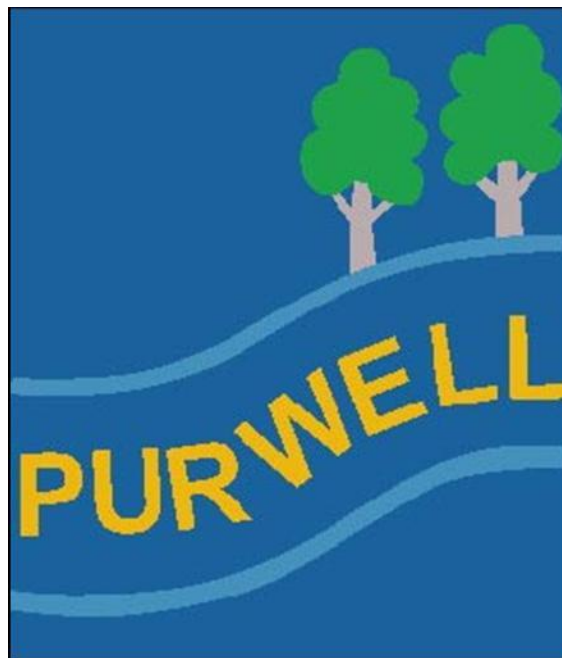


Purwell Primary School



Handwriting Policy

2022

Approved by the School Improvement Committee, on behalf of the Governing Body, for immediate implementation, July 2022

To be reviewed – July 2024

CONTENTS

1	Intentions
2	Strategy for Implementation
3	Role of the English Subject Leader
4	Role of the Teacher
5	Resources
6	Presentation Guidance
7	Marking and Feedback
8	Assessment and Intervention
9	Governors
10	Monitor and Review

1. The intention of Handwriting at Purwell School

Our intention is for writing to be automatic, consistent and legible with all children able to form the letters of the alphabet (both upper and lower case) and the digits 0-9 with accuracy, consistency and with suitable speed. The letter joins should be performed with fluency and precision to enable our children to complete sustained writing tasks in a timely manner and children will enjoy the process of writing as they watch their personal journey unfold before them.

2. Strategy for Implementation

Handwriting is a movement skill and as such our movement memory stores the movements we make when writing letters and words repeatedly. The first handwriting lessons are vital, and the most important issue is to ensure that the children we teach learn to form the letters of the alphabet with the correct sequence of strokes from the beginning. Children who have been allowed to invent their own ways of forming letters will find it harder to change the longer they are allowed to persist because movement memory is very retentive and will tend to revert back to old habits.

To learn a fluent, joined hand, the correct formation of all the letters needs to become quite automatic and will require a lot of practice of the handwriting movements correctly and often.

In our school we teach a cursive handwriting style starting with the development of muscle memories through motor control activities through to printed letter writing in specific families and finally teaching the children to join in letter pairs using the diagonal and horizontal joins. Handwriting skills are taught daily from Nursery through to year 3. Year 4 continues to develop handwriting through three taught sessions per week and in years 5 and 6 children are expected to apply their learnt skills through all their lessons where there is a written element. Targets will be set to ensure all children continue to maintain their handwriting skills in the older classes.

Children will be encouraged to use a traditional tripod grip but where children have established an alternative hold, which works for them without causing pain or discomfort, they will be allowed to continue with their chosen hold. If a teacher is concerned that a pencil/pen grip is hindering the child's writing development, they will advise the child to use an alternative hold and will support that child fully with making the change.

Appendix 1 outlines the letter forms and joins we teach in our school and the order they are to be taught. The aim is for all children to be writing in a fully joined cursive style by the end of year 4.

3. The Role of the English Subject Leader

It is the role of the English Subject Leader to provide leadership in the development of Handwriting throughout the school by:

- providing advice, support and guidance in the field of handwriting
- assisting colleagues in their planning and assessment in accordance with the National Curriculum programme of study, and with the school's policy to ensure the complete delivery of handwriting expectations are met
- maintaining handwriting resources to support teaching and learning
- providing or organising INSET to staff to support their CPD
- developing and maintaining links with parents, in order to increase the opportunity for parental expertise and skill to support handwriting learning
- raising the profile of handwriting throughout the school
- liaising with the Governing Body to keep it informed of standards of teaching and learning in handwriting in the school
- reviewing the policy for handwriting, annually
- conducting a whole school evaluation for progression in handwriting, annually

4. The Role of the Teacher

The role of the teachers in the school is to:

- follow the school policy to help each child develop legible and fluent handwriting
- provide direct teaching and accurate modelling through handwriting lessons and through all written communication where applicable
- provide resources and an environment that promotes good handwriting
- observe pupils, monitor progress through observation and assessment opportunities and determine targets for development see Appendices 2 and 3.

5. Resources

The resources available to support the teaching of handwriting across the school are as follows:

- Planning and materials for all year groups can be found on the shared drive in the English subject folder in the file labelled 'Handwriting'
- Linkpen video formation link, which matches the fonts on the worksheets, https://linkpenfonts.co.uk/index.php?main_page=page&id=11 shows a video clip of how all the letters are formed plus some additional printable worksheets of the alphabet in lower and upper case form and the digits 1-10

- iPads have Apps to support letter formation practise
- Children should begin letter formation using purple handwriting practice books in years 1, 2 and 3 but move to blue lined books from year 4 onwards
- Pencils and pens should be ordered as and when required – specific requests for alternative pencils or pens need to be made to the English Subject Leader before ordering to ensure suitability in line with school expectations
- HFL Handwriting Progression and Toolkit KS1 & KS2 document contains information for supporting children not making the necessary progress and may be used to help establish intervention strategies for individuals

6. Presentation Guidance

Whole school presentation expectations should be maintained at all times.

