



Handwriting Policy

Aims

As a school our aims in teaching handwriting are that the pupils will:

- Experience coherence and continuity in learning and teaching across the School
- Develop a recognition and appreciation of pattern and line
- Understand the importance of clear and neat presentation in order to communicate meaning clearly
- Take pride in the presentation of their work and therefore study handwriting with a sense of enjoyment and achievement.
- Be supported in developing correct spelling quickly through a multi-sensory approach to handwriting
- Be able to write quickly to aid expressing themselves creatively and imaginatively across the curriculum and for a range of purposes.
- Use their skills with confidence in real life situations.
- Be able to join their letters together using cursive script.

Knowledge, Skills and Understanding

At the end of Reception children are expected to:

- Show a preference for a dominant hand.
- Begin to use anticlockwise movement and retrace vertical lines.
- Begin to form recognisable letters.
- Use a pencil and holds it effectively to form recognisable letters, most of which are correctly formed.

In 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.

In Year 2 pupils should be taught to:

- form lower case letters of the correct size relative to one another in some of my writing.
- 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.

Handwriting is part of English and is a National Curriculum core subject.

Teaching handwriting in the Foundation Stage will follow Developing Early Writing (DFEE 2001) Section 3 Developing Handwriting; Letters and Sounds (DFES 2007) and Development Matters in the Early Years Foundation Stage (2012)

Teaching handwriting in Key Stage 1 will follow the New Primary National Curriculum (2014) in Year 1 and the Interim Statements (July 2016) in Year 2 as well as the guidelines from the Berol Scheme (see outline at the end of the policy.)

Teaching and Learning

We teach handwriting as a specific skill rather than as an independent task (which can often reinforce poor formation having a reverse effect than the intended outcome). Little and often is the most successful way. Across the school it is our aim that handwriting is taught daily for short sessions and then continued within our daily teaching to ensure the letter formations taught are applied.

Basic structure of a handwriting session (refer to Appendix A):

- Posture check, feet flat on the floor, back touching the chair (page 160 **Developing Early Writing**)
- Teacher modelling, remind the children of the correct pincer grip used for writing.
- Children practising independently with teacher model, then from memory
- Sessions should be fun, varied and multi-sensory: write letters in the air (sky writing pg 156 **Developing Early Writing**), on backs or on hands, backs then palms if they can bare it!; orally describe letter shapes and joins with children.
- Whiteboards and pens are ideal as mistakes can be wiped away leaving no record of poor performance.
- Use the back of Literacy books for other handwriting practise.

In **Reception** the children are encouraged to:

- Develop gross motor control (see appendix B)
- Develop fine motor control (see appendix B)
- Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment
- Develop a recognition of pattern
- Develop a language to talk about shapes and movements
- Use the correct pincer grip when holding any writing implement.
- Write their first name, using a capital letter for the beginning and the correct letter formation
- Learning letter formation (based on Read Write Inc. Principles) alongside phonics using the Jolly Phonics scheme (see Appendix C).

In **Year One** the children:

- Learn letter formation using 'shape families' (appendix D): **long ladder** letters l i j t u y
one-armed robot letters r b h k m n p
curly caterpillar letters c a d e g o q f s
zigzag letters z, v, w, x,
- Use the correct pincer grip.
- Consolidate '**flicks and kicks**' using the mantra (see Appendix E). Where appropriate, lines should be included on worksheets and there should always be adequate space for children to write.
- Lines should be no larger than 15mm.
- Use a highlighter or pencil line to indicate halfway for any children who need it.

In **Year Two** the children:

- Write all letters, correctly formed and orientated, using a comfortable and efficient pencil grip.
- Use diagonal and horizontal joins to join letters using a cursive script.
- Lined paper or line guides are provided. Lines ideally should be 8-10mm (but no bigger than 15mm)
- Use a highlighter or pencil line to indicate halfway for any children who need it.

Inclusion

The vast majority of pupils are able to write legibly and fluently. However, some pupils need more support and provision will be made for this in Individual Education Plans [I.E.P.'s]. Teachers of children whose handwriting is limited by problems with fine motor skills should liaise with the SENco to develop a programme designed for the individual child. This may involve extra handwriting sessions and access to extra resources. Other areas that could be considered are posture, lighting, angle of table etc. Outside agencies can be contacted where appropriate.

