

EYFS

Fine and gross motor skills - see supporting document with fun ideas you can try at home.

Letter order for teaching based on formation of the individual letters:

Letter shape/family	Letters	Strategies to develop letter formation
<p>Long ladder (or long letters)</p> <p>Down and off in another direction</p>	<p>i, j, l, t, u, y</p>	<p>Model and encourage top to bottom movements and mark making e.g.:</p> <ul style="list-style-type: none"> ▶ Use and ensure understanding of the word 'down' ▶ Roller brushes, squirty water bottles outdoors, large scale with water on the wall ▶ Chalking large ladders on the playground
<p>One armed robot (or bouncy ball letters)</p> <p>Down and retrace upwards with clockwise movement</p>	<p>b, h, k (if formed in this way)</p> <p>m, n, p, r</p> <p>(number 2, 3, 5 – follow clockwise direction)</p>	<p>Large scale initially to exaggerate movements:</p> <ul style="list-style-type: none"> ▶ Using language such as 'down, up and over....' – while writing on a variety of media ▶ Pattern making – focusing on over movement ▶ Bounce balls and look at the movement of the ball ▶ Sky writing
<p>Curly caterpillar (or curly letters)</p> <p>Anti-clockwise round</p>	<p>c, a, d, e, g, o, q, f, s</p> <p>(number 0, 6, 8 and 9 – follow anticlockwise direction)</p>	<p>Model and support anti -clockwise circular movements</p> <ul style="list-style-type: none"> ▶ Using and ensure the understanding of the word 'round' ▶ Dancing with tinsel, ribbons and scarves – encouraging anti-clockwise round movement ▶ Drawing and painting large circles, with anti- clockwise movement
<p>Zigzag letters</p>	<p>V, W, X, Z</p> <p>(numbers 1, 4, 7)</p>	<p>Model and support zigzag movements:</p> <ul style="list-style-type: none"> ▶ Using and ensure the understanding of the words 'down', 'up' and 'zigzag' ▶ Large scale zigzags outdoors – to follow, wheel vehicles or balance along ▶ Zigzag pattern making – with felts/ paints, water brushes etc. ▶ Cutting zigzag patterns
<p>Could be taught separately (or with curly letters above)</p>	<p>s, f</p>	<p>Model letters clearly – examples for letter s formation:</p> <ul style="list-style-type: none"> ▶ Making s snakes – with a variety of media ▶ Dancing with ribbons and doing a wiggling down dance, making the ribbon follow an s pattern ▶ Making s patterns in the sand with sticks

Teaching recommendations:

1. Focus on:
 - - Vocabulary needed to describe letter formation
 - - Related large-scale movements (outdoors), including linked pattern making
2. Model letter formation large-scale on a chalk board/ flip chart etc., using repeated language to describe the formation of the letter

(including where to start/end) and say the name and sound of the letter.

3. Child traces over the large letter, 3 times (remind child where to start), using chalk or wet paint brush etc. and verbalising the direction and sequence of the strokes (as the practitioner did) and saying the name/sound of the letter.
4. Child sky writes the letter 3 times in the air, verbalising the direction and sequence of the strokes (as the practitioner did) and saying the name/sound of the letter.
5. Child copies large letter 3 times.
6. Practitioner erases the letter.
7. Child writes the large letter from memory.
8. Child tries to write the letter with their eyes closed (to indicate the letter is visualised).
9. Child writes the letter several times with eyes open.
10. Practitioner asks the child to select their best one.
11. Child practises the letter on appropriately lined paper.
12. Practitioner gives specific praise when the child writes the letter correctly, during any guided or independent task.
13. Keep practising other letters recently learnt

Year 1

It is our expectation that children leaving Year 1 should be able to form all letters cursively and may be beginning to neatly join two letters together.

- Gross and fine motor skill exercises as identified for pupils. (see supporting document)
- Cursive letters are taught alongside patterns to reinforce formation.
- Cursive handwriting reinforcement, learning and practice across all areas of the curriculum.
- Numerals and capitals.
- Children are taught letters in a specific order based on formation (see above under EYFS for taught letter order)
- Once children are secure in letter formation and demonstrate this across all areas of the curriculum they can progress to 2 or 3 letter joins linked when possible and appropriate to the RWI phonics programme to reinforce taught sounds. (see handwriting booklets for support on joins)

Year 2

It is our expectation that children leaving Year 2 should be able to form all letters cursively and can join all of their letters together.

- Gross and fine motor skill exercises as identified for pupils.
- Cursive letters are taught alongside patterns to reinforce formation.
- Cursive handwriting reinforcement, learning and practice across all areas of the curriculum.
- Numerals, capitals and printed letters: where and when to use, learning and practice.
- Children are taught letters in a specific order based on formation (see under EYFS progression of taught letters)
- When appropriate, children are taught letter joins linked to the RWI phonics programme to reinforce taught sounds. (see handwriting booklets to support your child)

- Children are taught to join full words that they can apply across the curriculum. (see handwriting booklets)

Year 3

It is our expectation that children leaving Year 3 should be able to form all letters cursively and can join all of their letters together with increasing accuracy when applied to sentences.

- Cursive handwriting reinforcement, learning and practice across all areas of the curriculum.
- Children are to continue to be taught focus letter joins.
- Children are taught to join full words that they can apply across the curriculum. (see handwriting booklets for support at home)
- Words can be linked to spelling patterns and common exception words
- Words can be linked to specific vocabulary in other curriculum areas to reinforce learning

Year 4

It is our expectation that children leaving Year 4 should be able to join all of their letters together with increasing accuracy across all curriculum areas.

- Children are taught to join full words that they can apply across the curriculum.
- Words can be linked to spelling patterns and common exception words.
- Words can be linked to specific vocabulary in other curriculum areas to reinforce learning.
- Handwriting practise should be applied to longer passages to ensure children are able to maintain stamina and presentation when writing at length (see supporting resources)

Year 5

It is our expectation that children leaving Year 5 should be able to join all of their letters together with increasing accuracy and speed across all curriculum areas.

- Children are taught to join full words that they can apply across the curriculum.
- Words can be linked to spelling patterns and common exception words.
- Words can be linked to specific vocabulary in other curriculum areas to reinforce learning.
- Handwriting practise should be applied to longer passages to ensure children are able to maintain stamina and presentation when writing at length.
- Children need to complete speed writing exercises to increase fluency (e.g to improve the amount the child can write in a minute and to keep practising the same written passages to improve speed and presentation) - see resources to support

Year 6

It is our expectation that children leaving Year 6 should be able to join all of their letters together with increasing accuracy and speed across all curriculum areas. They should have developed their own personal style of cursive handwriting.

- Children are taught to join full words that they can apply across the curriculum.
- Words can be linked to spelling patterns and common exception words.
- Words can be linked to specific vocabulary in other curriculum areas to reinforce learning.
- Handwriting practise should be applied to longer passages to ensure children are able to maintain stamina and presentation when writing at length.
- Children need to complete speed writing exercises to increase fluency (e.g to improve the amount the child can write in a minute and to keep practising the same written passages to improve speed and presentation) - see resources to support
- Children can experiment with different styles of writing when publishing their writing.