- Children in years 1 to 3 should be writing with a HB pencil.
- Children in years 4 to 6 should be writing with a blue writing pen (years 4 and 5 write with gel pens or Berol handwriting pens and year 6 use Staedtler biros. Year 6 use a black biro in their maths books.
- Children should cross out mistakes with a single pencil and ruler line through the middle of the error.
- Children are not allowed to doodle on the covers of their books or on the pages inside their books

7. Marking and Feedback

Marking and feedback is honest and timely. Children need to know what they have done well but also where to improve. We do not tick work as a reward for effort – this embeds bad habits and reinforces incorrect form. Teachers and teaching assistants will identify, by highlighting with a green highlighter, where the child has been successful and use an orange highlighter to identify an area where the child needs more practise. The child is told verbally what they need to do to improve, and the supporting adult will model the expectation directly in front of them before asking them to have another go. The supporting adult may place their hand over the top of the child's hand to help model the correct form if the child cannot follow the verbal and/or modelled instructions. Permission to support the child in this way will always be sought from the child first.

Verbal and/or written praise may be used where a child has made progress, or has been consistently producing well-formed letters, lesson after lesson.

8. Assessment and Intervention

8.1 Regular assessment of pupil progress will be made through the use of assessments as highlighted on the yearly order of teaching (Appendix 1). These

assessments can be found in Appendix 2 and a copy can also be found in the handwriting folder on the staff shared area.

8.2 Children not meeting the expectations of their year group should be given targeted support to try and help those children to catch up. Teachers will assess the needs of individuals following the regular assessment cycles and will draw up interventions by tracking back to where the child presents with difficulties. Discussions may be had between the subject leader, SENCO and class teacher to establish the best form of intervention for particular children based on their learning needs.

9. Governors

Governors are kept informed about teaching and learning in Handwriting at Purwell Primary School through the English Link Governor. The English subject leader and the link governor meet at least once a year.

10. Monitoring and Review

Handwriting will be monitored through:

1. The monitoring of lessons by the Headteacher and subject leader.
2. Scrutiny of work by the Head and subject leader and by staff in meetings including assessments undertaken in each year group.
3. The subject leader whole school evaluation of progress.

Appendix 1

Letters and Digits

a b c d e f g h i j k l m n o p q r s t u v w x y z

A B C D E F G H I J K L M N O P Q R S T U V W X Y Z

0 1 2 3 4 5 6 7 8 9



Letter Families

1. Pull Pattern Letters – *i, l, t, u, y, j, f*
2. Push Pattern Letters – *r, n, m, h, b, p, k*
3. Curve Pattern Letters – *c, a, d, g, q, o, e, s*
4. Push and Pull Letters – *w, v, x, z*



Joining Letter Sets 1 and 2

Set 1

*a, b, c, d, e, g, h, j,
i, k, l, m, n, p, s, t,
u, y*

Set 2

*a, b, c, d, e, g, i, j,
m, n, o, p, q, r, s,
u, v, w, y*



Joining Letter Sets 3 and 4

Set 3

b, f, h, k, l, t

Set 4

f, o, r, v, w



Handwriting Progression in the Early Years Foundation Stage

Nursery Progression

Physical Development – Gross Motor Skills		
Emerging	Developing	Embedded
<ul style="list-style-type: none"> • Large muscle movements (trialing) <ul style="list-style-type: none"> ➤ climbing on outside equipment ➤ waving flags ➤ flying streamers ➤ paint a picture on an easel ➤ water paint on walls and pavement areas ➤ hand prints/potato prints/sponge painting ➤ make marks with different tools– chalk, chunky pens, pencils ➤ kick a ball ➤ dance ➤ manipulate playdough • Undertake activities with push and pull motion requirements – for example, pushchairs, trolleys/carts, cars, trains, seesaw toys. • Begin to use core muscle strength to sit appropriately on the carpet and at a table. 	<ul style="list-style-type: none"> • Large muscle movements (developing) <ul style="list-style-type: none"> ➤ waving flags ➤ flying streamers, ➤ painting a picture on an easel ➤ water painting on walls and pavement areas ➤ hand prints/potato prints/sponge painting ➤ make marks with different tools – chalk, chunky pens, pencils ➤ carry weighted objects a short distance ➤ climb outside equipment ➤ ride scooters and balance bikes ➤ complete an obstacle course requiring climbing and crawling positions ➤ kick a ball growing accuracy ➤ throw a ball ➤ dance ➤ Roll playdough into sausage shapes 	<ul style="list-style-type: none"> • Large muscle movements (with confidence) <ul style="list-style-type: none"> ➤ wave flags ➤ flying streamers, ➤ paint a picture on an easel, ➤ water paint on walls and pavement areas ➤ hand prints/potato prints/sponge painting ➤ make marks with different tools – chalk, chunky pens, pencils, ➤ carry weighted objects a short distance, ➤ climb outside equipment with confidence ➤ ride balance bikes and scooters ➤ complete an obstacle course requiring climbing and crawling positions ➤ kick and throw a ball towards a target/as part of a game ➤ play tug-of-war ➤ dance

