



# Piddle Valley CE First School

## English - Handwriting: Intent, Implementation and Impact Progression Map

### **Intent:**

At Piddle Valley First School we aim to promote a consistently high standard of presentation and handwriting. We aim to fulfil the requirements of the EYFS Framework and National Curriculum by ensuring that children have good sitting posture for writing when at a desk and a dynamic tripod grasp. We aim to have a school-wide consistent approach to handwriting which ensures that skills for writing transcription in the National Curriculum and associated Early Learning Goals are covered progressively and standards are high.

In the EYFS and Year 1, we aim to develop gross-motor skills and fine-motor skills as a precursor to effective handwriting. We aim to ensure that, by the end of Reception, all children can write clearly identifiable letters and words in legible printed handwriting showing clear ascenders and descenders (with the majority of letters correctly formed). During Year 1, we aim to develop a neater printed style where each letter is written unjoined and individually, focussing upon correct size relative to each other. In Reception, we aim to introduce number formation rhymes to support correct formation of numerals as well as directly teaching how to form the capital letter in their name, as well as the personal pronoun 'I' as a capital letter. This is extended in Year 1 to the correct formation of all capital letters.

In Year 2, we aim to introduce the children to pre-cursive, unjoined letters and do not rush the children into joining. At Piddle Valley, it is a requirement that teaching the correct formation of the letters be given highest priority, and that this should be achieved by all children before any attempt is made at joining. In Year 2, we implement pre-cursive handwriting as the transition between printing (unjoined) letters and joining all letters in cursive handwriting. In pre-cursive handwriting, we aim for the children to practise adding lead-ins and lead-outs to letters, which then ensures the letters start and finish in the correct place for writing to be joined.

In Year 3, children are introduced to joining and we aim for all children to increase their legibility, consistency and quality of their handwriting. By Year 4, our intention is that all children have a neat, legible, joined and fluent handwriting style consistent with the school's policy. Our aim is that Year 4 children develop flow and speed and automatically use clearly formed and joined handwriting in all of their writing.

### **Implementation:**

The role of the teacher (this includes Teaching Assistants and Learning Support Assistants) is critical in our strategy for implementation at Piddle Valley. To provide the children with an accurate model, all staff write in the correct 'handwriting style' for the age group they are teaching - at all times. E.g. When modelling the writing process in shared writing, when giving feedback and modelling correct spellings and formation and when marking or giving written feedback. This is consistent across all subjects. Hand-written signs and labels in school use the appropriate handwriting style or font for the year group (see information in Appendices) and model the correct formation. E.g a curved

'y' not a straight 'y', ascenders and descenders accurate and the height of letters, such as 't' are always accurate. In EYFS, we implement early handwriting readiness through gross-motor activities, fine-motor activities and as a 'movement skill' through activities, such as 'Squiggle Whilst You Wiggle' and 'Dough Disco'. In Reception, children are introduced to pre-writing patterns and letter shapes through art activities, tracing, pincer activities and formation using their index finger in shaving foam/sand etc as well as vertical surfaces and a variety of tools. Reception children are specifically taught how to form each letter through a multi-sensory approach using a mnemonic to ensure that the correct formation is quite automatic and bad habits are not learned. The sub-skills needed for letter formation (straight lines, clockwise and anti-clockwise circles etc) are specifically taught and practiced through a variety of media and gross-motor opportunities. Children in Reception are first introduced to ascenders and descenders when writing their name on specifically designed paper with 'sky, grass and ground'. From Reception upwards children are taught the correct vocabulary which includes: ascenders and descenders. Reception and Year 1 use large, triangular pencils. Year 2 upwards use triangular pencil grips when needed.

Throughout the school, handwriting is taught through discrete lessons, focussing upon demonstration, explanation and practice. Letters are grouped and taught in handwriting families (stroke-related groups) for ease of teaching (please see appendices) with resources from the Twinkl handwriting scheme used to support teaching and learning. Children from Year 1 to Year 4 complete handwriting practice in specifically lined handwriting books. Handwriting is taught explicitly, in short, frequent sessions (a minimum of 3 per week). It is modelled by the teacher then supervised, in order to pick up any misconceptions. Please refer to the 'Teaching Frequency and lesson Structure' table below for additional information about implementation.

