

## Appendix 4: Handwriting

Staff will follow this schedule when teaching pupils to use cursive handwriting

Education Stage	What the National Curriculum says	Ideas for Teaching	Specific Letters and Joins
<b>EYFS</b>	<p>Fine Motor Skills ELG:</p> <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> </ul> <p>Writing ELG:</p> <ul style="list-style-type: none"> <li>write recognisable letters, most of which are correctly formed</li> <li>spell words by identifying sounds in them and representing the sounds with a letter or letters</li> <li>write simple phrases and sentences that can be read by others.</li> </ul>	<ul style="list-style-type: none"> <li>→ Mark-making using various materials</li> <li>→ Teach tripod grip for pencil control</li> <li>→ Teach <b>accurate single letter formation</b> and practice writing/spelling in every phonics session, related to the rocket words for the week.</li> <li>→ Use classroom displays and written feedback to further model accurate single letter formation</li> </ul>	<ul style="list-style-type: none"> <li>→ Schedule dictated by the sequence of phonics learning</li> </ul>
<b>Y1</b>	<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>	<ul style="list-style-type: none"> <li>→ Teach <b>accurate digit formation</b></li> <li>→ Teach <b>accurate capital letter formation</b></li> <li>→ Teach <b>precursive letter formation</b> with lead in and lead out strokes.</li> <li>→ Practice in every writing session, related to the rocket words for the week.</li> <li>→ Teach size, orientation and relationship of letters within words</li> <li>→ Teach finger spaces appropriate to the size of the writing</li> <li>→ Use classroom displays and written feedback to further model accurate single letter/digit formation</li> </ul>	<ul style="list-style-type: none"> <li>→ Schedule dictated by the sequence of phonics learning</li> <li>→ 0 - 9</li> </ul>

Education Stage	What the National Curriculum says	Ideas for Teaching	Specific Letters and Joins
Y2	<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> </ul> <p>use spacing between words that reflects the size of the letters.</p>	<ul style="list-style-type: none"> <li>→ Teach <b>cursive letter formation</b>, joining letters where appropriate</li> <li>→ Practice in every writing session, related to subject-specific vocabulary.</li> <li>→ Teach size, orientation and relationship of capital/lower case letters</li> <li>→ Use classroom displays and written feedback to further model accurate single letter formation</li> </ul>	<ul style="list-style-type: none"> <li>→ 'underarm' joins - vowels: a, e, i, u</li> <li>→ 'underarm' joins - consonants: c, d, h, k, l, m, n, t, z</li> <li>→ 'washing line' joins o, r, u, v, w</li> <li>→ descenders f, g, j, q, y</li> <li>→ bottom joins and non-joins b, p, s, x</li> </ul>
Y3-4	<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>	<ul style="list-style-type: none"> <li>→ Teach <b>cursive letter formation</b>, joining letters where appropriate</li> <li>→ Practice in every writing session, related to subject-specific vocabulary.</li> <li>→ Teach size, orientation and relationship of ascenders and descenders to other letters</li> <li>→ Use classroom displays and written feedback to further model accurate single letter formation</li> </ul>	<ul style="list-style-type: none"> <li>→ review joins taught in Y2</li> <li>→ targeted feedback for individuals</li> </ul>
Y5-6	<p>Write legibly, fluently and with increasing speed by:</p> <ul style="list-style-type: none"> <li>choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>choosing the writing implement that is best suited for a task.</li> </ul>	<ul style="list-style-type: none"> <li>→ Practice in every writing session, related to subject-specific vocabulary.</li> <li>→ Use classroom displays and written feedback to further model accurate single letter formation</li> </ul>	<ul style="list-style-type: none"> <li>→ targeted feedback for individuals</li> </ul>

