

Handwriting at Church Eaton



Intent: What are our aims?

Our entire curriculum is designed to educate and form the whole child. We want children to have a deep understanding of their own story – to know where they have come from, what their own aspirations for the future are and what skills they will need to achieve them. We want children to leave Church Eaton understanding that:

- They are part of a small rural community with a very long and very proud history. (**Community**)
- They are also part of an enormous diverse wider world that will provide endless opportunities. (**Diversity**)
- They are equipped with a toolkit of skills which they can, regardless of their starting points, use to succeed and be the best that they can be (**Social Mobility**).

The overarching aim for English and writing in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language and to develop their love of literature through widespread reading for enjoyment.

The national curriculum for writing aims to ensure that all pupils:

- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately, and coherently, adapting their language and style in and for a range of contexts, purposes, and audiences

To become an effective, writer we must ensure that children produce a fluent and effective handwriting style. Handwriting needs to be automatic, as a lack of fluency hinders motivation and can prevent effective communication ideas.

Implementation: What do we teach?

In our handwriting sessions we focus on developing:

- Size and spacing
- Consistency and legibility
- Position in relation to the line
- Letter starting points and direction
- Horizontal, diagonal vertical and circular strokes

Implementation: How do we ensure that knowledge and skills are progressive?

We follow a sequential handwriting scheme that is based on the Write Well Handwriting scheme, which links to our Phonics scheme. It has been adapted to reflect our school context though which is that children are taught in mixed aged classes. As a guide the progression of knowledge and skills is as follows.

- EYFS: Focus on fine motor skills, pencil grip, letter formation, and directionality through play and structured activities. Linked to the EYFS framework.
- KS1: Emphasis on correct letter formation, spacing, and line use. Introduction to pre-cursive in Year 2.
- KS2: Teaching and consolidation of joined handwriting. Focus on fluency, speed, and style. Expectation that pupils can write legibly and at length.

Stage 1-4: Shape (EYFS)

This Stage begins with writing patterns and boosting pencil control

Stage 1 Patterning	
1	Making marks
2	Drawing lines
3	Drawing shapes
4	Straight line patterns
5	More straight line patterns
6	Circle patterns
7	Curl patterns
8	Wave patterns
9	Arch patterns
10	Loop patterns
11	Spiral patterns
12	Sloping line patterns
13	Zigzag patterns
14	Sloping cross patterns
15	Figures of eight

Stages 2- 5. Letter Formation and Space, size and sitting on the line

Children are initially taught the correct letter formations for printed lowercase letters when they are introduced to the letter in phonics. They then learn to produce pre cursive handwriting based on 'letter family' groups, how to arrange their writing on baselines and how to form letters of the correct relative size. They also learn about spacing letters within words and leaving appropriate spaces between words. We aim for most children to begin stage 3 by the end of the summer term in Year 1.

2- First Letters (print)	3 Consolidation of letter families (pre-cursive)	4- Capital Letters and Numbers	5 Letter Size and Position
Phase 2 letters- 1. s,a,t,p, 2. i,n,m, d, 3. g,o,c,k, 4. e,u,r, 5. h,b, f,l Phase 3 – 1. j, v, w, x, y z	1. Ladder family- L, l, t, j, u , y 2. Rubber ball family- r, n, m, p, h, b and k 3. Cog family- c,o,a, d,g,q 4. Cog cousins- s,e,f 5. Zip wire- z,v,w,x,	1. Revise ladder, rubber ball, cog, cog cousins, zip wire 2. Capital letters straight lines 3. Capital letters curve 4. Capital letters clogging lines 5. Capitals with straight and sloping lines 6. Numbers	Size and position of: 1. Lowercase letters 2. Ascenders 3. Descenders 4. Capital letters 5. Numbers 6. Spacing within words 7. Spacing between words

Stringing together and slant

Children are systematically introduced to the basic diagonal and horizontal joins. Throughout this stage, children also build confidence by using joins to join longer words and to develop a consistent joining style. We aim for most children to begin stage 6 by the end of the summer term in Year 2.

