

*“Every child is a unique child of God.”*

WHINMOOR



ST. PAUL'S  
C of E Primary School

Progression document for Handwriting  
at  
Whinmoor St Paul's C of E Primary  
School.

## **Handwriting Guidance at Whinmoor St Paul's**

Handwriting is taught;

- daily, until pupils can write legibly and easily
- Baseline assessment in Autumn 1, mid term assessment in Spring 2 and end assessment in Summer 2.
- taught in small steps, with lots of opportunity for practice
- cumulative: teachers should build on what pupils have learned previously
- Consolidated before teaching moves on so that pupils do not practise letters incorrectly
- revisited when further practice is needed
- demonstrated by the teacher
- additional to any handwriting that forms part of teaching phonics

## **Early Years**

Development Matters.	<ul style="list-style-type: none"><li>• Learn to form lower case and capital letters correctly.</li><li>• Use a comfortable grip with good control when holding pens and pencils.</li><li>• Form lower-case and capital letters correctly.</li><li>• Show a preference for a dominant hand</li></ul>
Early Learning Goal	<ul style="list-style-type: none"><li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</li><li>• Write recognisable letters, most of which are correctly formed.</li><li>• Hold a pencil effectively in preparation for fluent writing - using the tripod grip in almost all cases</li></ul>

## **Key Stage 1-**

Year 1	<p>In year 1, pupils should be taught to:</p> <ul style="list-style-type: none"><li>• sit correctly at a table, holding a pencil comfortably and correctly</li><li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li><li>• form capital letters</li><li>• form digits 0–9</li><li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li></ul>
Year 2	<p>In year 2, pupils should be taught to:</p> <ul style="list-style-type: none"><li>• form lower-case letters of the correct size relative to one another</li><li>• 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</li><li>• write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters</li><li>• use spacing between words that reflects the size of the letters, so that later joins do not create extra, confusing shapes.</li></ul>

	To join letters easily and legibly, pupils first need to form the shape of each letter correctly, starting and finishing each one at the correct point and ensuring that its size is properly related to other letters in the same family. Joined handwriting should not be taught until pupils can form these unjoined letters (print forms) correctly and consistently.
Lower Key stage 2	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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]</li> </ul>
Upper Key Stage 2	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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.</li> </ul>

### **Early Years- Early Handwriting.**

#### **Nursery-**

We follow the Little Wandle programme for Phonics and children are shown the letters related to sounds they are learning. This is supported by Squiggle Wiggle.

How this works:

- Squiggle works both gross and fine motor muscles, strengthens and trains muscles whilst mark making for the purpose of forming letters which lead to formal handwriting (Squiggle Me into a Writer).
- Squiggle time - comprising of a 10-15 minute input session followed by an enhancement in the provision.
- Requires music and flipper flappers to help the child create bilateral movements.
- In nursery - minimum 3-4 x sessions (if unable to do daily).
- Can be combined with Daily Dough Disco.
- e.g. could do a daily PD session (3 x squiggle and 2 x dough disco?)
- Each move (dance and drawing) to last approximately 3 weeks. repetition of both means gross motor movement and fine muscle drawing are embedded.
- Note: if children are struggling, give further support and monitor their progress.

We DO NOT continue that move for more than 3 weeks. Move on and revisit again at a later date if necessary.

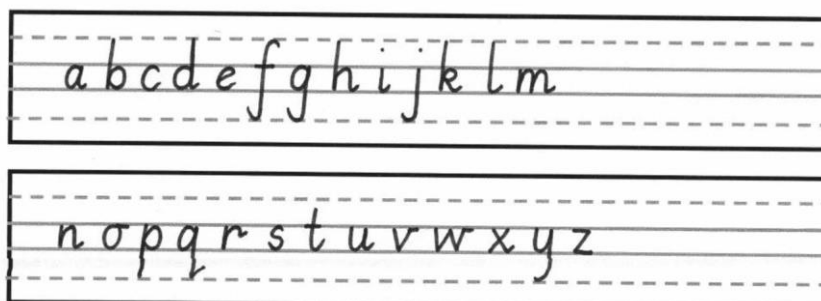
### Reception Early Handwriting Linked to Little Wandle Phonics

We follow the Little Wandle programme for Phonics and to support our writing in the early stages of taught handwriting with the aim to make the physical process of writing – handwriting – enjoyable from the start, so that children can see themselves as 'writers'. We use the Little Wandle mnemonics – memory pictures – to help children visualise the letter or join before they write it down. Therefore, children learn the letter formation alongside learning the sound.

