

Handwriting at St. Aidan's





All teaching of handwriting should explicitly model and teach the correct skills needed: - Gross and fine motor skills - Accurate letter formation (shape, space, sitting in the line, letter size, letter strings) - Fluency and stamina (e.g. through dictation)	We look at handwriting through the letter families (some overlap): <u>Anti-clockwise letters:</u> a c d g o q s f <u>Tall letters:</u> b d h k l t d <u>Long letters:</u> f g j p q y <u>'lumpy' letters:</u> h m n r u <u>vowels</u> e i o u <u>Zig Zag letters:</u> v w x z <u>Capital letters</u> A B C D E F G H I J K L M N O P Q R S T U V W X Y Z	When children are fluent with single letters (with joins) we also teach joins <u>Bottom joins</u> e.g. ai, ch, ck, er, ff, sh, th, <u>Bottom to anti clockwise</u> e.g. as, ea, ed, ss, ig, <u>Bottom e joins:</u> be, ie, se, er, en <u>Horizontal joins</u> e.g. oe, re, ve, we <u>Top letter joins</u> e.g. oa, oo, oh, oi, on, or, ou, ov, ow, oy, wh, ra, va, xc							
As children begin their phonics learning in EYFS, reference is made to the pictures and formation phrases from Little Wandle in order to help the child remember how to form each grapheme.									
e.g.	 Around the astronaut's helmet, and down into space.	 Down bear's back, up and round his big tummy.	 Curl around the cat.	 Round the duck's body, up to its head and down to its feet	 Around the elephant's eye and down its trunk	 Down the flamingo's neck, all the way to its foot, then across its wings.	 Round the goat's face, up to his ear; down and curl under his chin.	 Down, up and over the helicopter	 Down the iguana's body, then draw a dot [on the leaf] at the top.



Weekly structure:

- 5-10 minutes each day practising joins and words with those joins in (building up to words e.g. spellings words etc. once joins have been mastered)
- Dictation once a week used to reinforce transcription skills (also include SPAG and spelling targets)
(Extra practise for those who do not master handwriting at each stage)

Reception

- Develop fine motor skills to use a range of tools competently and confidently (pencils, paintbrushes, scissors, tweezers, spoons etc)
 - Sit correctly at the table when writing
 - Develop foundations for letter formation
 - Form print letters and capitals correctly

Autumn:

- Teach letter formation alongside Little Wandle Phonics. Use whiteboards and pens to teach letter formation during phonics lessons.
- When writing with the children (in groups) children are reminded about letter formation and given practise if needed.
- Fine and gross motor skill activities available throughout the week

Spring:

- Teach letter formation alongside Little Wandle Phonics. Use whiteboards and pens to teach letter formation during phonics lessons.
 - When writing with the children (in groups) children are reminded about letter formation and given practise if needed.
- Fine and gross motor skill activities available throughout the week

Summer:

