

HANDWRITING AT ALL SAINTS

2024-2025



IMPLEMENTATION

In KS1, handwriting is to be taught discretely on a daily basis – 15 minutes, 5 times per week.

In LKS2, handwriting is to be taught

- Discretely three times per week with a focus on fluency and revising joins
- As part of the spelling curriculum – discrete practice of handwriting of spelling words once per week

In UKS2, handwriting is to be taught

- Discretely two times per week with a focus on fluency and revising joins
- As part of the spelling curriculum – discrete practice of handwriting of spelling words once per week

Handwriting will further be a focus throughout the English curriculum with special focus and interventions for those pupils who have not met expected standards at the end of previous academic year.

All Handwriting practise to be on lined paper (avoid whiteboards when h/w is the focus).

Handwriting books to be the same lines as English books with highlighted marker line as a scaffold.

Correct letter formation always modelled correctly.

LETTER FORMATION

- When children start school in Reception, they learn to form letters correctly. The following handwriting phrases are used to help children to learn the correct formation.

m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back
r down his back and then curl over his arm
j down his body, curl and dot
v down a wing, up a wing
y down a horn, up a horn and under his head
w down, up, down, up
z zig-zag-zig
q round her head, up past her earrings and down her hair
x down the arm and leg and repeat the other side



PROGRESSION IN HANDWRITING USING LETTERJOIN - EYFS

The youngest pupils are taught short handwriting lessons on a daily basis, which will include the following:

- 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.

At the end of EYFS, children should be able to recognise and form all the printed, lowercase letters of the alphabet.

AN EXAMPLE SEQUENCE OF LESSONS - EYFS

i, l and t

Learning outcomes:

- To know that each letter is referred to as a sound.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the lowercase letters i, l and t correctly.
- To write words containing i, l and t.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
21	<ul style="list-style-type: none"> • Explain that each letter is referred to by its sound. • Model the writing of the letters i, l and t with Letter-join's animations on the IWB. • Encourage children to 'air-write' the letters as they are being animated. • Invite children to trace the letters using the 'Try' facility of Letter-join on the IWB. • Practise the letters using a variety of classroom resources. 	<p>Whole class teaching (carpet work). Teacher explanation. IWB demonstration and interactivity. Individual work.</p>	<p>Choose Letter-join's 'Easy Letters', select a set of letters and click the speaker symbol to play the sound. Letter-join's i, l and t animations and 'Try' facility on IWB. Wipe-boards, mini blackboards, sensory trays, paper and pencils or crayons etc.</p>	<p>Do the children know the sounds of the letters i, l and t? Can they distinguish between the letters? Can they write each letter on a large scale?</p>	
22	<ul style="list-style-type: none"> • Demonstrate the correct sitting position and pencil grip for left- and right-handed – see pages 8 and 9. • Model each letter using Letter-join (as above). • Practise the letters i, l and t using the 'Try' facility of Letter-join on the IWB and the Tablet Edition. • Practise writing the letters i, l and t on Letter-join's practice worksheets. 	<p>Whole class teaching with intervention, if needed. IWB demonstration and interactivity. Individual work.</p>	<p>'Handwriting Posture and Pencil Grip' – pages 8 and 9. i, l and t letters on IWB. Letter-join's practice worksheets for i, l and t words. Handwriting pencils.</p>	<p>Can the children sit correctly and hold a pencil correctly? Can the children write each of the letters using a pencil and paper?</p>	
23	<ul style="list-style-type: none"> • Reinforce sitting position and pencil grip. • Watch how to write each word containing i, l and t. • Encourage children to 'air-write' the animated words. • Invite children to trace the words on the IWB and • Practise words using classroom resources. 	<p>Whole class teaching with intervention if needed. Individual work.</p>	<p>i, l and t words on IWB. Wipe-boards, mini blackboards, sensory trays, paper and pencils or crayons etc.</p>	<p>Can the children write each of the words on a large scale?</p>	
24	<ul style="list-style-type: none"> • Reinforce sitting position and pencil grip. • Repeat word animations demonstrating the letters i, l and t. • Invite children to trace the words on the IWB. • Practise writing words using the letters i, l and t using Magic Words. 	<p>Whole class teaching using IWB demos and interactivity. Individual work.</p>	<p>i, l and t words on IWB. Letter-join's Magic Words.</p>	<p>Can the children trace each of the words on the IWB or tablets?</p>	
25	<ul style="list-style-type: none"> • Reinforce sitting position and pencil grip. • Repeat word animations demonstrating the letters i, l and t. • Practise writing words using the letters i, l and t on practice worksheets. 	<p>Whole class teaching using IWB demos and interactivity. Individual work.</p>	<p>i, l and t words on IWB. Letter-join's practice worksheets for i, l and t words. Handwriting pencils.</p>	<p>Can the children write each of the words using a pencil and paper?</p>	