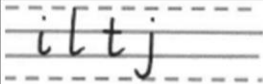
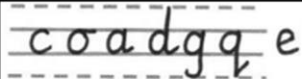
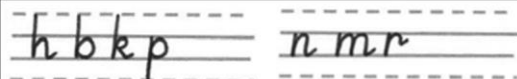
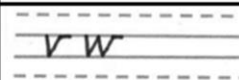
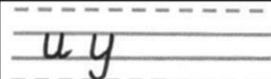
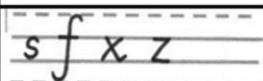


### Year 1- Year 6.

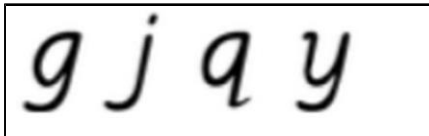
Linked to Martin Harvey Handwriting programme Achieving Excellence in Handwriting



## Letter families

<b>Family 1.</b> The Straight-Line Family	
<b>Family 2.</b> The Coat hanger Family	
<b>Family 3.</b> The Bridge Family	
<b>Family 4.</b> The Zig Zag Family	
<b>Family 5.</b> The Smile Family	
<b>Family 6.</b> The Misfits!	

## Letters not to join.



Refer to the 'Achieving Excellence in Handwriting' document by Martin Harvey and Debbie Watson for the sequence of lessons and explanation of individual letter formation and joins.

<b><u>Key Stage 1 Programme of Lessons Year 1</u></b>	<b><u>Key Stage 1 Programme of Lessons Year 1</u></b>
Warm Up Activities Page 26	Warm Up Activities Page 26
Introduction to Letter Families Lower Case Letter Formation Page 13-15	Join Pairs of Letters Page 20-25
Upper Case Formation Page 13-15	Individual Letters Including Joins Page 27-30
Number Formation Page 16	Upper Case Letters Page 30
	Joining Lessons Page 32-34

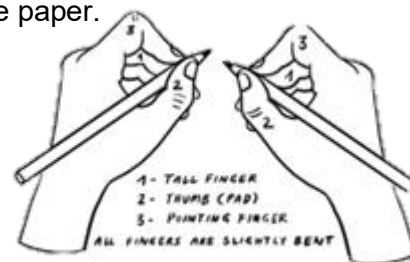
<b><u>Lower Key Stage 2 Programme of Lessons Year 3/4</u></b>	<b><u>Upper Key Stage 2 Programme of Lessons Year 5/6</u></b>
Warm Up Activities Page 35	Warm Up Activities Page 35
Individual Letters Reinforcement Page 36-38	Individual Letters Reinforcement Page 36-38
Joining Letters Page 39-41	Joining Letters Including Three letters Page 39-41

### **Handwriting guidance: Maintaining a correct and comfortable sitting position and pencil grip**

Teachers should encourage pupils to maintain correct finger positioning. Most pupils find the tripod grip the easiest to learn and support grips can help. Teachers should show pupils how to pinch the pencil with the index ('pointing') finger and the thumb, about a finger space from the end (on the coloured part just above the sharpened point); and how to rest the middle finger underneath the pencil to support it. If necessary, a sticker can show pupils where to place their fingers. The way a child grips the pencil will affect the quality, speed and flow of the handwriting.

The grip should be relaxed, not pressing too hard on the pencil or the paper.

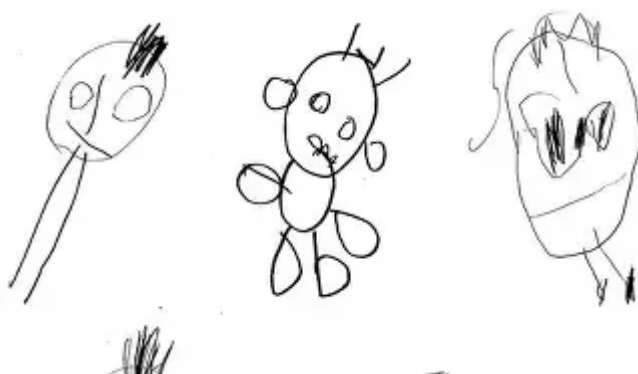
Finger positioning using the tripod grip:



### How is Handwriting monitored throughout the year?

#### EYFS

Each child is asked to draw a picture of themselves. The class teacher is then able to assess their fine motor skills based around this. This is then redone again at the end of Spring 2 and at the end of Summer 2.



#### Key Stage 1

Children are assessed based on the sentences- 'The quick brown fox jumps over the lazy dog.' They will complete this on their Handwriting Journey document. This will form part of a handwriting lesson.

**The quick brown fox  
jumps over the lazy dog.**



#### Key Stage 2

Children are assessed based on the verse- 'How doth the little Crocodile.' They will complete this on their Handwriting Journey document. This will form part of a handwriting lesson.