	<ul style="list-style-type: none"> • Develop push and pull motion requirements – pushchairs, trolley/cart, cars, trains, seesaw toys. • Use core muscle strength to improve postural control when sitting on the carpet or at a table. 	<ul style="list-style-type: none"> ➤ join in games such as ‘What’s the time Mr Wolf?’ ➤ Roll and cut playdough with cutters • Undertake activities with push and pull motion requirements – for example, pushchairs, trolley/cart, cars, trains, seesaw toys • Use core muscle strength to achieve a good posture when sitting at a table with two feet on the floor and sit with legs crossed on the carpet.
Fine Motor Skills		
<ul style="list-style-type: none"> • Early fine motor skills <ul style="list-style-type: none"> ➤ grasp objects with their whole hand ➤ sort coloured objects into same colour bowls ➤ complete wooden insert jigsaw puzzles ➤ hold and use a spoon and fork ➤ paint a picture on a table or easel ➤ build with large blocks/crates ➤ hold writing tools using a full palm grasp ➤ enjoy drawing freely ➤ develop pre-writing shapes including lines and circles 	<ul style="list-style-type: none"> • Developing fine motor skills <ul style="list-style-type: none"> ➤ manipulate objects by turning them over and using one hand and two hands together ➤ threading large beads onto a string ➤ complete wooden peg board style jigsaw puzzles and large piece flat puzzles ➤ hold and use a spoon and a fork ➤ finger paint ➤ build with medium sized blocks ➤ mix ingredients for cooking ➤ hold writing tools using a digital pronate grasp (over the top) 	<ul style="list-style-type: none"> • Embedding fine motor skills <ul style="list-style-type: none"> ➤ pick up small objects using a pincer grip (tip of thumb and index finger) ➤ thread medium-sized beads onto a string ➤ complete jigsaw puzzles with medium-sized pieces ➤ hold and use a knife, fork and spoon with increasing control ➤ glue and stick collage materials onto a picture ➤ have a go at doing up zips and buttons – dressing/undressing ➤ build with a combination of different sized blocks

<ul style="list-style-type: none">➤ mark making - copy and make large patterns movements	<ul style="list-style-type: none">➤ continue to form pre-writing shapes including lines, circles, crosses➤ mark making to represent words/children give meaning to marks made	<ul style="list-style-type: none">➤ mix ingredients for cooking➤ hold writing tools using a static tripod grasp (all fingers on implement)➤ continue to form pre-writing shapes including diagonal lines, circles, crosses➤ make continuous lines of shapes and symbols from left to write➤ colour within a given space➤ make marks in notebooks/clipboards as part of provision➤ use one-handed tools and equipment – snip paper with scissors➤ show preference for dominant hand
--	--	---

Reception Progression

Activities to strengthen gross and fine motor skills to continue to be made available as part of continuous and enhanced provision

Fine motor skills developed daily through carousel of activities.

Autumn	Spring	Summer
<ul style="list-style-type: none"> • Develop posture to ensure a good sitting position for writing - continue activities from Nursery. • Activities to develop a tripod grip <ul style="list-style-type: none"> ➤ threading beads, ➤ picking up cards, ➤ posting coins, ➤ pegs on pegboard ➤ playing with a water gun or squirt bottles with a trigger action ➤ drawing on a brick wall with chalk and using water gun to wash it off ➤ pick up objects with tongs/tweezers ➤ place clothes pegs around the edge of a board or container ➤ popping bubble wrap ➤ transfer water from one container to another using a turkey baster ➤ playdough modelling ➤ playing with construction toys such as Lego 	<ul style="list-style-type: none"> • Use resources to support development of grip where needed such as pencil grips, chunkier pencils, triangular barreled pencils etc. • Hold a pencil/pen with good control in a tripod grip – continue to develop the tripod grip hold through the activities introduced in the autumn term. • Form pre-writing shapes with increasing control and accuracy – straight horizontal line, straight vertical line, circle, vertical cross, diagonal line top right start, square, diagonal line top left start, diagonal cross. Activities could include: <ul style="list-style-type: none"> ➤ finger paint with shaving cream, paint, cornflour and water ➤ sand drawing with sticks, fingers, rakes, spades or feet ➤ water painting on walls or pavements ➤ tracing with stencils 	<p>By the summer children should be more freely exploring letter writing through their play. Continue to provide activities for them to explore letter form such as sand-tray writing, big wall writing, use of different medias as well as having the more directly taught handwriting lessons.</p> <ul style="list-style-type: none"> • write identifiable letters that have been introduced through phonics - make grapheme phoneme correspondences (Little Wandle) • write letters that are formed correctly when modelled by an adult with increasing confidence – lower case and capital letters • write name independently • understand that words are made up of letters • write words freely on plain paper • write CVC words • write a simple phonetically plausible phrase or caption • write some words on large, lined paper – letters are written within

<ul style="list-style-type: none"> ➤ Hold a small sponge in their hand with their little finger and ring fingers and then hold a pencil with the other fingers. ➤ Use a pencil grip to support finger placement • Form pre-writing shapes including diagonal lines, circles, crosses, squares and triangles. Activities to develop these could include: <ul style="list-style-type: none"> ➤ walk along a rope, string or taped line ➤ finger paint with shaving cream, paint, cornflour and water ➤ sand drawing with sticks, fingers, rakes, spades or feet ➤ make shapes out of pipe cleaners or string ➤ water painting on walls or pavements ➤ tracing with stencils ➤ join the stars/stickers to make the shapes ➤ drawing in the air with a ribbon stick or wand ➤ upright chalkboard writing or paper pinned to the wall • Make marks to resemble identifiable letters. • Follow teacher model of letter forms to attempt to write letters. 	<ul style="list-style-type: none"> ➤ join the stars/stickers to make the shapes ➤ drawing in the air with a ribbon stick or wand ➤ upright chalkboard writing or paper pinned to the wall • Make marks to more clearly resemble identifiable letters • Write their own name with increasing independence • Copy letters and words from the environment • Continue to make grapheme phoneme correspondences (Little Wandle) • Continue to write letters that are formed correctly when modelled by an adult – lower case and capital letters. 	<p>the lines – some may be on the lines</p> <ul style="list-style-type: none"> • write a phonetically plausible simple sentence (may not have clear spacing between words or be on the lines if writing on lined paper)
--	--	--

<ul style="list-style-type: none"> • Begin to write their own name through copying and overwriting. • Draw patterns with more control on a smaller scale. • Begin to make grapheme phoneme correspondences (Little Wandle) 		
---	--	--

NB: All taught handwriting lessons should be taught with the children sitting at a table with paper and pencils as opposed to on the floor with whiteboards and whiteboard pens.