Don't forget Letter-join's warm-up exercises before each lesson.

Differentiation

Please see page 22, 'Differentiation for Easy Letters and Easy Words' for options.

PROGRESSION IN HANDWRITING USING LETTERJOIN - KSI

Year 1 teaches how to correctly write capital letters, uses of printed letters, numbers, punctuation, maths symbols and other symbols. Pre-cursive patterns and cursive letters are then introduced in preparation for when children are required to start joining their handwriting.

Year 2 introduces children to cursive letters and how to join them. They will have regular practice in letter formation and joining their handwriting.

It is divided into 3 sections:

- cursive letters and words, letter families, high frequency words, joining practice, sequencing sentences and dictation exercises
- further dictation exercises, more high frequency words, 2, 5 and 10 times table facts and SPaG practice
- more dictation and number writing practice

AN EXAMPLE LESSON SEQUENCE – KSI

A, B, C, D and E

Learning outcomes:

- To know that each letter is referred to by its name.
- To sit correctly for handwriting and hold a pencil using the tripod grip.
- To form the capital letters A, B, C, D and E correctly using a pencil and paper.
- To recognise the initial capital letters of their names.
- To identify capital letters in a sentence.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
16	<p>Introduce the children to capital letters by displaying Letter-join's Large Letters alphabet.</p> <p>Explain that some words, like our names, need to start with a capital letter.</p> <p>Explain that each capital letter is referred to by its name.</p> <p>Model writing initial capital letters of children's names on IWB.</p> <p>Invite children to trace initial letters of their names using 'Try' facility on IWB.</p> <p>Practise initial letters of their name and surname using a variety of classroom resources.</p>	<p>Whole class teaching (carpet work).</p> <p>Teacher explanation.</p> <p>IWB demonstration and interactivity.</p>	<p>Letter-join's Large Letters: Capital Letters (whole alphabet display).</p> <p>Listen to the letter names on the 'Capital Letters' page.</p> <p>Letter-join's Capital Letter animations and 'Try' facility.</p> <p>Wipe-boards, sensory trays, paper, pencils, crayons.</p>	<p>Do the children know the name of the letter that starts their name?</p> <p>Can they make the shape of this letter?</p> <p>Can they write the letters starting their name and surname on a large scale?</p>	
17	<p>Model writing A, B, C, D and E using Letter-join's animations on the IWB.</p> <p>Explain that each letter is referred to by its name.</p> <p>Ask the children if anyone in the class has a name starting with these letters.</p> <p>Invite these children to trace the letters using the 'Try' facility of Letter-join on the IWB.</p> <p>Practise the letters using a variety of classroom resources.</p>	<p>Whole class teaching with intervention, if needed.</p> <p>IWB demonstration and interactivity.</p> <p>Individual work.</p>	<p>Letter-join's A, B, C, D and E letters on IWB and tablets (as Lesson 1: Capitals).</p> <p>Wipe-boards, sensory trays, mini-blackboards, paper and pencils or crayons.</p>	<p>Do the children know the names of the letters A, B, C, D and E?</p> <p>Can they distinguish between the letters?</p> <p>Can they make the shape of each letter?</p>	