All teachers are aware of the specific needs of **left-handed pupils** and make appropriate provision:

- 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;
- pupils should be positioned so that they can place their paper to their left side;
- left-handed pupils should sit to the left of a right-handed child so that they are not competing for space;

- extra practice with left-to-right exercises may well be necessary before pupils write left-to-right automatically.

Teachers are alert to the fact that it is very difficult for left-handed pupils to follow handwriting movements when a right-handed teacher models them. Teachers demonstrate to left-handers on an individual or group basis, even if the resulting writing is not neat.

The learning environment

In **Reception**, letter formation cards for each of the handwriting families should be displayed indoors and outdoors. Smaller versions of the cards should be accessible on tables. A weekly fine motor skill activity should be planned (either indoor or outdoor).

A model of the agreed handwriting style should be displayed in all classrooms. A copy of the mantra should be displayed next to the IWB for teacher reference.

In **all classes** suitable materials are available for pupils to work at their own tables. These may include:

- line guides
- finger spacers
- rainbow letters or letter formation prompts
- triangular pencils or grips for children who need them.
- sharp pencils
- tracing letter cards
- wordlists
- dictionaries

Materials should be easily accessible and children should know where to access resources.

Teachers aim to make handwriting lessons relevant to the curriculum, by providing a purpose to the work where possible, encouraging the children to view handwriting as part of an overall presentation policy.

The role of parents and carers

Parents and carers are introduced to the school's handwriting style through a parent's workshop in the Autumn term. The Reception staff play an important role in communicating this at an early stage, to ensure that parents are informed and encouraged to offer good models to their children by using only capital letters for the beginning of their names.

All members of staff (including teaching assistants, supply teachers, and students) are provided with appropriate handwriting models and are expected to promote the agreed handwriting style by their own example across the curriculum.

Adult's handwriting

All adults must use the school script when marking and modeling for children. Handwriting on an IWB takes practice, and yours needs to be as neat and legible as it would be on an old-fashioned whiteboard. Here are some tips:

- Make sure you can calibrate the board and change the thickness of the pen or stylus.
- Be aware of the legibility of different 'ink' colours. Red, for example, can be hard to read from a distance.
- Press firmly and hold the pen or stylus at a 90° angle.
- Stand to one side of the board when writing so all children can see.
- Where possible, model handwriting on a whiteboard or paper rather than the IWB.
- Explore the templates or gallery in your IWB software — they will include lined and squared paper that will help guide your handwriting and offer a better model.

Teachers discuss handwriting and presentation in all subjects and aim to model good handwriting themselves. Teachers are **explicit** about different types of handwriting for example, personal note-taking or best handwriting for presentation, but remember not all the children will be able to achieve this in Key Stage one. Teachers give handwriting a high

priority in classroom displays. *The use of rubbers is discouraged. Mistakes are indicated by marking through with one neat horizontal line.*

Assessment and recording

Teachers assess handwriting on a regular basis (each term) to note progress against the assessment statements and to determine future targets for improvement.

Marking

Teachers aim to ensure that when marking written work poor letter formation of the specific group of letters being taught that week is commented upon and the child is given an opportunity to practise the letter formation at the end of their work. Children should be informed, through either oral feedback or a written comment, when their handwriting is not acceptable. This applies to all written work across the curriculum (not just Literacy work).

Marking the specific handwriting sessions should not be onerous but should give children targeted feedback and guidance on how to improve their handwriting (size, letter formation etc). Children should be given the opportunity to consolidate the correct formation independently, or with adult support.

ICT

The growth in the use of word processing and desktop publishing has increased pupils' awareness of the importance of presentation and the variety of handwriting styles/fonts available. Pupils are encouraged to evaluate a range of fonts and to select whatever is appropriate to suit particular purposes.

Resources to support effective handwriting

Pencils - triangular and ordinary

Pencil grips

Paper and books

The Phonics Handbook offers sound advice on developing correct pencil grip.

Jolly Phonics video

Big Cat Phonics

BBC Words and Pictures Magic Pencil

Read Write Inc. Letter formation cards

Review

This policy will be reviewed in light of updates to the National Curriculum and most recently the KS1 Interim statements. The subject leader is responsible for reporting to the governors' curriculum committee about the quality of its implementation and its impact on standards. In the light of this, policy amendments may be made.

