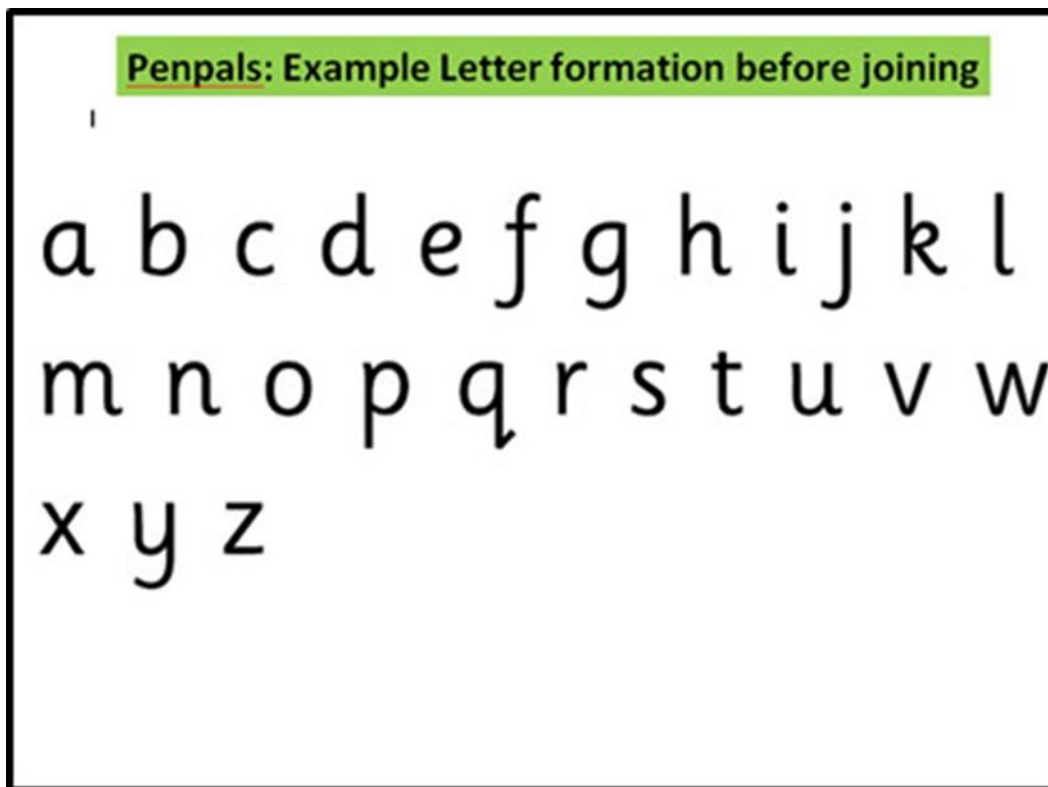


Handwriting in Year 1

By Year One the majority of children will:

- be taught letter formation in the order of Penpals Handwriting Scheme
- write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- form upper case letters appropriately
- write with spaces between words accurately
- develop speed and stamina
- write on lines and within squares, beginning to understand the importance of how letters and numbers should be presented



How can you help at home?

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 to help include:

Dancing and skipping

Running and jumping to music

Use of small apparatus e.g. throwing, rolling, catching, kicking and bouncing balls

Cycling

Building with large-scale construction kits

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.

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

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, plasticine 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

Peeling fruit

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.