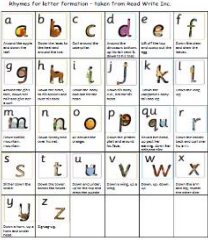




Progression Documents

Handwriting

Intent	Implementation	Impact
<p>At Spalding St Paul's Primary School, we want to ensure that the vast majority of children develop age appropriate handwriting skills leading to a fast, fluent, comfortable, legible, joined handwriting style.</p> <p>We want to ensure children:</p> <ul style="list-style-type: none"> Develop a recognition and appreciation of pattern and line Learn conventional ways of forming letter shapes, lower case & capitals Understand the importance of clear presentation to communicate meaning Take pride in the presentation of all their work Are able to write quickly in order to express themselves for a range of purposes 	<p>Formal handwriting skills will be taught regularly and systematically through the use of the Penpals Handwriting scheme (Cambridge University Press) and also practiced as part of RWI daily work in KS1.</p> <p>All pupils have at least one 30-40 minute Pen pals handwriting lesson per week with further 'short burst' opportunities to revisit and practice skills. In Early Years and KS1 children also have opportunities to practice handwriting as part of their hour RWI Literacy session.</p> <p>Children need to practice handwriting under the guidance of a teacher so they do not develop habits that will be difficult to undo later.</p> <p>Early Years and KS1</p> <p>Children start by developing fine and gross motor-skills with a range of multi-sensory activities both through continuous provision, RWI sessions and formal Penpals activities.</p>  <p>Children are taught the letter formation in formal handwriting sessions following the Penpals Scheme. To support this, we use the RWI ditty or rhyme to help children with the correct form and orientation of all the letters of the alphabet (with the exception of <i>k</i> so we change the RWI phrase to 'down the kangaroo tail, round his tail and leg').</p> <p>In RWI sessions children also have the opportunity to write letters but only when they know all of the 25 phonics sounds. Handwriting should be discussed within and linked to phonics sessions but these are not formal handwriting sessions.</p> <p>In Early Years and KS1 the highest priority is given to teaching the correct letter formation before any attempt is made at joining.</p> <p>KS2</p> <p>In KS2 Children will continue to have regular practice of handwriting, securing the joins and developing speed and fluency. By the end of Year 6 pupils should have a clear, fluid handwriting style.</p> <p>Children will have the opportunity to earn a 'pen license' from Year 3 upwards and may use a handwriting pen rather than pencil at the discretion of the teacher.</p>	<p>The intended impact of using the full range of Read Write Inc and Penpals Handwriting resources, including display, will be seen across the school with an increase in the profile of handwriting.</p> <p>Following the scheme, will give our school a consistent approach where handwriting expectations are clear and the same technical vocabulary is used with, and spoken by, all teaching staff and learners.</p> <p>Handwriting lessons should not feel like a chore for teachers and pupils and should encourage a sense of pride in pupils' written work.</p> <p>Our children's handwriting will become automatic and to a high standard so that they are able to focus on the content of their writing rather than the presentation.</p> <p>The impact of good handwriting should be noticeable within written work in all areas of the curriculum.</p>

Breadth of study:

KS1

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' (ie letters that are formed in similar ways) and to practise these

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 letter

KS2

Year 3 and Year 4

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 downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

Year 5 and Year 6

Pupils should be taught to:

- write legibly, fluently and with increasing speed by:
- choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters
- choosing the writing implement that is best suited for a task

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Handwriting	-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' and to practise these	-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.	-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	-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	-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task	-choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters -choosing the writing implement that is best suited for a task
Pen Pals	Nursery and EYFS: 1.Readiness for writing: gross and fine motor skills leading to letter formation 2.Beginning to join	2.Beginning to join 3. Securing joins	3. Securing joins	4. Practising speed and fluency	5. Presentation skills	5. Presentation skills
Posture	Children should be taught the importance of sitting upright and correctly on their chair, with their feet on the floor.					
Pencil Grip	Children should use a tripod grip. Children should be shown how to place their pencil on the table in front of them with it pointing towards their bodies and to then pick it up and allow the pencil to fall back into the tripod grip.					