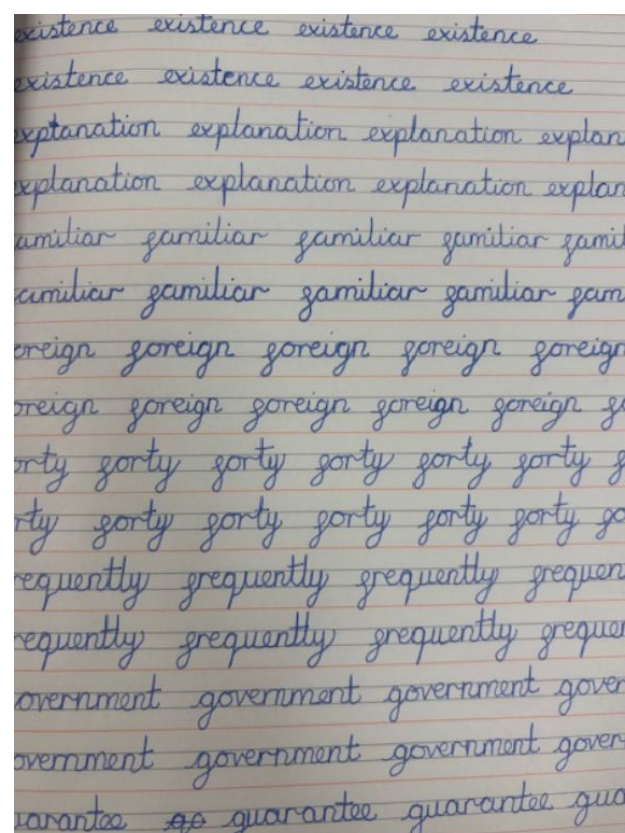
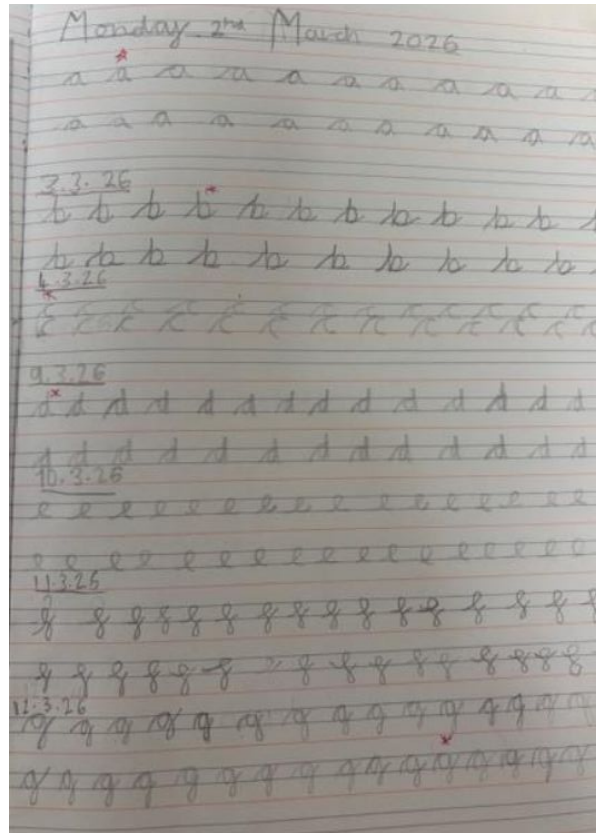
- Consolidate letter formation of lower case letters and capitals
- Look at formation of digits 0-9
- Continue to practise formation with any who are finding handwriting trickier.

Year 1

- Sit correctly at the table holding a pencil comfortably and correctly
- Form lower case letters in the correct direction, starting and finishing in the correct place
 - For Capital letters

As a writer...





As a writer...

As a writer...

THE IRONIC IRON MAN

In Lamberough, North Yorkshire, seemed like a normal village. The houses were full of joy, all the villagers happy and generous, children without a care. A perfectly ordinary village - nothing special. Or so it seemed.

On the bench of the jagged, crumbling cliff, stood a solitary, lonely figure as tall as a skyscraper - it was the Iron Man! Along the path, the ground and bushes quivered simultaneously. A breeze his huge metallic head, the wind shook uncontrollably.

Between the bushes crouched a bearded little boy. Hogan lit a stick with fear as he passed at the turning point.



Beyond the warning sign, the Iron Man stopped. He stopped. On top of his head there were his circular eyes, they were a night-light to the Earth. Under his head, people watched every day. Meanwhile, in the house, Hogan watched with eyes as big as saucers.

A night in an Anderson Shelter

The piercing wail of the siren sliced through the silence of the night. Mum grabbed a torch and dove down the back stairs.

"Quickly now," she said calmly, though her face was already shaking. "We don't have much time."

Behind her, I my clenched my mother's hand tightly, and on the other a bruised doll with her head poking out of its neck.

"Mum, do you think there will be Spitfires tonight?" questioned Arthur, not a long way behind them.

"Shut up Arthur! You can see Morris's boy in the sky - get out," said Mum, her voice shimmering from the dark night silence.

In a hurry, they clambered down the stairs into the dark and dusty gap, crouched in the ground like a metal animal, taking upon the machine's watery beam. Mum grabbed and shielded the children inside. The air seemed so thick now, and was

THE SIMPLE SCIENCE OF THE CIRCULATORY SYSTEM

The circulatory system is a network of blood vessels and organs working together to move blood, oxygen and nutrients around the body - you could think of it like a highway. Just imagine a car with a gas tank and a pump. The circulatory system is called 'circular' because the blood goes in a circle. It's also known as the cardiovascular system.

What is this super system's job?

There are four chambers in the heart. The system starts when blood enters through the top chambers (atria). The blood is pushed into the bottom chamber (ventricle). The right side of the heart pumps blood to the lungs where oxygen is picked up. The blood is now oxygenated and travels through blood vessels to the rest of the body. The left side of the heart pumps blood to the rest of the body. The blood then returns to the heart and the cycle starts again.



Parts of the circulatory system

Types of blood vessels:

Blood vessels are the tubes that carry blood. There are three types of blood vessels:

- Arteries: These are the largest blood vessels with the thickest walls. They carry blood away from the heart to the rest of the body.
- Venae cavae: These are the largest blood vessels that carry blood from the rest of the body back to the heart.
- Capillaries: These are the smallest blood vessels. They are only one cell thick and allow for the exchange of oxygen and nutrients between the blood and the body's cells.