Equal Opportunities

We ensure that each individual child receives an equal learning experience regardless of ability, culture and gender.

This policy was reviewed and was read and agreed by the Governing Body in November 2019.

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Rules for Good Handwriting

1. Ensure that the pupil is sitting in the correct position with both feet flat on the floor and the paper is placed in the same direction as the pupil's lower arm.
2. Ensure that the pupil's spare hand is also doing the job of steadying the paper.
3. Ensure all children can clearly see the board.
4. When teaching letter formation, always demonstrate each letter 3 times. Explain how to form the letter while writing it.
5. Write the letter the first time, explain the letter formation using the mantra.
6. Write the letter the second time, explain the formation using the mantra. The children then write the letter once using the mantra.
7. Write the letter a third time, repeating the mantra. The pupil should then write a row of letters immediately after it has been demonstrated for the third time.
8. As the children are writing, walk around the classroom and correct any poor or incorrect formation.
9. When monitoring the pupil's handwriting make sure you are sitting on the side of the pupil where your vision won't be obstructed.

Appendix B

Activities and exercises to develop Gross Motor Control:

Gross Motor Control is the term used to describe the development of controlled movements of the whole body, or limbs such as the legs or arms. Of particular importance in relation to handwriting is the development of good posture and balance. Activities such as:

- Dancing and skipping
- Running and jumping to music
- Use of small apparatus e.g. throwing, rolling, catching, kicking and bouncing balls
- Cycling
- Gripping climbing frames
- Building with large-scale construction kits
- Hammering
- Consolidate vocabulary of movement by talking about movements such as, *going round and round, making curves, springing up and sliding down, making long, slow movements or quick, jumpy movements*
- Make large movements in the air with arms, hands and shoulders with dance ribbons, use music

Any activities described in the **Curriculum Guidance for the Foundation Stage** under Physical Development

Fine Motor Control is the term used to describe smaller movements, usually of the hand and fingers (or of the feet and toes).

Activities and exercises to develop Fine Motor Control:

- Folding paper
- Cutting out shapes from paper and card
- Fitting things into frames like geometric shapes
- Model making
- Building and stacking bricks
- Screw toys and wood working tools
- Pegboards
- Modelling with malleable materials like Playdoh, plasticene and clay
- Drawing in sand and sand and water play in general, including sieving, pouring and picking up toys using tools e.g. fishing rods and cranes
- Sewing and weaving
- Chopping and peeling when cooking
- Develop the pincer movement by using tweezers to pick up sequins, beads and feathers, sprinkling glitter, sand and salt
- Scribbling and drawing with chalk, dry wipe pens, felt tip pens and paints on small, large boards and easels and on small and large paper
- Playing with tactile and magnetic letters
- Puzzles
- Games and miming involving finger and wrist movement e.g. finger puppets
- Use increasingly finer tools to make patterns of lines

Later on:

- Sit in the writing position but with arms dangling limply. While in this position let the hands flutter loosely
- Let the forearms lay limply on the table in the correct writing position. Raise and lower the elbows several times
- Place elbows on the table with the forearms held upright. Let the hands flap loosely backwards and forwards
- Clench and unclench the fists
- Drum lightly with fingers on the table
- Circle the hands, inwards, then outwards
- Hold the pen in the tripod grip lightly. With the forefinger tap the pencil lightly

Appendix C

Reception: Term 1

EYFS Objectives	Learning Outcome/ Objective
Develop gross motor control. Develop fine motor control. Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment. Use the correct pincer grip when holding any writing implement. Write their first name, using a capital letter for the beginning and the correct letter formation Learn letter formation.	<ul style="list-style-type: none">• To hold a pencil correctly.• To produce an increasingly controlled line which supports letter formation.• To write from left to write and top to bottom.

In the first term Reception will use a combination of plain and lined paper from the start to support the mark making process. Children will write on the lines from the beginning of the term. Reception will follow the handwriting letter families as part of our school scheme and will introduce the children to each group of letters: curly caterpillars, one-armed robots, zig-zag monsters and ladder letters.