Left-handed children receive specific teaching to suit their needs (see appendix). Activities to develop core strength and fine-motor skills are also used for all, and specifically for those children that need it to support handwriting.

Letter formation, number formation and handwriting errors are picked up in verbal feedback and modelled for the child by the teacher. The child then has 'a go' at least three times next to the teacher's model in their books as part of feedback to improve. Handwriting is assessed as part of whole-school writing moderation every half term as well as discreetly in handwriting only moderation.

### **Impact:**

Teachers put a high value on teaching and sustaining neat handwriting. High expectations from children are maintained across all curriculum areas and during such things as whiteboard work. Children's self-esteem and pride in their work is raised through high-quality presentation. The importance of clear and neat presentation in order to communicate meaning effectively is instilled in all children. The development of correct spelling is supported and handwriting is used as an aid in the elimination of letter reversals by the learning of word patterns and the correct joining of letters. The impact of this policy can be seen across the school in the high profile given to handwriting. Handwriting expectations are clear and the same technical vocabulary is used.

## Statutory Requirements:

Reception	Year 1	Year 2	Year 3	Year 4
<p>30-50 months 40-60 months Early Learning Goals</p> <p>To sometimes give meaning to marks as they draw and paint. To realise that tools can be used for a purpose. To draw lines and circles using gross motor movements. To use one-handed tools and equipment, e.g. makes snips in paper with child scissors. To hold a pencil between their thumb and two fingers (no longer using whole-hand grasp). To hold a pencil near its point between their first two fingers and their thumb and to use it with good control. To copy some letters, e.g. letters from their name. To give meaning to marks that they make as they draw, write and paint. To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. To show a preference for a dominant hand. To begin to use anticlockwise movement and to retrace vertical lines.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• form lower-case letters of the correct size relative to one another</li> <li>• start using some of the diagonal and horizontal strokes needed to join letters and</li> <li>• understand which letters, when adjacent to one another, are best left unjoined</li> <li>• write capital letters and digits of the correct size, orientation and relationship to one</li> <li>• another and to lower case letters</li> <li>• use spacing between words that reflects the size of the letters.</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	

<p>To begin to form recognisable letters.</p> <p>To use a pencil and hold it effectively to form recognisable letters, most of which are correctly formed.</p> <p>To show good control and coordination in large and small movements.</p> <p>To move confidently in a range of ways, safely negotiating space.</p> <p>To handle equipment and tools effectively, including pencils for writing.</p> <p>To write simple sentences which can be read by themselves and others.</p>			
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Teaching Frequency and Lesson Structure:				
Reception	Year 1	Year 2	Year 3	Year 4
<p>Daily direct teaching of letter formation with mnemonic linked to taught GPC is taught in small focussed groups. It is introduced as part of phonics and then reinforced and practised in short adult-led tasks. There are additional activities as part of adult-led and adult-directed tasks throughout the week as well as opportunities to practice in Continuous Provision.</p>	<p>Daily (25 minutes) whole class handwriting lesson which starts with modelling and moves into practice focussing on a specific handwriting family so that letter strokes with a similar pattern become associated.</p> <p>*Session starts with modelling, multi-sensory approach with mnemonic and warm-up. Children check writing posture and seating position and 'nip, flip, grip' before writing.</p>	<p>Daily (20 minutes) whole class handwriting lesson which starts with modelling and moves into practice focussing on a specific handwriting family/spelling pattern so that letter strokes with a similar pattern become associated.</p> <p>*Session starts with modelling, multi-sensory approach with mnemonic and warm-up. Children check writing posture and seating position and 'nip, flip, grip' before writing.</p>	<p>At least three times a week (25 minutes) whole class handwriting lesson which starts with modelling and moves into practice focussing on a specific handwriting family/spelling pattern so that letter strokes with a similar pattern become associated.</p> <p>*Session starts with modelling, multi-sensory approach with mnemonic and warm-up. Children check writing posture and seating position and 'nip, flip, grip' before writing.</p>	