Blood

Blood is a liquid tissue that carries oxygen and nutrients to the body's cells. It is made up of red blood cells, white blood cells, and platelets.

- Red blood cells: These carry oxygen.
- White blood cells: These fight against infections.
- Platelets: These help the blood to clot.

Did you know? (The best facts!)

An adult's blood vessels could reach the bottom of the world if laid out in a line. The heart pumps about 5 litres of blood every minute.

Tuesday 10th March 2026

Hi! As a writer, I can do a subscription story.

CREAK! The rusty gates slowly opened to reveal the haunted house and a group of gull of dead bodies. A sound like a clockwork as Jack and Annabelle entered the horrifying mansion. "This is not where we're supposed to be!" said Annabelle, her knees trembling with fear. "Keep your voice down! I need to find it, whispered Jack, his teeth chattering. Annabelle smiled, faster the money, not balance."

The darkness showed the graveyard and a stone path led to the stone pillar. She didn't dare go to the other side. The missing train moved over the like a thousand eyes watching every single move they make. Jack and Annabelle tried to enter the house. Suddenly, the door crashed open by itself and they entered the haunted house. One step into the house, the floorboards cracked as if a giant was walking across the floor. A heavy hand pushed on Jack's shoulder and the noise of screams echoed the entire mansion. His heart was pounding out of his chest. He was proven to be spot. "Come on!" exclaimed Annabelle.

"QUICK!" "Oh no!" We looked in "remained Jack, full of fear. They made their way up the spinning stairs and "Hatched back into the corner of the room and looked at Annabelle. It spoke with a raspy voice and said, "If you want the diamond necklace, you have to earn it."

Friday 7th February 2026

Dear Fr. Rile,

I hope you are well. My name is Sophia and I am 9 years old. I am writing to ask if we could please start a Mini Vinces group at our school St. Jude's Catholic Primary School and also in our parish.

The Mini Vinces is the children's part of the VSP Society. I think it would be a really good idea for the children in our parish would like to help other people.

A Mini Vinces group would help us to learn how to be kind and show love to others.

There are many ways we could help people.

We could make get-well cards for the elderly and sick. Also we could deliver them in packages.

We could ask the VSP group in the parish to visit the elderly people in their homes. Maybe we could knit some things in their club for the elderly.

We could collect good toys and clothes for all the homeless.

For example we could do a bake sale after a school mass. Also we could perform a small talent show in the parish hall.

The Germans in the Woods

There I sat motionless, my knowledge as white as they were an ocean pearl. I could hear the rough rustling of withered leaves and smell a light dusting of snow. Parted the withered leaves, we saw carrying of a single feather onto the gentle leaves. There was a silence. A painful silence. A silence I wished continued.

Then I saw them: green-capped men among the trees, advancing in any direction. I retreated back to my hiding spot and kept as still as a statue, not even daring to breathe. The sleeping soldiers were motionless, but their foreign moustaches I could hear between them.

Suddenly, I caught a quick glance at a woman soldier approaching me, crawling stealthily along the ground. I didn't start at first, I just let him continue to come closer. Closer and closer he came to my hiding place. Just when he was in three of four feet behind me, I shouted, "SURRENDER!" I gave him an opportunity to save himself. He declined.

The young soldier abruptly called this night at me.

EVACUATION

In WW2, many children were evacuated to the countryside as it was a more calm area. Some were evacuated for the children, but some were evacuated for the adults. Some were evacuated for the adults, but some were evacuated for the children. Some were evacuated for the adults, but some were evacuated for the children.

RATIONING

WW2 rationing started in January 1940. Rationing was put in place to ensure that everyone had enough to eat. Rationing was put in place to ensure that everyone had enough to eat. Rationing was put in place to ensure that everyone had enough to eat.

DUNKIRK

Dunkirk was a military operation from 26th May to 4th June 1940. It involved a rescue of 338,000 British and French soldiers. Dunkirk was a military operation from 26th May to 4th June 1940. It involved a rescue of 338,000 British and French soldiers.

BOMB SHELTERS

There were two kinds of shelters: the Anderson shelter and the Morrison shelter. The Anderson shelter was a shelter that was built in the garden. The Morrison shelter was a shelter that was built in the basement. The Anderson shelter was a shelter that was built in the garden. The Morrison shelter was a shelter that was built in the basement.

<https://edu-tools.github.io/>

Teachers handwriting resources for reception, infant and primary schools