Term 1 Coverage:

In Term 1, handwriting in Reception will link to the letters and sounds teaching with handwriting practice being taught alongside phonemes taught in the order of the Letters and Sounds scheme. When phonemes with more than two letters are taught (i.e. ai, ie, ee, ue) children will be taught how to join the letters together.

The order of letters and sounds taught follows Jolly Phonics order:

1. s, a, t, i, p, n
2. c k, e, h, r, m, d
3. g, o, u, l, f, b
4. ai, j, oa, ie, ee, or
5. z, w, ng, v, oo, oo
6. y, x, ch, sh, th, th
7. qu, ou, oi, ue, er, ar

s slither down the snake (snake)

a round the apple and down the leaf (apple)

t down the tower, across the tower (tower)

i down the body, dot for the head (insect)

p down the plait and over the pirate's face (pirate)

n down Nobby, over his net (footballer)

c curl around the caterpillar (caterpillar)

k down the kangaroo's body, tail and leg (kangaroo)

e lift off the top and scoop out the egg (egg)

h down the head to the hooves and over his back (horse)

r down his back then curl over his arm (robot)

m Maisy mountain, mountain (mountains)

d round his bottom, up his tall neck, down to his feet (dinosaur)

g round her face, down her hair and give her a curl (girl)

o all around the orange (orange)

u down and under, up to the top and draw the puddle (umbrella)

l down the long leg (leg)

f down the stem and draw the leaves (flower)

b down the laces to the heel, round the toe (boot)

ai combine: round the apple, down the leaf & down the body, dot for the head

j down his body, curl and dot (jack-in-a-box)

oa combine: all around the orange & round the apple, down the leaf

ie combine: down the body, dot for the head & lift off the top and scoop out the egg

ee combine: lift off the top and scoop out the egg

or combine: all around the orange & down his back then curl over his arm

z zig zag zig (zip)

w down, up, down, up (worm)

ng combine: down Nobby, over his net & round her face, down her hair and give her a curl

v down a wing, up a wing (vulture)

oo all around the orange

y down a horn, up a horn and under his head (yak)

x down the arm and leg and repeat the other side (exercise man)

ch combine: curl around the caterpillar & down the head to the hooves and over his back

sh combine: slither down the snake & down the head to the hooves and over his back

th combine: down the tower, across the tower & down the head to the hooves and over his back

qu combine: round her head, up past her earrings and down her hair (queen) & down and under, up to the top and draw the puddle

ou combine: all around the orange & down and under, up to the top and draw the puddle

oi combine: all around the orange & down and under & down his body, dot for the head

ue combine: down and under, up to the top and draw the puddle & lift off the top and scoop out the egg

er combine: lift off the top and scoop out the egg & down his back then curl over his arm

ar combine: round the apple, down the leaf & down his back then curl over his arm

Term 2 Coverage:

EYFS Objectives	Learning Outcome/ Objectives
Develop gross motor control. Develop fine motor control. Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment. Use the correct pincer grip when holding any writing implement. Write their first name, using a capital letter for the beginning and the correct letter formation Learn letter formation.	<ul style="list-style-type: none"> • To hold a pencil correctly. • To produce an increasingly controlled line which supports letter formation,. • To write from left to right and top to bottom. • To start and finish letters correctly. • To begin to form letters of regular size and shape. • To begin to put regular spaces between letters and words. • To begin to write letters using the correct sequence o movements. • To begin to form lower case letters correctly. • To present work clearly and neatly to communicate meaning effectively.

Teaching Sequence

<u>Week</u>	<u>Letter Focus</u>	<u>Week</u>	<u>Letter Focus</u>
1	v w	7	r h
2	x t	8	u y
3	i j k	9	Recap so far
4	l f	10	c a e
5	Recap so far	11	d o g
6	n m	12	o q s z
		13	Recap so far

Term 3 Coverage:

EYFS Objectives	Learning Outcome/ Objectives
Develop gross motor control. Develop fine motor control. Use a range of mark making tools such as pencils, pens and crayons, with confidence and enjoyment. Use the correct pincer grip when holding any writing implement. Write their first name, using a capital letter for the beginning and the correct letter formation Learn letter formation.	<ul style="list-style-type: none"> • To hold a pencil correctly. • To produce an increasingly controlled line which supports letter formation,. • To write from left to right and top to bottom. • To start and finish letters correctly. • To begin to form letters of regular size and shape. • To begin to put regular spaces between letters and words. • To begin to write letters using the correct sequence o movements. • To begin to form lower case letters correctly. • To form upper case letters correctly. • To present work clearly and neatly to communicate meaning effectively.