## Appendices

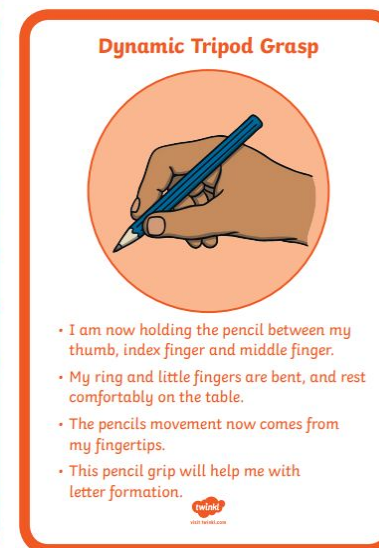
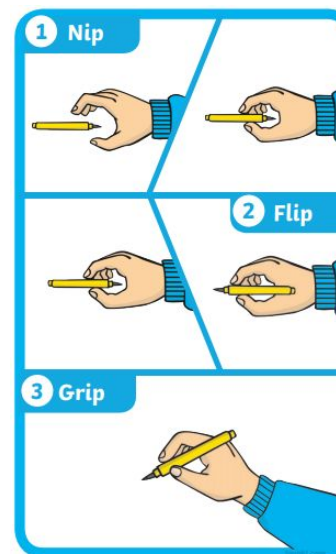
### Sitting Posture

- Children should sit with their bottom in the back of their chair with two feet flat on the floor.
- They can use their fist next to their tummy to measure the distance from their table and adjust their chair if needed.
- Both arms should be positioned on the table with forearms flat. The non-writing hand should hold the book/page.
- Children should lean slightly forward but not hunched.
- Heads should never be on arms or hands holding the head.



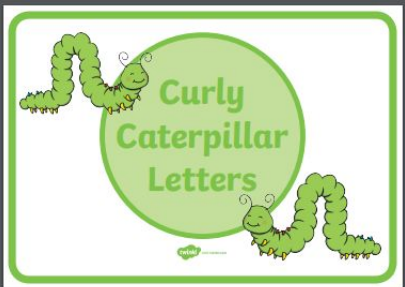
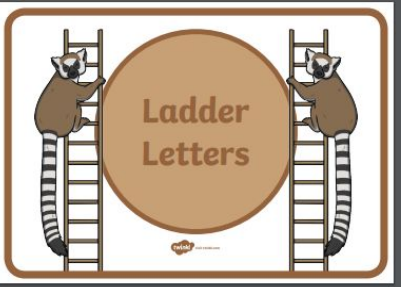
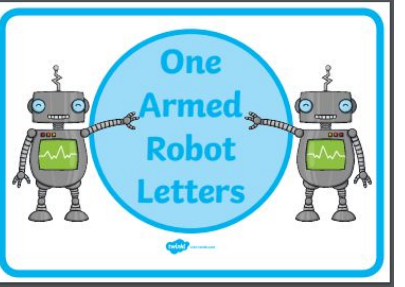

### Pencil Grip

- Children should place their pencil with the pencil nib facing their tummy.
- They should then make a 'drill' with the index finger and thumb of their writing hand, tucking all their other fingers in and practise pinching their thumb and index finger together.
- They should then say 'nip, flip, grip' as they pick up their pencil. They should rest their pencil on their middle finger. Their ring and little finger should be slightly tucked in and resting on the table.
- All children should have a dynamic tripod pencil grip.

