



Shipbourne School Handwriting Policy, Coverage and Progression

Introduction

- Handwriting should be consistently modelled by all adults in the school.
- Key formations and joins should be **explicitly taught** and secured through modelling and practise in writing opportunities across the curriculum.
- Formatively assess children's starting points and track back to key starting points.
- Expectations of presentation and handwriting should be made clear within every lesson.

Overview of Handwriting Progression

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| Tinley Class (Reception) | Children will begin with developing their gross and fine motor skills and patterns, leading to letter formation. They will be taught how to hold a pencil and have a secure pencil grip . |
| Tinley Class (Year 1) | Children will learn pre-cursive and be introduced to diagonal then horizontal joins from term 4. |
| Hampton Class (Years 2 and 3) | Year 2 children will begin to join their letters, once they are secure with all formations and lead ins. Year 3 should be joining letters. |
| Fairlawne Class (Year 4,5,6) | Children will be secure with joining, leading to fluency and speed within their writing. Children will write in pen (where appropriate). |

Teachers should use the Letter Join assessment tracker to record and assess progress.

Joining has two types of letter:

Those that join from the 'tail': abcdefghijklmnpqstuxyz

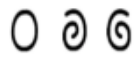
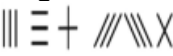
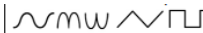

Those that join from the 'top': orww

Children should be taught to focus on the three levels of letters:

The main body of the letters should all be the same height@ aceimnorsuvwxz

Ascenders should all be the same height: bdfhklit (f and t may be a little shorter)




Descenders should all be the same height: fgjppqy

| Year Group/Class | Frequency | Outcomes and Focus Teaching | | | | Content |
|---|--|---|---|--|--------|--|
| Reception | Daily Handwriting Sessions | <ul style="list-style-type: none"> Enhancing gross motor skills such as air-writing, pattern-making and physical activities Exercises to develop fine motor skills such as mark-making on paper, whiteboards, sensory trays, iPads, tablets, etc. Becoming familiar with letter shapes, their sounds, formation and vocabulary Correct sitting position and pencil grip for handwriting | | | | Pre-cursive patterns Easy letters and words Harder letters and words |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 | |
| Initial baseline assessment Pencil grip modelled Daily Handwriting opportunities Environment and Provision to support physical development and skills within the classroom and outdoor area. | Gross/Fine Motor daily activities Pencil grip secured Letter Join precursive patterns: Circles and Spirals  Lines and Diagonals  | Continue with Letter Join patterns and introduce: Jellies and Zig-Zags  Lines and Diagonals  | Consolidate Letter Join precursive patterns with no lead in or lead outs. Introduce Letter Join precursive Easy Letters and Easy Words: Form lowercase letters i, l, t Form lowercase letters u, w, e Form lowercase letters c and o Form lowercase letters a and d Form lowercase letters n, m and h Practise writing words containing these letters | Introduce Letter Join precursive Harder Letters and Harder Words Form lowercase letters j and y Form lowercase letters g and q Form lowercase letters b, p and k Form lowercase letters v, s and r Form lowercase letters f, x and z Practise writing words containing these letters | | |
| Year 1 | Daily Handwriting Sessions | <ul style="list-style-type: none"> continuing with gross and fine motor skills exercises strengthening joined handwriting, learning and practice numerals, capitals and printed letters; where and when to use, learning and practice use the word animator tool on Letter Join when writing word banks etc. | | | | Capital letters Printed letters Numbers and symbols |

| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
|---|--|--|---|--|--|
| Initial assessment to evaluate interventions and gaps Begin every session with Letter Join warm up activities, Gross/Fine Motor Activities Ensure pencil grip and sitting position is secure Recapping letter names and letter families. Continue to develop understanding of Easy Letters and Easy Words and Hard Letters and Hard Words using precursive Letter Join. Letter families as follows: <ul style="list-style-type: none"> • Long ladder letters (i, l, t, u, j, y) • Curly caterpillar letters (a, c, f, e, s, g) • One-armed robot (b, h, k, m, p, r) • Zig-zag letters (v, w, x, z) | Assessment Introduction to capital letters on Letter Join Learning what capital letters are for Matching these to lower case letter partners. | Introduction to diagonal joins on Letter Join (an, co, di, ei, hu, im, ks, li) Practise and apply skills to create diagonal joins | Assessment Horizontal joins (vi, ru, wa, oc, ro, wn, ve, re, oe) Practise and apply skills to create diagonal joins | Continue to practise joins Introduce Numbers, Punctuation and Symbols on Letter Join | |
| Years 2 and 3 | At least 3 Handwriting Sessions a week | <ul style="list-style-type: none"> • Develop handwriting style to ensure joined writing by the end of year 2 • Aim to improve letter formation and orientation of letters through regular practice. • Fluency within handwriting • Legibility, consistency and quality of handwriting through a variety of resources | | | Cursive style letter families high frequency words joining techniques |
| Term 1 | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| Initial assessment to evaluate interventions and gaps Start every session with Letter Join warm up activities, Gross/Fine Motor Activities. | Ensure children are secure with diagonal joins (an, co, di, ei, hu, im, ks, li) and horizontal joins | Assessment Fully joined handwriting should be secured Practise Letter Join joining and trickier letters | Assessment Fully joined handwriting should be secured Practise Letter Join joining and trickier letters | Dictation sentences, number formation and joining writing *this may be introduced earlier if children are secure. | |

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|--|---|---|---|--|---|---------------|
| <p>Ensure pencil grip and sitting position is secure. Recap letter names Recap Letter families • Long ladder letters (i, l, t, u, j, y) • Curly caterpillar letters (a, c, f, e, s, g) • One-armed robot (b, h, k, m, p, r) • Zig-zag letters (v, w, x, z) Use the Word Animator tool to create weekly word banks</p> | | <p>(vi, ru, wa, oc, ro, wn, ve, re, oe)</p> <p>Year 3 children should be writing in fully joined handwriting, aiming to join letters where possible.</p> | <p>(f, k, b, d, w, s, z)</p> <p>Year 3 – dictation exercises to improve stamina, speed and fluency.</p> | <p>Year 3 children should be writing with fully joined handwriting *where appropriate.</p> | | |
| <p>Years 4, 5 and 6</p> | <p>At least 3 Handwriting sessions a week</p> | <ul style="list-style-type: none"> • Aim for children to continue with joined handwriting. • They should develop the skills to write at length, for sustained periods of time with neat presentation and accuracy. • Joined handwriting should now be automatic and fluent. • Children to decipher from a range of tasks which is the appropriate style for handwriting | | | <p>Reinforcing joined handwriting (across the curriculum) Form-filling/labelling using printed and capital letters Dictation exercises promoting note-taking skills to develop</p> | |
| <p>Term 1</p> | | <p>Term 2</p> | <p>Term 3</p> | <p>Term 4</p> | <p>Term 5</p> | <p>Term 6</p> |
| <p>Letter Join warm ups where necessary. Pencil grips and sitting position should be independently secured. Misconceptions should be addressed in the first term and targeted.</p> | | <p>Daily spelling practise and key vocabulary in handwriting books. Children to watch how joined handwriting should flow at speed and apply learnt skills independently.</p> | <p>Assessment Spelling Appendix 1 year 3-4 word list and cloze activities worksheets from Letter Join</p> | | <p>Assessment Dictation exercises to increase speed, stamina and fluency Word Animator tool to be used to create weekly word banks for practice in books, incorporating weekly spellings Continue to revise letter formation and joining if necessary.</p> | |
| <p>In KS2 where children are not joining, or have difficulties with their handwriting, they should have short, sharp interventions to ensure they should begin a handwriting recovery programme and follow the key steps from Year 1/2 onwards.</p> | | | | | | |

Common Misconceptions:

- Not keeping the letters on the line (use lead ins to support this)
- Descenders standing on the line (especially j and p) 0 this should be corrected by joining all letters.
- Joining to the bottom of the letter from a horizontal join  e.g.
- Going around the bottom of some curly caterpillar letters  e.g.
- Not going all the way round to "one o'clock" on curly caterpillar letters e.g. 
- Too large "l" and "s" e.g. 