To teach a new letter form, follow the directions below. Do not move the child onto the next step until they have mastered the one they are on.

1. Teacher models the letter on the board
2. Child traces the shape of the letter with their finger on top of the letter shape and on a different texture – sandpaper/felt letters
3. Then progress to using a coloured pencil/crayon to draw the letter within the letter shape outline and over large written letters (it's easier to see).
4. Overwrite a dotted line of the letter shape with a writing pencil – gradually decreasing the size of the letters.
5. Once they can trace competently, use dots/stars for the child to 'target' while doing the shape at key positions.
6. The next step is for the child to draw the shape after watching a demonstration first (imitating).
7. Copying is the last step, where the child can copy a shape from a model without demonstration e.g. can complete the whole handwriting practice sheet without support.

Handwriting Progression Years R to 6

Children will be introduced to letters and how they are correctly formed in Reception. They will print all letters.

Reception – Daily Handwriting Sessions					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Posture and tripod grip development activities Capital letters – A B C D</i>	<i>Assessment of 4Ps Assess all capital letter forms</i>	<i>Push pattern letters m h Digits 6, 7</i>	<i>Curve letters c a d</i>	<i>Word building using letter forms learnt so far</i>	<i>Assessment of all letter families</i>
<i>Posture and tripod grip development activities Capital letters – E F G H</i>	<i>Pull pattern letters i l t Digits 0, 1</i>	<i>Push pattern letters b p k Digit 8</i>	<i>Curve letters c a d</i>	<i>Assessment of curve letter forms</i>	<i>Revisit letters and digits with individuals as needed.</i>
<i>Posture and tripod grip development activities Capital letters I J K L M</i>	<i>Pull pattern letters u y Digit 2, 3</i>	<i>Push pattern letters b p k Digit 9</i>	<i>Curve letters g q</i>	<i>Revisit less secure curve letter forms</i>	<i>Revisit letters and digits with individuals as needed.</i>
<i>Posture and tripod grip development activities Capital letters N O P Q R</i>	<i>Pull pattern letters j f Digit 4</i>	<i>Assessment of push letter forms Assessment of Digits 0-9</i>	<i>Curve letters g q</i>	<i>Revisit less secure curve letter forms</i>	<i>Revisit letters and digits with individuals as needed.</i>
<i>Posture and tripod grip development activities</i>	<i>Assessment of pull letter forms</i>	<i>Revisit less secure pull letters and push letters</i>	<i>Curve letters o e s</i>	<i>Push and pull letters w v</i>	<i>Revisit letters and digits with individuals as needed.</i>

<i>Capital letters S T U V W</i>					
<i>Posture and tripod grip development activities Capital letters - X Y Z</i>	<i>Push pattern letters r n Digit 5</i>	<i>Revisit less secure pull letters and push letters</i>	<i>Curve letters o e s</i>	<i>Push and pull letters x z</i>	<i>Revisit letters and digits with individuals as needed.</i>

Moving on from printing single letters the children will begin to write phoneme-grapheme correspondences.

Year 1 – Daily Handwriting Sessions					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Upper case letters of the alphabet</i>	<i>Assessment of 4Ps and grapheme – phoneme correspondences from autumn 1</i>	<i>Phase 5 graphemes – y ea wh oe ou Tricky words – could, would, should, our</i>	<i>Phase 5 graphemes – or u oul are Tricky words – friend, work</i>	<i>Phase 5 graphemes – eigh aigh ey ea Tricky words - busy, beautiful</i>	<i>Assessment of all phase 5 graphemes.</i>
<i>Phase 3 graphemes - ai ee igh oa Tricky words - is, the, as, go, to, he, me</i>	<i>Phase 5 graphemes - ir ie ue Tricky words - some, come, love, were, here</i>	<i>Phase 5 graphemes – y ow g ph le al Tricky words – house, mouse, water, want</i>	<i>Phase 5 graphemes – au aur oor al Tricky words - once, laugh</i>	<i>Phase 5 graphemes - kn gn mb Tricky words - pretty, hour</i>	<i>Work on less secure graphemes and tricky words to be year 2 ready</i>
<i>Phase 3 graphemes - oo ar or ur Tricky words – and, we, be, of, has, his, her</i>	<i>Phase 5 graphemes - u o i a e a-e Tricky words – little, says, there, when</i>	<i>Phase 5 graphemes – c ve o-e o ou Tricky words – any, many, again</i>	<i>Phase 5 graphemes – tch ture al a a Tricky words – because, eye</i>	<i>Phase 5 graphemes – ere eer su si Tricky words – move, improve</i>	<i>Work on less secure graphemes and tricky words to be year 2 ready</i>
<i>Phase 3 graphemes – ow oi ear air er Tricky words – , no into, she, put, push, was</i>	<i>Phase 5 graphemes - i-e o-e Tricky words – what, one, out, today</i>	<i>Phase 5 graphemes - se se ce ey ui ou Tricky words – who, whole, where, two</i>	<i>Phase 5 graphemes – ear ere ear</i>	<i>Phase 5 graphemes – dge y ge Tricky words – parents, shoe</i>	<i>Work on less secure graphemes and tricky words to be year 2 ready</i>
<i>Suffixes - ing ed est Tricky words –you, they, my, by, all, are, sure, pure</i>	<i>Phase 5 graphemes - u-e e-e Tricky words – their, people, oh, your</i>	<i>Tricky words – School, call different</i>	<i>Phase 5 graphemes – wr st sc ch</i>	<i>Phase 5 graphemes – ti ssi si ci</i>	<i>Work on less secure graphemes and tricky words to be year 2 ready</i>
<i>Phase 5 graphemes – ay, ou, oy, ea</i>	<i>Phase 5 graphemes - ew ie aw</i>	<i>Tricky words – thought, through,</i>	<i>Phase 5 graphemes – ch ze</i>	<i>Phase 5 graphemes – augh our oar</i>	<i>Complete final assessment to hand to year 2 teacher.</i>

