

# AREA OF LEARNING: English

## Handwriting Curriculum Map 2021/22

### **Aim**

It is our aim to encourage the progression and development of each child's handwriting throughout the schools into a fluent, legible and individual style that can be adapted for a range of purposes and will support their spelling and composition.

### **Method**

All children write in pencil; they may use pens only when 'publishing' independent writing. Handwriting is taught in discrete sessions focussing on letter formation, consistent size and shape of letters, as well as accurate joining. Letters, letter joins, words and sentences are always explicitly modelled. Teachers give specific advice for pencil control, grip and posture.

Teachers write in the handwriting that is expected from their children and this is applied in all writing and modelling.

Teachers identify all left-handed pupils in their class. Left-handers should always sit on the right of a right-handed child to avoid collision.

### **Interventions and Additional Support**

When required, children may receive additional interventions to ensure that they write in a legible style. Here, handwriting should be explicitly modelled in front of the child for them to practise the join.

In EYFS and for children who require further support to develop their fine motor skills, the 'Pegs to Paper' scheme is used.

Teachers may give children triangular-grip pencils for support in their handwriting; these are to be used throughout all of the children's writing.

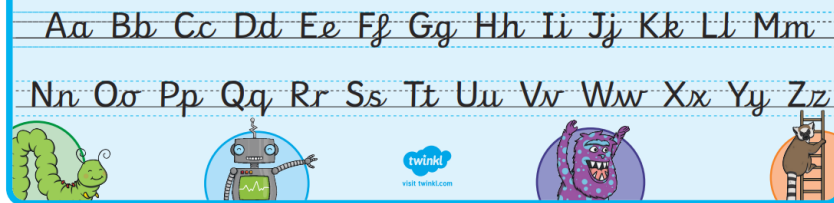
### **Assessment**

Verbal feedback or written comments are used to help to improve children's handwriting throughout the day, with specific references as to what can be improved. Handwriting books can be used in lessons to establish that the same standard is expected in all of their books.

### **Letter Guidance**

Teachers are expected to use the following as an example of how to write each letter.

## How to Write Continuous Cursive Letters



### Terminology

|                                     |  |
|-------------------------------------|--|
| <b>Cursive</b>                      | Joined-up handwriting style  |
| <b>Capital and lowercase</b>        | Capital letters are used for proper nouns and I.<br>Lowercase letters are used for all other letters.  |
| <b>Ascenders</b>                    | Letters that go above the usual letter line  |
| <b>Descenders</b>                   | Letters that go below the usual letter line  |
| <b>Letter bodies</b>                | The main body of letters, which are neither ascenders or descenders (e.g. the rounded parts of 'b', 'd' and 'a' and the arches of 'm' and 'n') |
| <b>Lead-in and lead-out strokes</b> | Entry stroke starts on the line and exit strokes generally end on the line (with the exception of 'o', 'v,' 'w,' 'r' and 'x')                  |

### EYFS

Using the Read Write Inc. scheme, letter formation is taught five times a week, using phrases to help with the formation of each letter. Previously taught letter are practised at this time as well, and homework is given for the children to continue to practise this at home.

In addition to this, handwriting and fine-motor skills are a weekly focus, where small groups of children are given specific practise for handwriting.

Activities that focus on developing children's fine motor skills can be found throughout the continuous provision. Thicker pencils with grips specifically for right or left-handed children are used.

**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.

**ELG: Writing**

Children at the expected level of development will:

- 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.

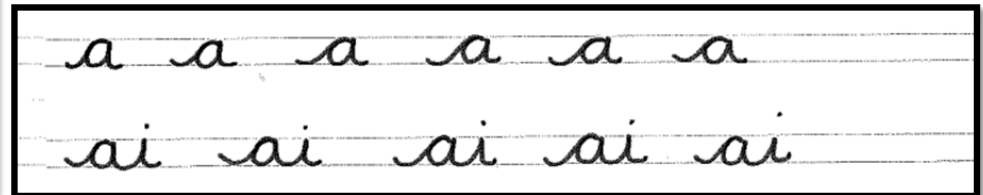
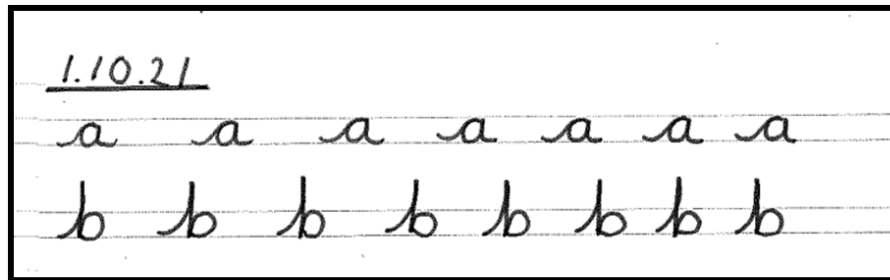
**KS1**