Teaching Sequence

<u>Week</u>	<u>Letter Focus</u>	<u>Week</u>	<u>Letter Focus</u>
1	b p	7	M N O P
2	Recap all lower case	8	Recap so far
3	Recap all lower case	9	Q R S
4	A B C D	10	T U V
5	E F G H	11	W X Y Z
6	I J K L	12	Recap so far
		13	Assessment

YEAR 1

Term 1 Coverage:

National Curriculum Objectives	Learning Outcome/ Objectives
<p>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 with which handwriting families (letters formed the same way).</p>	<ul style="list-style-type: none"> To hold a pencil correctly. To start and finish letters correctly. To begin to form letters of regular size and shape. To begin to put regular spaces between letters and words. To begin to write letters using the correct sequence o movements. To begin to form lower case letters correctly that will be easy to join later. To form upper case letters correctly. To present work clearly and neatly to communicate meaning effectively.

In Year 1 children will recap all lower case letters in term 1. In term 2 and 3 they will form letters with strokes ready to join letters in Year 2.

Teaching Sequence

<u>Week</u>	<u>Letter Focus</u>	<u>Week</u>	<u>Letter Focus</u>
1	m n h	7	c e o
2	v w	8	a d g q (Joined to u)
3	l f k x	9	g y
4	z i j s	10	Revise all upper case letters A-H
5	u y t s	11	Revise all upper case letters I-P
6	b p	12	Revise all upper case letters Q-Z

Term 2 Coverage:

National Curriculum Objectives	Learning Outcome/ Objectives
<p>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 with which handwriting families (letters formed the same way).</p>	<ul style="list-style-type: none"> To hold a pencil correctly. To start and finish letters correctly. To begin to form letters of regular size and shape. To begin to put regular spaces between letters and words. To begin to write letters using the correct sequence o movements. To begin to form lower case letters correctly that will be easy to join later. To form upper case letters correctly. To present work clearly and neatly to communicate meaning effectively.

Teaching Sequence

<u>Week</u>	<u>Letter Focus</u>	<u>Teaching Objective</u>
1	J	Introduce a completed loop
2	X	Introduce mid-point linking stroke
3	K	Introduce loop at top
4	U	Introduce initial linking up stroke and upward linking stroke
5	V	Introduce initial linking up stroke and mid-point linking stroke
6	W	Introduce initial linking up stroke and mid-point linking stroke
7	Recap so far	
8	i	Introduce initial linking up stroke
9	a	Introduce initial linking up stroke
10	c	Introduce initial linking up stroke
11	Recap so far	

Term 3 Coverage:

National Curriculum Objectives	Learning Outcome/ Objectives
<p>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 with which handwriting families (letters formed the same way).</p>	<ul style="list-style-type: none"> • To hold a pencil correctly. • To start and finish letters correctly. • To form letters of regular size and shape. • To put regular spaces between letters and words. • To write letters using the correct sequence o movements. • To begin to form lower case letters correctly that will be easy to join later. • To form upper case letters correctly. • To present work clearly and neatly to communicate meaning effectively.

Teaching Sequence

<u>Week</u>	<u>Letter Focus</u>	<u>Teaching Objective</u>
1	d	Introduce upward linking stroke
2	O	Introduce upward linking stroke
3	Q	Introduce upward linking stroke
4	G	Introduce upward linking stroke
5	N	Introduce upward linking stroke
6	M	Introduce upward linking stroke
7	Recap so far	
	Begin to join letters/ small words	Begin to join using basic wave pattern
8	ac ca	Begin to join using basic wave pattern
9	In	To begin to join
10	An	To begin to join
11	And	To begin to join
12	Recap so far	

By the end of Year 1 all children will have covered the following letters from the Cursive Foundation Alphabet (Berol Handwriting Scheme):

a c d g i m n o q u v w

YEAR 2

Term 1 Coverage:

National Curriculum Objectives	Learning Outcome/ Objectives
<p>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>	<ul style="list-style-type: none"> • To hold a pencil correctly. • To start and finish letters correctly. • To form letters of regular size and shape. • To put regular spaces between letters and words. • To form lower case letters correctly in a script that will be easy to join later. • To form upper case letters correctly. • To present work clearly and neatly to communicate meaning effectively. • To begin to use and practise the 4 basic handwriting joins.