<i>Tricky words – said, so, have, like, do</i>	<i>Tricky words – Mr, Mrs, Ms, ask</i>				
--	--	--	--	--	--

In Year 2 the children will be introduced to the first diagonal and horizontal letter joins

Year 2 – Daily Handwriting Sessions					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Assessment of the 4 Ps Pull letter family i l t u y j f</i>	<i>Revisit less secure letter forms in this week as identified in the assessment</i>	<i>Letter joins da, dd, dg, do, ds</i>	<i>Letter joins er, en, em, ep</i>	<i>Letter joins li, lu, ly, ln, lm, lp</i>	<i>Letter joins rc, ra, rd, rg, ro, rs</i>
<i>Push letter family r n m h b p k</i>	<i>Letter joins ac ad ag, aq</i>	<i>Letter joins di, du, dy, dr, de</i>	<i>Letter joins ee, es, ev, ew</i>	<i>Letter joins tc, ta, to, ts</i>	<i>Letter joins ri, ru, ry, rr, rn, rm, rp rv</i>
<i>Curve letter family c a d g q o e s</i>	<i>Letter joins ai, aj, au</i>	<i>Letter joins ga, go, gg, gs</i>	<i>Letter joins ic, id, io, ig</i>	<i>Letter joins ti, tu, ty, tr, tw, te</i>	<i>Letter joins va, vo, vi, vu, vy, ve</i>
<i>Push and pull letter family w v x z</i>	<i>Letter joins ar, an, am, ap</i>	<i>Letter joins gi, gu, gy, gr, ge</i>	<i>Letter joins ir, in, im, ip</i>	<i>Assessment of set 1 to set 2 joins</i>	<i>Letter joins wa, wo, wi, wu, we</i>
<i>Upper case letters and digits 0-9</i>	<i>Letter joins ay, as, av, aw</i>	<i>Letter joins ec, ea, ed, eo, eg, eq</i>	<i>Letter joins ie, is, iv</i>	<i>Letter joins set 4 to set 2 oc, oa, od, og, oo</i>	<i>Letter joins fa, fo, fi, fu, fr, fy, fe, fs</i>
<i>Assessment of letter forms covered</i>	<i>Letter joins ca, co, cs, ce</i>	<i>Letter joins ei, eu, ej, ey</i>	<i>Letter joins la, ld, lo, lg, ls, le</i>	<i>Letter joins oi, ou, op, oy, or, on, om</i>	<i>Assessment of letter joins set 4 to set 2</i>
	<i>Letter joins ci, cr, cu, cy</i>			<i>Letter joins oe, os, ov, ow</i>	<i>Ensure less secure letter joins are secure</i>

In Year 3 the children will complete all the diagonal and horizontal letter joins.

Year 3 – Daily Handwriting Sessions					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Assessment of the 4 Ps Lower and upper case letter forms Digits 0-9	Letter joins nn, ne, ns	Letter joins pa, po, ps, pe	Letter joins ya, yo, ys, yi, yu, ym, ye	Letter joins il, it, ib, if	Revisit less secure joins from set 1 to set 3
Letter joins set 1 to set 2 uc, ud, uo, ug	Letter joins ma, mo, mp, ms	Letter joins pi, pu, py, pr	Assessment of letter joins from set 1 to set 2	Letter joins ll, lt, lb, lk, lf	Letter joins set 4 to set 3 fl, ft, ff
Letter joins ui, uy, ur, un, um	Letter joins mi, mu, my, me	Letter joins sc, sa, so, ss	Revisit less secure joins from set 1 to set 2	Letter joins mb, nt, nb, nk	Letter joins ol, ot, oh
Letter joins up, ue, us	Letter joins ha, ho, hi, hu, hy, he	Letter joins si, su, sy, sw	Letter joins set 1 to set 3 al, at, ah, ab, ak, af	Letter joins sl, st, sh, sb, sk	Letter joins rl, rt, rh, rb, rk, rf,
Letter joins na, nd, no, ng	Letter joins ba, bo, bb, bs	Letter joins sr, sn, sm, sp, se	Letter joins cl, ct, ch, ck	Letter joins tt, th	Letter join wh Assessment of letter joins from set 4 to set 3
Letter joins ni, nu, ny, np,	Letter joins bi, bu, by, br, be	Letter joins ja, jo, ju, je	Letter joins el, et, eb, ef	Letter joins ul, ut, ub, uf	Ensure less secure letter joins are secure
	Letter joins ka, ki, ke			Assessment of letter joins set 1 to 3	Consider letters we don't have to join – q, x and z

Year 4 will revisit the main letter pair joins in the autumn term before embedding quality handwriting in their writing across all subjects.