18	<p>Reinforce sitting position and pencil grip.</p> <p>Repeat A, B, C, D and E letter animations.</p> <p>Practise writing A, B, C, D and E on Letter-join's practice worksheets (print large size).</p>	<p>Whole class teaching.</p> <p>Individual work.</p>	<p>A, B, C, D and E letters on IWB (as Lesson 1: Capitals).</p> <p>Letter-join's A, B, C, D and E practice worksheets.</p> <p>Handwriting pencils.</p>	<p>Can the children sit correctly and hold a pencil correctly?</p> <p>Can the children write each of the letters using a pencil and paper?</p>	
19	<p>Use Letter-join's Word Animator to model capital letters in children's names, school name, familiar places, etc.</p> <p>Invite children to suggest examples of words where capital letters are used.</p> <p>Practise the letters A, B, C, D and E on Find the Capital Letters 1 worksheet.</p>	<p>Whole class teaching.</p> <p>IWB demonstration and interactivity.</p> <p>Individual work.</p>	<p>Letter-join's Word Animator.</p> <p>Letter-join's Find the Capital Letters 1 worksheet.</p>	<p>Can the children identify capital letters?</p> <p>Can they write capital letters correctly in a sentence?</p>	
20	<p>Explain to the children that a sentence always starts with a capital letter.</p> <p>Use Letter-join's Word Processor to model sentences without capital letters.</p> <p>Invite children to suggest where capital letters are required.</p> <p>Practise writing the letters A, B, C, D and E on Letter-join's Add the Capital Letters 1 worksheet.</p>	<p>Whole class teaching.</p> <p>IWB demonstration and interactivity.</p> <p>Individual work.</p>	<p>Letter-join's A4 handout Capital Letters.</p> <p>Letter-join's Word Processor.</p> <p>Letter-join's Add the Capital Letters 1 worksheet.</p>	<p>Can the children write each sentence using a pencil and paper?</p> <p>Can they use capital letters correctly to begin a sentence?</p>	
<p>Don't forget Letter-join's warm-up exercises and the pencil grip rhyme before each lesson.</p>		<p>Differentiation Please see page 19, 'Differentiation for Capital Letters' for options.</p>			

PROGRESSION IN HANDWRITING USING LETTERJOIN - Y3 AND Y4

Year 3 is targeted at children in lower KS2 where pupils should be using a cursive style throughout their independent writing in all subjects, helping to refine their handwriting in line with the requirements of each lesson. This is achieved through dictation, double letters, number vocabulary, palindromes, tongue twisters, MFL (French and Spanish), onomatopoeia, simile and statutory spellings.

By the end of Year 3, pupil will achieve improvement in the legibility, consistency and quality of their handwriting.

Year 4 focuses on using handwriting practice to support other subjects in the curriculum and, at the same time, builds on fluency and consistency. Handwriting lessons aim to create meaningful links with other subjects which enables children to apply the skills they are learning in context and also provides depth to the curriculum.

Learners will continue to build on producing fluent, consistent and legible handwriting through the regular practice offered in lessons. By the end of Year 4, children will have practised applying size-appropriate handwriting to all areas of the curriculum whilst maintaining fluency and legibility.

AN EXAMPLE LESSON SEQUENCE – YEAR 3 & 4

Spelling 1 Cloze Sentences 1

address

accidentally

arrive

My Mum _____ wrote the wrong
_____ so her letter did not _____.