Teaching Sequence

Week	Letter Focus	Teaching Objective
1	c o a d g q	Practice upward linking stroke. Join to vowel a i u o (diagonal joins to midzone letters)
2	n m r u v w	Practice upward linking stroke. Introduce r. Practice horizontal joins to midzone letters.
3	i t j	Practice upward linking stroke. Practice diagonal/ horizontal joins to ascenders (d, t)
4	e l	Introduce loop on l. Practice diagonal/ horizontal joins to ascender l.
5	u y	Practice upward linking stroke. Practice loop on y. Practice horizontal/ diagonal join to descenders (j, y, q, g)
6	h k	Introduce loop join. Practice horizontal/ diagonal joins to ascenders.
7	Recap so far	
8	B	Introduce loop join
9	F	Introduce loop join
10	P	Introduce upward linking stroke and joining from p
11	S	To begin to join
12	x z	To begin to join
13	Recap so far	

Term 2 Coverage:

National Curriculum Objectives	Learning Outcome/ Objectives
<p>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>	<ul style="list-style-type: none"> • To hold a pencil correctly. • To start and finish letters correctly. • To form letters of regular size and shape. • To put regular spaces between letters and words. • To form lower case letters correctly in a script that will be easy to join later. • To form upper case letters correctly. • To present work clearly and neatly to communicate meaning effectively. • To begin to use and practise the 4 basic handwriting joins. • To practise handwriting in conjunction with phonic and spelling patterns.

Teaching Sequence

<u>Week</u>	<u>Letter Focus</u>	<u>Teaching Objective</u>
1	b h k l	Practice tall stems and loops
2	g j y	Practice downward loops
3	l b h	Practice upward loops
4	K	Practice in relation to line
5	F	Practice loop
6	Recap so far	
7	o a	Join with straight link from mid point
8	l m n	Begin with a horizontal or rising link depending on previous letter
9	S	Practice upward diagonal stroke and downward vertical
10	R	Begin with horizontal or rising link depending on prior letter and end with horizontal or dipping link.
11	l	Practice join
12	i t j	To dot or cross letters
13	Recap so far	

Term 3 Coverage:

National Curriculum Objectives	Learning Outcome/ Objectives
<p>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>	<ul style="list-style-type: none"> • To hold a pencil correctly. • To start and finish letters correctly. • To form letters of regular size and shape. • To put regular spaces between letters and words. • To form lower case letters correctly in a script that will be easy to join later. • To form upper case letters correctly. • To present work clearly and neatly to communicate meaning effectively. • To begin to use and practise the 4 basic handwriting joins.

In term 3 children will recap all letter joins and capital letter formations and apply letter joins to words and then in longer pieces of handwriting, including sentences/ passages dictated by the teacher.

KS1 Letter Formation Mantra

Letters are introduced in formation groups: long ladder letters, one armed robot, curly caterpillar and zig zag monster.

l down the long leg (leg)

i down the body, dot for the head (insect)

t down the tower, across the tower (tower)

u down and under, up to the top and draw the puddle (umbrella)

j down his body, curl and dot (jack-in-a-box)

y down a horn, up a horn and under his head (yak)

r down his back then curl over his arm (robot)

b down the laces to the heel, round the toe (boot)

n down Nobby, over his net (footballer)

h down the head to the hooves and over his back (horse)

m Maisy mountain, mountain (mountains)

k down the kangaroo's body, tail and leg (kangaroo)

p down the plait and over the pirate's face (pirate)

c curl around the caterpillar (caterpillar)

a round the apple and down the leaf (apple)

d round his bottom, up his tall neck, down to his feet (dinosaur)

o all around the orange (orange)

s slither down the snake (snake)

g round her face, down her hair and give her a curl (girl)

q round her head, up past her earrings and down her hair (queen)

e lift off the top and scoop out the egg (egg)

f down the stem and draw the leaves (flower)

z zig zag zig (zip)

v down a wing, up a wing (vulture)

w down, up, down, up (worm)

x down the arm and leg and repeat the other side (exercise man)