Year 4 – 3 x Weekly Handwriting Sessions					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<i>Revision of unjoined letters and digits</i>	<i>Letter joins set 1 to 2: ta, ti, ty, ue, un, ur, ya, ys</i>	<i>Focus groups to continue with daily teaching sessions to secure less secure joins – teacher to assess how far to back track for each group/individual</i>	<i>Focus groups to continue with daily teaching sessions to secure less secure joins – teacher to assess how far to back track for each group/individual</i>	<i>Focus groups to continue with daily teaching sessions to secure less secure joins – teacher to assess how far to back track for each group/individual</i>	<i>Focus groups to continue with daily teaching sessions to secure less secure joins – teacher to assess how far to back track for each group/individual</i>
<i>Assessment of 4 Ps – introduce a writing pen, practice writing lower and upper case letters and digits 0-9</i>	<i>Letter joins set 1 to 3: ab, al, at, ch, ck, et, it, lk,</i>	<i>Handwriting should now link directly to English spelling punctuation and grammar expectations as indicated by the English planning 3 x weekly. Teacher to choose appropriate activities to ensure handwriting is continued to be practiced and monitored. Individual feedback is now important.</i>	<i>Handwriting should now link directly to English spelling punctuation and grammar expectations as indicated by the English planning 3 x weekly. Teacher to choose appropriate activities to ensure handwriting is continued to be practiced and monitored. Individual feedback is now important.</i>	<i>Handwriting should continue to be linked to English expectations 3 x weekly, but the focus should now be for all letters to be consistently sized in relation to each other, downstrokes of letters need to be parallel and equidistant apart, and ascenders and descenders should not be touching from one line to the next. Feedback is therefore really precise and expectations clear.</i>	<i>Focus on developing fluency of writing in this term - speed writing legibly and with good form 3 x weekly. This time could be used for publishing work in English in its final form ensuring all handwriting is meeting the required expectations of year 4.</i>
<i>Letter joins set 1 to set 2: ac, am, be, by, ci, co, dd, dr</i>	<i>Letter joins set 1 to 3: it, mb, nk, sh, st, th, tt, ub</i>				
<i>Letter joins set 1 to 2: ea, ee, ed, eq, gg, gr, ha, ho</i>	<i>Letter joins set 4 to 2: fo, fr, fy, oa, oi, on, oy, rd, rn, rr, ry, ve, vy, wa, wi</i>				
<i>Letter joins set 1 to set 2: in, is, ja, jo, ki, ld, ly, ma, mi, ms</i>	<i>Letter joins set 4 to set 3: ff, fl, ft, oh, ol, ot, rb, rf, rh, rk, rl, rt, wh</i>				
<i>Letter joins set 1 to set 2: nd, ng, nn, ny, pe, pr, sm, sp, ss, sw</i>	<i>Assessment of all letter joins using a pen</i>				

	<i>Intervention focus groups to be established where needed</i>				
--	---	--	--	--	--

In years 5 and 6 handwriting should be established and continued to be practiced through all written activities. Interventions should be in place for children who have not reached a sufficient level of handwriting expectations at the start of year 5.

Years 5 and 6 – Not Timetabled					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><i>Reminder of the 4 Ps when writing</i></p> <p><i>Expectations for handwriting should be revisited at the beginning of the term and examples of good handwriting shared so the children know what to aim towards. Set individual targets to keep handwriting a focus across all subjects.</i></p> <p><i>Assess individuals who still need additional support with their handwriting development and set up an appropriate intervention to support them.</i></p> <p><i>Handwriting will not require a separate timetabled session now as it is an expectation across all subjects to be writing consistently formed letters and joins which are spaced appropriately and clearly legible.</i></p> <p><i>Children should be taught through other subjects when letters do not need to be joined – filling in forms, writing email addresses, making quick notes, writing labels/captions etc. They should also be encouraged to make choices about the best writing implements to use for a given task.</i></p> <p><i>It is common for children to explore handwriting style at this age. Only allow this if their writing remains in good form. Discourage large letter forms or strangely slanted letters.</i></p> <p><i>Letters previously left unjoined (q, x and z) could be taught now if you feel an individual is ready to learn and use them effectively.</i></p>					

Appendix 2

Assessment of Lowercase Letters, Uppercase Letters and Digits 0-9

Child's Name: _____

a	b	c	d	e	f	g	h	i	j
k	l	m	n	o	p	q	r	s	t
u	v	w	x	y	z	Comments			

A	B	C	D	E	F	G	H	I	J
K	L	M	N	O	P	Q	R	S	T
U	V	W	X	Y	Z	Comments			

0	1	2	3	4	5	6	7	8	9

Reception Assessment of Push and Pull Letter Families

Child's Name: _____

<i>Pull Pattern Letters</i>	<i>i</i>	<i>l</i>	<i>t</i>	<i>u</i>	<i>y</i>	<i>j</i>	<i>f</i>	
<i>Push Pattern Letters</i>	<i>r</i>	<i>n</i>	<i>m</i>	<i>h</i>	<i>b</i>	<i>p</i>	<i>k</i>	
<i>Curve Pattern Letters</i>	<i>c</i>	<i>a</i>	<i>d</i>	<i>g</i>	<i>q</i>	<i>o</i>	<i>e</i>	<i>s</i>
<i>Push and Pull Letters</i>	<i>w</i>	<i>v</i>	<i>x</i>	<i>z</i>	<i>Additional Comments</i>			