Learning outcomes:

- To write each of the spelling words correctly.
- To use the words appropriately in sentences.
- To be able to demonstrate understanding of the spelling words in context.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
3	<ul style="list-style-type: none"> • Display page 1 of the year 3/4 word list from Spelling Appendix 1. • Read through the list of words with the children and check that they understand their meanings. • Invite children to give examples of sentences using each word. • Practise writing each word and using it in context with Letter-join's Year 3/4 spelling word list, page 1 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 spelling word list, page 1, or handwriting books. Handwriting pencils/pens.	Can the children write each of the words correctly? Can they use the words appropriately in sentences?	
4	<ul style="list-style-type: none"> • Display page 1 of the year 3/4 Cloze Sentences. • Read through the list of words with the children and check that they understand their meanings. • Invite children to read one sentence at a time, filling in the missing words, so that the it makes sense. • Complete Letter-join's 3/4 Cloze Sentences worksheet, page 1 or copy into handwriting books from the IWB. 	Whole class teaching. Class discussion. Individual written work.	Letter-join's Year 3/4 Cloze Sentences, page 1, or handwriting books. Handwriting pencils/pens.	Can the children demonstrate understanding of the spelling words in context?	
Differentiation					
Extra Practice Children can work in pairs to dictate this week's spellings to their partner and check each other's work.			Extra Challenge Make up extra sentences using this week's spelling words.		

PROGRESSION IN HANDWRITING USING LETTERJOIN – Y5 & Y

Year 5 continues to build on combining fluent handwriting with other subjects across the curriculum. In lessons, learners will have plenty of opportunity to develop the stamina and skills to write at length, with accurate spelling and punctuation. By the end of Year 5, children should be producing cursive writing automatically, enabling them to focus on the content of their work rather than the process of writing.

Year 6 presents learners with a range of tasks where they have to decide on an appropriate style of handwriting, promoting speedy, fluent writing continues to be a strong feature. Challenging dictation exercises will refine pupils' revising and checking skills as well as boosting their handwriting speed, stamina and fluency. By the end of Year 6, children should be able to adapt their handwriting for a range of tasks and purposes and to create different effects. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes, a final handwritten version, an un-joined style or capital letters.

AN EXAMPLE LESSON SEQUENCE – YEAR 5 & 6

Nice 'n' Neat: Aesop's Fables
Geography: Map of Europe

Learning outcomes:

- To be able to contribute to a class discussion.
- To be able to write legibly, fluently and with increasing speed.
- To be able to use an atlas, map or globe to locate European countries.
- To be able to label a map of Europe correctly.

LESSON	Activities	Teaching	Resources	Success Criteria	✓
49	<ul style="list-style-type: none"> • Display Letter-join's Aesop's Fables worksheet. • Explain to the class that they are going to practise their handwriting speed and stamina by copying the text neatly. • Invite individual children to read one sentence at time, then discuss the text with the class. • Practise handwriting speed and stamina with Letter-join's Turtles worksheet. • Proof read to check for mistakes and edit if necessary. 	<p>Whole class teaching. Individual written work.</p>	<p>Letter-join's Aesop's Fables worksheet. Handwriting pens.</p>	<p>Can the children contribute to a class discussion? Can they write legibly, fluently and with increasing speed?</p>	
50	<ul style="list-style-type: none"> • Discuss with the class the use of maps, atlases and globes (we use them to find continents, countries and cities around the world). • Display Letter-join's European Countries worksheet on the IWB. • Model the names of the ten countries on Letter-join's Word Animator. • Invite the children to use atlases, etc. to locate each country. • Practise labelling a map of Europe in printed letters using Letter-join's European Countries worksheet. • Encourage children to use Letter-join's Magic words facility to practise the spelling of each country on their tablets. 	<p>Teacher explanation and class discussion. Individual written work.</p>	<p>Maps, atlases, globe. Letter-join's Word Animator. Letter-join's European Countries worksheet. Handwriting pens.</p>	<p>Can the children use an atlas, map or globe to locate European countries? Can they label a map of Europe correctly?</p>	
Differentiation					
Extra Practice Find and list the capital cities of each country.			Extra Challenge Find and list some other European countries and their capital cities.		