



LOWER SCHOOL HANDWRITING

Our Intent:

We believe that writing, along with other things, depends on fluent, legible and, eventually, speedy handwriting. We want to ensure all children meet the statutory requirements for their year group and are able to form letters confidently and correctly.

These requirements are as follows:

Year 1

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

Year 2

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- 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
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Writing also depends on fluent, legible and, eventually, speedy handwriting.

Year 3

Pupils should be taught to:

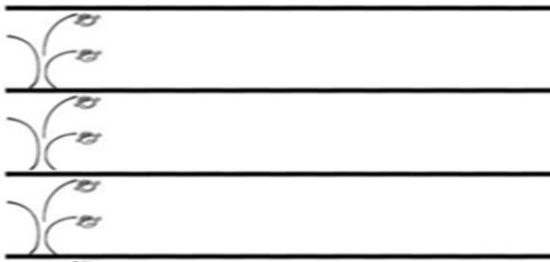
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Implementation:

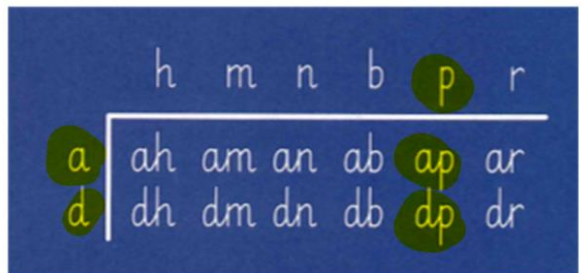
- All children to have a short, daily handwriting session at a level appropriate to their stage of development.
- Handwriting will be carried out at the beginning of English lessons. Teachers will need to be aware of children who are struggling and will need to spend time alongside them modelling letter formation or joins l:l.
- Handwriting lessons will be based on the Kinetic Letters Handwriting scheme and follow the given letter groupings and teaching order given in the handbook.
- Children in Year 2 and Year 3 learn joins by following the sequence of joins in each table shown in the handbook as detailed below.

- Each day the target is shared. The children practice each letter individually and then the highlighted joins using the timer (1 minute for each letter/join). These are first modelled by the teacher on the board before the children begin. While the children practice in their books, the teacher watches carefully and intervenes to correct mistakes. Children who are not ready to join practice the letter pairs ensuring that the letters are the correct size in relation to each other.

Monday:

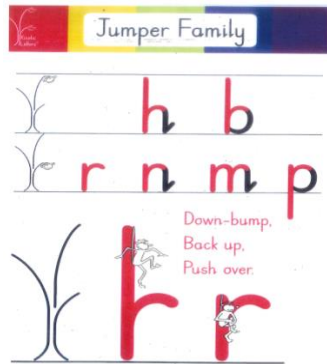


Target - 'I can use Flicks to join from Abracadabra Family Letters into the Window Cleaners and Jumpers'.



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- Year 1 children have handwriting sessions focusing on letter formation. They focus on one of the Kinetic Letter families (Jumper, Abracadabra, Squirter, Window, Fisher, Slider) for two weeks. Each day they practice two or three of the letters beginning with big, physical actions (writing in the air, on the carpet, on their arms) and then writing in a book or on a whiteboard.



Impact:

- Most children will be forming letters and/or joining at an age appropriate level.
- Fluency of handwriting will ensure that an increased number of children reach the expected and greater depth writing standards at the end of Year 2.
- Children will be able to communicate their ideas in writing in a more fluent and legible way.