Year 2 Assessment Set 1 to Set 2 Joins

Child's Name: _____

<i>ac</i>	<i>ad</i>	<i>ag</i>	<i>aq</i>	<i>ai</i>	<i>aj</i>	<i>au</i>	<i>ar</i>	<i>an</i>	<i>am</i>	<i>ap</i>	<i>ay</i>	<i>as</i>	<i>av</i>	<i>aw</i>	<i>ca</i>	<i>co</i>	<i>cs</i>	<i>ce</i>	<i>ci</i>	
<i>cr</i>	<i>cu</i>	<i>cy</i>	<i>da</i>	<i>dd</i>	<i>dg</i>	<i>do</i>	<i>ds</i>	<i>di</i>	<i>du</i>	<i>dy</i>	<i>dr</i>	<i>de</i>	<i>ga</i>	<i>go</i>	<i>gg</i>	<i>gs</i>	<i>gi</i>	<i>gu</i>	<i>gy</i>	
<i>gr</i>	<i>ge</i>	<i>ec</i>	<i>ea</i>	<i>ed</i>	<i>eo</i>	<i>eg</i>	<i>eq</i>	<i>ei</i>	<i>eu</i>	<i>ej</i>	<i>ey</i>	<i>er</i>	<i>en</i>	<i>em</i>	<i>ep</i>	<i>ee</i>	<i>es</i>	<i>ev</i>	<i>ew</i>	
<i>ic</i>	<i>id</i>	<i>io</i>	<i>ig</i>	<i>ir</i>	<i>in</i>	<i>im</i>	<i>ip</i>	<i>ie</i>	<i>is</i>	<i>iv</i>	<i>la</i>	<i>ld</i>	<i>lo</i>	<i>lg</i>	<i>ls</i>	<i>le</i>	<i>li</i>	<i>lu</i>	<i>ly</i>	
<i>ln</i>	<i>lm</i>	<i>lp</i>	<i>tc</i>	<i>ta</i>	<i>to</i>	<i>ts</i>	<i>ti</i>	<i>tu</i>	<i>ty</i>	<i>tr</i>	<i>tw</i>	<i>te</i>								

Year 2 Assessment Set 4 to Set 2 Joins

<i>oc</i>	<i>oa</i>	<i>od</i>	<i>og</i>	<i>oo</i>	<i>oi</i>	<i>ou</i>	<i>op</i>	<i>oy</i>	<i>or</i>	<i>on</i>	<i>om</i>	<i>oe</i>	<i>os</i>	<i>ov</i>	<i>ow</i>	<i>rc</i>	<i>ra</i>	<i>rd</i>	<i>rg</i>	
<i>ro</i>	<i>rs</i>	<i>ri</i>	<i>ru</i>	<i>ry</i>	<i>rr</i>	<i>rn</i>	<i>rm</i>	<i>rp</i>	<i>rv</i>	<i>va</i>	<i>vo</i>	<i>vi</i>	<i>vu</i>	<i>vy</i>	<i>ve</i>	<i>wa</i>	<i>wo</i>	<i>wi</i>	<i>wu</i>	
<i>we</i>	<i>fa</i>	<i>fo</i>	<i>fi</i>	<i>fu</i>	<i>fr</i>	<i>fy</i>	<i>fe</i>	<i>fs</i>												

Year 3 Assessment Set 1 to Set 2 Joins

Child's Name: _____

<i>uc</i>	<i>ud</i>	<i>uo</i>	<i>ug</i>	<i>ui</i>	<i>uy</i>	<i>ur</i>	<i>un</i>	<i>um</i>	<i>up</i>	<i>ue</i>	<i>na</i>	<i>nd</i>	<i>no</i>	<i>ng</i>	<i>nn</i>	<i>ne</i>	<i>ns</i>	<i>ma</i>	<i>mo</i>	
<i>mp</i>	<i>ms</i>	<i>mi</i>	<i>mu</i>	<i>my</i>	<i>me</i>	<i>ha</i>	<i>ho</i>	<i>hi</i>	<i>hu</i>	<i>hy</i>	<i>he</i>	<i>ba</i>	<i>bo</i>	<i>bb</i>	<i>bs</i>	<i>bi</i>	<i>bu</i>	<i>by</i>	<i>br</i>	
<i>be</i>	<i>ka</i>	<i>ki</i>	<i>ke</i>	<i>pa</i>	<i>po</i>	<i>ps</i>	<i>pe</i>	<i>pi</i>	<i>pu</i>	<i>py</i>	<i>pr</i>	<i>sc</i>	<i>sa</i>	<i>so</i>	<i>ss</i>	<i>si</i>	<i>su</i>	<i>sy</i>	<i>sw</i>	
<i>sr</i>	<i>sn</i>	<i>sm</i>	<i>sp</i>	<i>se</i>	<i>ja</i>	<i>jo</i>	<i>ju</i>	<i>je</i>	<i>ya</i>	<i>yo</i>	<i>ys</i>	<i>yi</i>	<i>yu</i>	<i>ym</i>	<i>ye</i>					

Assessment Set 1 to Set 3 Joins

<i>al</i>	<i>at</i>	<i>ah</i>	<i>ab</i>	<i>ak</i>	<i>af</i>	<i>cl</i>	<i>ct</i>	<i>ch</i>	<i>ck</i>	<i>el</i>	<i>et</i>	<i>eb</i>	<i>ef</i>	<i>il</i>	<i>it</i>	<i>ib</i>	<i>if</i>	<i>ll</i>	<i>lt</i>	
<i>lb</i>	<i>lk</i>	<i>lf</i>	<i>mb</i>	<i>nt</i>	<i>nb</i>	<i>nk</i>	<i>sl</i>	<i>st</i>	<i>sh</i>	<i>sb</i>	<i>sk</i>	<i>tt</i>	<i>th</i>	<i>ul</i>	<i>ut</i>	<i>ub</i>	<i>uf</i>			

