

# Whole School Provision of Handwriting



	Autumn Term	Spring Term	Summer Term
Nursery	<p>Movements to enhance gross motor skills such as air writing, pattern making, dancing.</p> <p>Gross and fine motor skill exercises such as making marks on paper/ipads and dough disco <a href="#">dough disco</a></p>	<p>Mark making to communicate a message</p> <p>High emphasis on pencil play activities</p> <p>Physical development lessons to focus on fine motor skills</p>	<p>Letter learning to familiarise letter shapes, formation and vocabulary.</p> <p>Know the pre cursive RML characters to support movements/ phrases (letter family songs)</p>
Reception	<p>Know/reinforce the pre cursive RML characters/phrases to support movements (letter family songs) Tripod pencil grip</p> <p>Sit correctly on a chair at a table when writing.</p> <p>Letter learning to familiarise letter shapes, formation and vocabulary.</p> <p>Gross and fine motor skills exercises including <a href="#">dough disco</a>, air writing, mark making/patterns on paper (using the pre-cursive RML characters/phrases)</p> <p><b>When it is developmentally appropriate the children can then begin to form letters in books:</b></p> <p>Develop lead ins for letter formation starting and finishing in the correct place (in RML remember it is 'up then'.. See attached sheet.) to begin to develop a cursive writing style</p> <p>Reinforcement of letter families.</p>	<p>Reinforcement of Tripod pencil grip</p> <p>Sit correctly on a chair at a table when writing.</p> <p><b>When it is developmentally appropriate:</b></p> <p>Continue to develop fluency with lead ins for letter formation starting and finishing in the correct place to develop a cursive writing style continuing to use RML phrases.</p>	<p>Reinforcement of Tripod pencil grip</p> <p>Sit correctly on a chair at a table when writing.</p> <p>Continue to develop confidence and fluency for all lead ins that support a cursive writing style continuing to use RML phrases.</p> <p>Correct formation and use of ascenders and descenders</p> <p>Be confident in writing numerals, capitals and printed letters and where and when to use them.</p> <p>Learning and practise of correct sizing of capital letters and number formation</p>
Year 1	<p>Be fluent with all lead ins for joins</p> <p>Correct formation and use of ascenders and descenders</p> <p>Consolidate all lead ins that support a cursive writing style continuing to use RML phrases</p> <p><b>(when are all letters are formed correctly and consistently)</b></p> <p>Reinforcement of letter families</p> <p>Cursive handwriting reinforcement, learning and practise.</p>	<p>Consolidate confidence for all lead ins that support a cursive writing style continuing to use RML phrases.</p> <p>Developing fluency and speed in sentence construction.</p> <p>Developing fluency in capital letters, printed letters, numbers and symbols.</p>	<p>Children aim to be confident in writing year 1 sentences in a cursive style.</p> <p>Embedding fluency and speed in sentence construction</p>

<h2>Year 2</h2>	<p>Be confident in capital letters, printed letters, numbers and symbols.          Start using diagonal and horizontal strokes to join letters continuing to use RML phrases          Write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.          Reinforce space between words reflecting the size of letters.</p>	<p>Continue to use diagonal and horizontal strokes to join letters continuing to use RML phrases          Reinforce space between words reflecting the size of letters.          Increase the legibility, consistency and quality of their handwriting continuing to use RML phrases including focusing on 'tricky double letter joins'.</p>	<p>Confidently 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 continuing to use RML phrases including focusing on 'tricky double letter joins'.</p>
<h2>Year 3</h2>	<p>Increase the legibility, consistency and quality of handwriting [for example, by demonstrating an awareness of handwriting size and 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 the line].</p>	<p>Increase the legibility, consistency and quality of handwriting [for example, by demonstrating an awareness of handwriting size 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].</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters.</p> <p>Improve the <i>speed and stamina</i> of the writer to write for longer periods of time using a consistent style.</p>	<p>Increase the legibility, consistency and quality of 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].</p> <p>Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>Improve the <i>speed and stamina</i> of the writer to write for longer periods of time using a consistent style.</p>
<h2>Year 4</h2>	<p>Increase the speed and legibility of handwriting, so that problems with forming letters do not get in the way of their writing down what they want to say during the creative writing process using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Increase the speed and legibility of handwriting, so that problems with forming letters do not get in the way of their writing down what they want to say during the creative writing process using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>The children 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 unjoined style, for example,</p>	<p>Increase the speed and legibility of handwriting, so that problems with forming letters do not get in the way of their writing down what they want to say during the creative writing process using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>The children 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 unjoined style, for example, for labelling a diagram or data, writing an email</p>

		for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.	address, or for algebra and capital letters, for example, for filling in a form.
Year 5	<p>Maintain legibility in joined handwriting when writing at <b>speed</b> using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Also understanding when an unjoined 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.</p> <p>Understand when 'speedy handwriting' can be used e.g. for note taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and' can be used.</p>	<p>Maintain legibility in joined handwriting when writing at <b>speed</b> using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Also understanding when an unjoined 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.</p> <p>Understand when 'speedy handwriting' can be used e.g. for note taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and' can be used.</p>	<p>Maintain legibility in joined handwriting when writing at speed using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</p> <p>Also understanding when an unjoined 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.</p> <p>Understand when 'speedy handwriting' can be used e.g. for note taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and' can be used.</p>

# Year 6

Maintain legibility in joined handwriting when writing at **speed** using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Also understanding when an unjoined 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.

Understand when 'speedy handwriting' can be used e.g. for note taking and dictation where neatness is not as important and shortcuts, such as + instead of 'and' can be used.

Maintain legibility in joined handwriting when writing at **speed** using the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

Also understanding when an unjoined 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.

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