Handwriting is taught at least four times a week. In Year 1, teaching focuses on letter formation and size. From Year 2, children use cursive handwriting as our agreed writing style. In Year 2, when the children are ready, teaching focuses on joining letters, explicitly referring to the horizontal join and the diagonal join.

Fully joined cursive handwriting encourages:

- Correct letter formation
- Clear spacing
- Increased speed
- The development of a personal style.

Here are some examples of what learning should look like in books:



## Year 1

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.

### **Notes and guidance (non-statutory)**

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

## Year 2

Pupils should be taught to:

- 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 un-joined e.g. x?
- write capital letters of the correct size and orientation in relationship to one another, and to lower case letters
- Write digits of the correct size and orientation in relationship to one another
- use spacing between words that reflects the size of the letters.

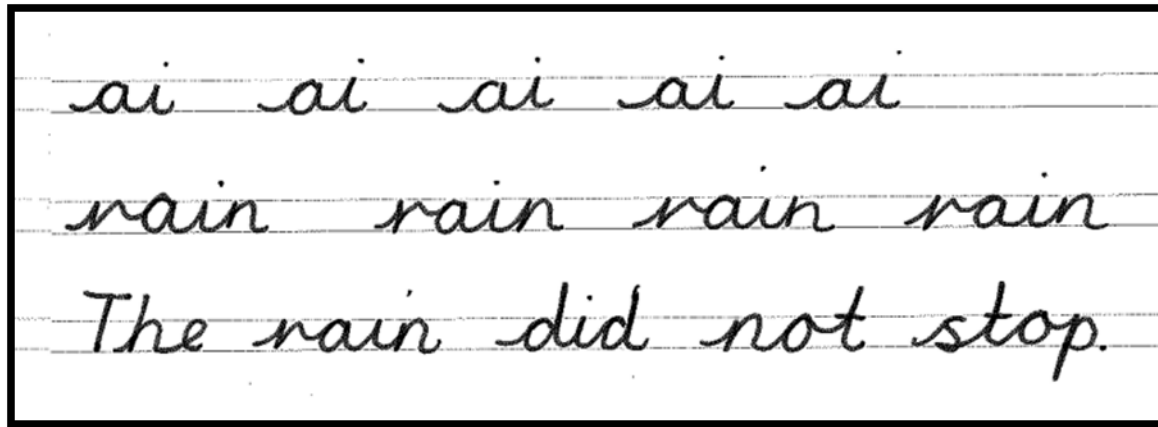
### **Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

## Key Stage 2

Across KS2, children are expected to use the cursive script. Discrete handwriting sessions are supported through activities linked to spelling (Dictation). Sessions can recap letter joins between two letters, in a word or in a sentence.

Here is an example of what learning should look like in books:



## Year 3 / 4

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 un-joined
- increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

### Notes and guidance (non-statutory)

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

## Year 4 /5

Pupils should be taught to:

- 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.

**Notes and guidance (non-statutory)** Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.

### **Recommended teaching progression**

#### **Diagonal join**

Use for joining:

a c d e h i k l m n t u

to:

e i j m n p r u v w x y z

#### **Diagonal join to an ascender:**

Use for joining:

a e i d h k l m n t u c

to:

b h k l t

#### **Diagonal join (where you have to retrace on the second letter)**

Use for joining:

a c d e h i k l m n t u

to:

a d g c o q

#### **Additional joins to practise:**

Joining from b, g, j, s, y and p

#### **Horizontal join**

Use for joining:

v w r f o

to:

i j m n p r u v w x y z e

*When joining to e the horizontal join needs to drop further to form part of the letter e.*

#### **Horizontal join to an ascender:**

Use for joining:

v w r f o

to:

b h k l t

**Horizontal join (where you have to retrace on the second letter)**

Use for joining:

v w r f o

to:

a d g c o q