

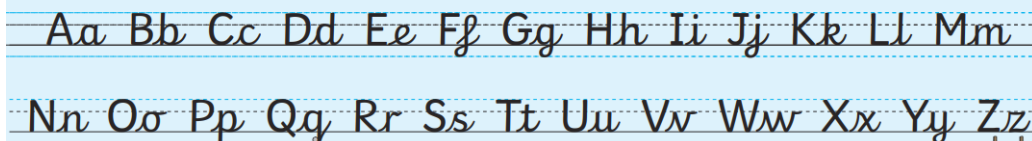
St Martin's Handwriting Plan

Aims:

- Children to use clear, legible handwriting and take pride in the neat presentation of their work.
- Children to form letters and numbers correctly using the correct size and orientation.
- Children to use continuous cursive handwriting with lead-ins increasing in fluency, style and speed by the time they reach KS2 .



How to Write Continuous Cursive Letters



National Curriculum:

EYFS	Y1	Y2	Y3 and Y4	Y5 and Y6
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. • write recognisable letters, most of which are correctly formed. • spell words by identifying sounds in them and representing the sounds with a letter or letters. • write simple phrases and sentences that can be read by others. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 practise to these. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<p>Pupils should be taught to:</p> <p>write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> • 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.

Letter Families:

<p>Down from the top: l, i, u, t, y, j</p>	<p>Curve around: c, a, d, e, s, g, q, o, f</p>	<p>Down, up and around: n, m, h, k, b, p, r</p>	<p>Zig-zag: z, v, w, x</p>
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*See appendices below for letter formations.

Handwriting Overview YR-Y6:

<u>Year Group</u>	<u>Handwriting Progression</u>	<u>Ideas / Supporting activities</u>
YR	<ul style="list-style-type: none"> -getting ready to write: patterns / lines / zig zags / follow the dots -lower-case letter formations - match to phonics -forming letter families -starting points for letters -form digits 0-9 -summer term: form capital letters 	<ul style="list-style-type: none"> -Daily practice -Fine and gross motor skills -Pencil grip -Funky fingers / Playdough exercises -Sitting in a chair for writing position -Use a range of multi-sensory activities -Practise patterns and free flowing hand motions -Hand eye coordination activities -Lines of large width / blank spaces to write -Tracing patterns / copying over and under (letters, numbers and words)
Y1	<ul style="list-style-type: none"> -positioning writing on a line -ascenders and descenders -diagonal and horizontal strokes -correct spacing between words -write capital letters and digits of the correct size and orientation 	<ul style="list-style-type: none"> -Regular practice (a minimum of 3x 10mins a week) -Handwriting books with three lines (phonics / spellings words) -Use reverse letter reinforcement: b and d posters -Trace and copy patterns -Copy letters / words / sentences -Use spellings / relevant key vocabulary modelled by an adult then practised by children
Y2	<ul style="list-style-type: none"> -reinforce as above -reinforce all letter families -joining all letters -descenders loops 	<ul style="list-style-type: none"> -Regular practice (a minimum of 3x 10mins a week) -Handwriting books with three lines (phonics / spellings words) -Use spellings / relevant key vocabulary modelled by an adult then practised by children -Trace and copy patterns -Copy words / sentences / poems
Y3	<ul style="list-style-type: none"> -use diagonal and horizontal strokes -increase legibility -downstrokes of letters are parallel -correct spacing between words and letters -increasing fluency, style & speed 	<ul style="list-style-type: none"> -Regular practice (a minimum of 3x 10mins a week) -Handwriting books with three lines (phonics / spellings words) -Use spellings, relevant key vocabulary or sentences related modelled by an adult then practised by children -Copy words / sentences / poems / jokes / compound words / conjunctions
Y4	<ul style="list-style-type: none"> -increasing fluency, style & speed -introduce pen licence -assess those chn who are ready can use a handwriting pen 	<ul style="list-style-type: none"> -Regular practice (a minimum of 2x 15mins a week) -Handwriting books with three lines (phonics / spellings words) -Use spellings, relevant key vocabulary or sentences/paragraphs related to core texts modelled by an adult then practised by children -Copy words / sentences / poems / jokes / compound words / conjunctions
Y5	<ul style="list-style-type: none"> -increasing fluency, style & speed -assess those who are ready to use a handwriting pen 	<ul style="list-style-type: none"> -Regular practice (a minimum of 2x 15mins a week) -Handwriting on normal lines (phonics / spellings words) -Use spellings, relevant key vocabulary or sentences/paragraphs related to core texts modelled by an adult then practised by children -Copy words / sentences / poems / jokes / compound words / conjunctions
Y6	<ul style="list-style-type: none"> -increasing fluency, style & speed -assess those who are ready to use a handwriting pen 	<ul style="list-style-type: none"> -Regular practice (a minimum of 2x 15mins a week) -Handwriting on normal lines (phonics / spellings words) -Use spellings, relevant key vocabulary or sentences/paragraphs related to core texts modelled by an adult then practised by children -Copy words / sentences / poems / jokes / compound words / conjunctions

Handwriting Long Term Plan YR-Y6:

	<u>Autumn 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>YR</u>	Handwriting linked to phonics single letters		Handwriting linked to phonics diagraphs and blends		Handwriting linked to phonics words	
<u>Y1</u>	Down from the top: l, i, u, t, y, j <i>Teach lead-ins and joins</i>	Down, up and around: n, m, h, <i>Teach lead-ins and joins</i>	Down, up and around: k, b, p, r <i>Teach lead-ins and joins</i>	Curve around: c, a, d, e, s, g, <i>Teach lead-ins and joins</i>	Curve around: q, o, f <i>Teach lead-ins and joins</i>	Zig-zag: z, v, w, x <i>Teach lead-ins and joins</i>
<u>Y2</u>	Down from the top: l, i, u, t, y, j <i>Assess and review</i>	Down, up and around: n, m, h, <i>Themed handwriting practice</i>	Down, up and around: k, b, p, r <i>Assess and review</i>	Curve around: c, a, d, e, s, g, <i>Themed handwriting practice</i>	Curve around: q, o, f <i>Assess and review</i>	Zig-zag: z, v, w, x <i>Themed handwriting practice</i>
<u>Y3 to Y6</u>	Practise joins linked to spelling plan	Practise joins linked to spelling plan	Practise joins linked to spelling plan	Practise joins linked to spelling plan	Practise joins linked to spelling plan	Practise joins linked to spelling plan

Tricky joins:

<u>Level 1</u>	<u>Level 2</u>	<u>Level 3</u>	<u>Other things to practise:</u>
<ul style="list-style-type: none"> • un um ig id ed eg an or ing ung • ch sh th tl ll ill sli slu • ck ack st sti ink unk • od pg re ve oon oom • wl vl of ff fl flo 	<ul style="list-style-type: none"> • in ine • ut ute • ve vi • ok oh • sh as es (practising two ways of joining the letter s) • ri ru ry (practising joining from the letter r) • oa ad as (practising joining to and from the letter a) • ee ea ed (practising joining from the letter e) • ow ov ox (practising joining from the letter o) • ky hy ly (practising joining to the letter y) • ha ta fa (practising joining to the letter a) • od oo og(practising joining from the letter o) • er ir ur (practising joining to the letter r) • ai al ay • o you oi • re oe fe (practising the horizontal join to the letter e) • fu wu vu (practising the horizontal join to the letter u) • ot ol ok (practising joining to ascenders) • ai al ow ol (practising all the joins) 	<ul style="list-style-type: none"> • ning ping ting • oc od oo • ake ome are • fla flo fle • who wha whe • ie in il • inly ky ny • ap ar an • ick uck ack • practise writing with a slope • he , we , re • fte fir fin • wra wri kni (silent letters) • ii ll tt rr nn mm cc oo dd ss ff ee • ew ev ex (spacing) • th ht fl (proportions) • ac ag af • Capital letters • Practising with punctuation ! ? - " " , ' , 	<ul style="list-style-type: none"> • Practise consistency and size of letters • Practising using a diagonal joining line • Practising leaving an equal space between letters • Practising joining to the letter y • Practising using a horizontal joining line • Practising the size and height of letters • Practising joining from the letter i • Practising joining to and from the letter v • Practising consistency in forming and joining letters • Practise speedwriting • Practising crossing double tt on completing the word • Practising joining to and from the letter e • Practising joining to and from the letter w • Practising printing • Practising drafting and editing • Practising joining to the letter t

Teaching points:

Teaching Sequence:

- 1) Hand and finger strength
- 2) Physical preparation (seating arrangement/positioning of paper)
- 3) Tracing
- 4) Patterns
- 5) Over adult's writing (highlighter) or over dotted letters/words
- 6) Under/next adult's writing
- 7) Independence on handwriting lines
- 8) Independence in English books

Techniques for teaching letter formation:

- Model good handwriting consistently on the board and when marking children's work.
- Demonstrate handwriting joins and patterns and talk through the process.
- Encourage children to verbalise the process.
- Children to form letters in the air.
- Finger trace over tactile letters.
- Write over letters/ words using a highlighter pen (or on dotted letters).
- Draw around templates.
- Write in sand with finger or stick.
- Write with chalk on chalkboard.
- Form letters with beads in plasticine.

- Finger trace the outline of letters on the back of the person in front of you.

Where possible match the handwriting to the phonics or spellings being learnt that week.

Seating and paper positioning:

- Paper should be positioned to the left for right-handed pupils and to the right for left handed pupils and slanted to suit the individual in either case.
- Pencils should not be held too close to the point as this can interrupt pupils' line of vision.
- Left-handed pupils should sit to the left of a right-handed child, if necessary, so that they are not competing for space - avoiding elbows knocking.
- Left-handed pupils should be encouraged to bring their hands down and round so a hooked, claw like style doesn't develop.

Pen Licence Checklist:

Children must demonstrate...

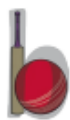
- All numbers and letters are correctly formed.
- The ascenders and descenders are the appropriate size.
- Writing is joined and in the clear, cursive handwriting style.
- A a secure grip and correct posture for writing.
- That a black biro or handwriting can be used appropriately and comfortably.



Letter Formation



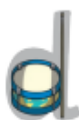
Around the apple, up the stalk and down the leaf.



Down the bat, up and around the ball.



Curl around the caterpillar.



Around the drum, up and down the stick.



Around the egg and under the cup.



Over the fairy's head, down her dress and give her a wand.



Around Gabi's head and wrap her scarf.



Down the chimney to the floor, up and over the new front door.



Down the insect's body and tail, dot the head.



Down the jet, around its trail and dot the sun.



Down Kit, up and around the kite and down its tail.



Down the lolly and lick!



Down the fork, over and over the meatballs.



Down the leaf, up and over the nut.



Around the orange.



Down the puppy's neck and leg, up and around his head.



Around the queen's head, down and up her arm.



Down the robot's body, up and over its arm.



Curl around and around the snake's body.



Down the teaspoon and under the teacup, then across the top.



Down one umbrella handle, up and down the other.



Down the neck, up the neck.



Down the wave, up the wave, down the wave, up the wave.



Criss, cross.



Swing the yoyo up, drop it all the way down and underneath.



Zig, zag, path.