Assessment Set 4 to Set 3

<i>fl</i>	<i>ft</i>	<i>ff</i>	<i>ol</i>	<i>ot</i>	<i>oh</i>	<i>rl</i>	<i>rt</i>	<i>rh</i>	<i>rb</i>	<i>rk</i>	<i>rf</i>	<i>wh</i>								

Year 4 Handwriting Assessment

Child's Name: _____

<i>a</i>	<i>b</i>	<i>c</i>	<i>d</i>	<i>e</i>	<i>f</i>	<i>g</i>	<i>h</i>	<i>i</i>	<i>j</i>	<i>k</i>	<i>l</i>	<i>m</i>	<i>n</i>	<i>o</i>	<i>p</i>	<i>q</i>	<i>r</i>	<i>s</i>	<i>t</i>	
<i>u</i>	<i>v</i>	<i>w</i>	<i>x</i>	<i>y</i>	<i>z</i>	<i>A</i>	<i>B</i>	<i>C</i>	<i>D</i>	<i>E</i>	<i>F</i>	<i>G</i>	<i>H</i>	<i>I</i>	<i>J</i>	<i>K</i>	<i>L</i>	<i>M</i>	<i>N</i>	
<i>O</i>	<i>P</i>	<i>Q</i>	<i>R</i>	<i>S</i>	<i>T</i>	<i>U</i>	<i>V</i>	<i>W</i>	<i>X</i>	<i>Y</i>	<i>Z</i>	<i>0</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	
<i>8</i>	<i>9</i>	<i>ac</i>	<i>am</i>	<i>be</i>	<i>by</i>	<i>ci</i>	<i>co</i>	<i>dd</i>	<i>dr</i>	<i>ea</i>	<i>ee</i>	<i>ed</i>	<i>eq</i>	<i>gg</i>	<i>gr</i>	<i>ha</i>	<i>ho</i>	<i>in</i>	<i>is</i>	
<i>ja</i>	<i>jo</i>	<i>ki</i>	<i>ld</i>	<i>ly</i>	<i>ma</i>	<i>mi</i>	<i>ms</i>	<i>nd</i>	<i>ng</i>	<i>nn</i>	<i>ny</i>	<i>pe</i>	<i>pr</i>	<i>sm</i>	<i>sp</i>	<i>ss</i>	<i>sw</i>	<i>ta</i>	<i>ti</i>	
<i>ty</i>	<i>ue</i>	<i>un</i>	<i>ur</i>	<i>ya</i>	<i>ys</i>	<i>ab</i>	<i>al</i>	<i>at</i>	<i>ch</i>	<i>ck</i>	<i>et</i>	<i>it</i>	<i>lk</i>	<i>it</i>	<i>mb</i>	<i>nk</i>	<i>sh</i>	<i>st</i>	<i>th</i>	
<i>tt</i>	<i>ub</i>	<i>fo</i>	<i>fr</i>	<i>fy</i>	<i>oa</i>	<i>oi</i>	<i>on</i>	<i>oy</i>	<i>rd</i>	<i>rn</i>	<i>rr</i>	<i>ry</i>	<i>ve</i>	<i>vy</i>	<i>wa</i>	<i>wi</i>	<i>ff</i>	<i>fl</i>	<i>ft</i>	
<i>oh</i>	<i>ol</i>	<i>ot</i>	<i>rb</i>	<i>rf</i>	<i>rh</i>	<i>rk</i>	<i>rl</i>	<i>rt</i>	<i>wh</i>											

- | | | |
|--|-----|----|
| 1. Consistently sized letters in relation to each other | Yes | No |
| 2. Downstrokes of letters parallel and equidistant apart | Yes | No |
| 3. Ascenders and descenders do not touch from one line to the next | Yes | No |
| 4. Adequate writing speed for a year 4 child | Yes | No |

Appendix 3 - Transitioning from Handwriting Practice Books to Workbooks

Children are able to write legibly in their handwriting books following a series of lessons but then are unable to transfer these same skills to their workbooks. There are a number of reasons for this, with the core being cognitive overload. In a handwriting lesson, the only focus they have is to think about forming the letters correctly, on the line and legibly. However, in other lessons they are being asked to do these things as well as think about the sentence form, content and time to complete a piece of work, not to mention the grammar and punctuation. There are now too many things for a young child to be able to focus on all at once because their automaticity is not developed yet. This comes over time.

We need to help support this transition by understanding how a child is developing and apply strategies to support them, thus reducing the cognitive load and enabling a successful transition to automatic writing. Below you will find some suggestions you could try with an individual.

1. Practice writing whole words and phrases as part of the handwriting session so the children can begin to see whole words formed and not just letter pairs.
2. Provide the child with handwriting lines in their workbooks to show how they transfer writing from one book to another if the child is struggling to write legibly in a workbook.
3. Give time to practice handwriting focus letters at the beginning of the lesson to remind them of how they should be formed in their workbooks – you then expect to see these joins correctly formed in their writing.
4. Pair write with the child – take turns to write a word, phrase or complete sentence so they have less to think about.
5. Identify a focus letter/letter pair, which an individual child is finding more challenging, by drawing a magnifying glass in the top left corner of the page with the letter/letters in. This is to remind the child that they need to focus on these letters in particular when they are writing.
6. Set expectations such as, “In your writing today, I want to see at least one sentence written in your very best handwriting.”