6. First Joins	7. More Joins	8. Confident Joins	9. Fluency
1 Joining patterns	1 The diagonal join to v and w	1 Joining words	1 Fluent handwriting
2 Revising letter shapes	2 The diagonal join to p and y	2 Joining from r to straight letters	2 Fluent joining
3 The diagonal join to r, n, m	3 The diagonal join to b and t	3 Joining from r to round letters	3 Clear letter shapes
4 The diagonal join to i and u	4 The diagonal join to d and g	4 Joining to s	4 Consistent letter size
5 Practising the join to r, n, m, i, u	5 The diagonal join to e	5 Joining to f	5 Checking position
6 The diagonal join to l, h, k	6 Joining words with diagonal joins	6 Joining from f to straight letters	6 Checking spacing within words
7 Joining three letters	7 The horizontal join to v and w	7 Joining from f to round letters	7 Parallel downstrokes
8 The diagonal join to a, c, o	8 The horizontal join to p and y	8 Joining difficult double letters	8 Parallel ascenders
9 Practising the join to a, c, o	9 The horizontal join to b and t	9 Joining letter strings with r	9 Parallel descenders
10 Joining words with diagonal joins	10 The horizontal join to d and g	10 The break letters g, q, y, j, p, b, s	10 Pen lifts after break letters
11 The horizontal join to r, n, m	11 The horizontal join to e	11 The break letters x and z	11 Fluent joining in longer words
12 The horizontal join to i and u	12 Joining words	12 Joining compound words	12 Joining words with prefixes
13 The horizontal join to l, h, k	13 Starting with break letters	13 Joining words with prefixes	13 Joining words with suffixes
14 The horizontal join to a, c, o	14 Break letters within words	14 Joining words with suffixes	14 Word and line spacing
15 Joining words		15 Joining in direct speech	15 Writing fluently

Stage 4: Speed and style

Once joining is secure, the focus shifts to developing a personal style that is fast, fluent, and legible and can be adapted for different purposes and tasks. Children are encouraged to adopt a slanted style and to experiment with changes to their joined style, such as looping.

10. Speed	11. Style
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- 1 Joining for speed
- 2 Fast and legible handwriting
- 3 Check your writing speed 1
- 4 Tools and tips for speed
- 5 Problems with writing at speed
- 6 Practising for speed
- 7 Looping for speed
- 8 Speedy joining from b and p
- 9 Speedy joining from s
- 10 Shortcut joins for speed
- 11 Slanting for speed
- 12 Different speeds for different purposes
- 13 Taking notes
- 14 Using abbreviations
- 15 Check your writing speed 2

- 1 Your own personal style
- 2 Looping for style
- 3 Joining break letters b, p, s
- 4 Joining break letters q, x, z
- 5 Rounded v and w
- 5 Slanting for style
- 7 Printing
- 3 Block capitals
- 3 Choosing writing tools
- 10 Decorative lettering
- 11 Calligraphy
- 12 Choosing your standard of handwriting
- 13 Your best handwriting
- 14 Proofreading and punctuation
- 15 Presentation and layout

Impact: How do we track progress?

Handwriting assessment is ongoing and addresses misconceptions, provides further opportunities to consolidate skills if necessary and to move learning forward. The subject leader for Writing works closely with Senior leaders to monitor teaching and learning in writing and pupil outcomes. Monitoring in this subject includes pupil voice capture, book scrutiny, learning walks, planning scrutiny and lesson observations. Bespoke support and challenge are provided for practitioners because of monitoring. AFL is used throughout the learning journey to adapt teaching and learning, address misconceptions and to provide additional challenge

EYFS (Early Years Foundation Stage): Assessment in the EYFS takes the form of observation, and this involves the teacher and other adults as appropriate. These observations are recorded in a variety of forms in the children's Tapestry accounts, floor books, or their exercise books. Each child's progress is assessed whether they are working below age related expectations, working within age related expectations, or working above age related expectations. At the end of EYFS (Reception) Children will be assessed using the Early Learning Goals. They will either be emerging at the goal or achieved it.