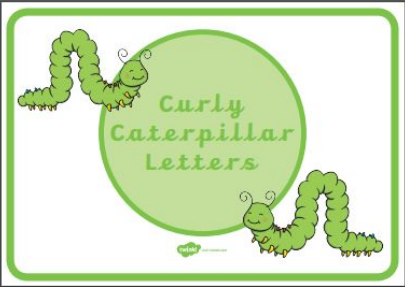

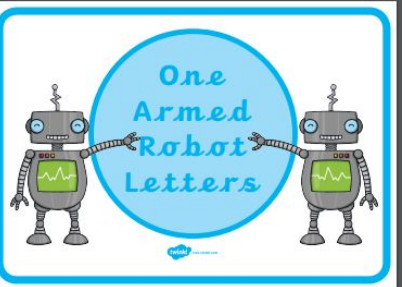





Reception and Year 1 - Printed

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Year 2 - Looped continuous pre-cursive

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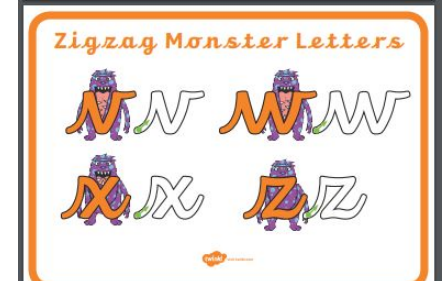
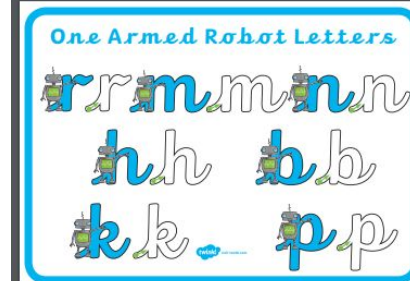
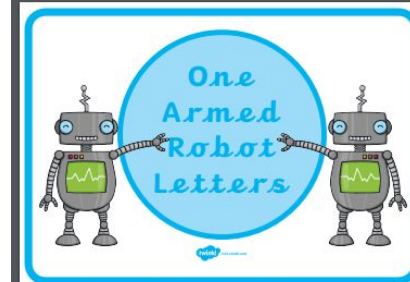
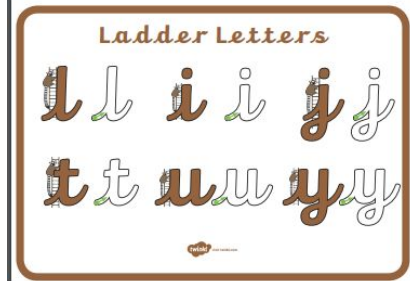
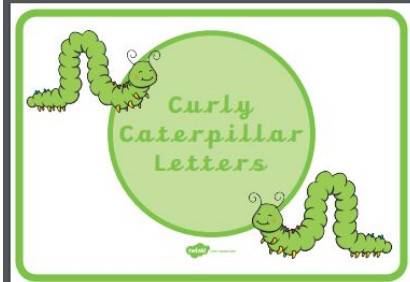
Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz



Year 3 and Year 4 - Continuous cursive joined



## Handwriting Formation Mnemonics



Around the apple, up the stalk and down the leaf.



Down the bat, up and around the ball.



Curl around the caterpillar.



Around the drum, up and down the stick.



Around the egg and under the cup.



Over the fairy's head, down her dress and give her a wand.



Around Gabi's head and wrap her scarf.



Down the chimney to the floor, up and over the new front door.



Down the insect's body and tail, dot the head.



Down the jet, around its trail and dot the sun.



Down Kit, up and around the kite and down its tail.



Down the lolly and lick!



Down the fork, over and over the meatballs.



Down the leaf, up and over the nut.



Around the orange.



Down the puppy's neck and leg, up and around his head.



Around the queen's head, down and up her arm.



Down the robot's body, up and over its arm.



Curl around and around the snake's body.



Down the teaspoon and under the teacup, then across the top.



Down one umbrella handle, up and down the other.



Down the neck, up the neck.



Down the wave, up the wave, down the wave, up the wave.



Criss, cross.



Swing the yoyo up, drop it all the way down and underneath.



Zig, zag, path.

## Handwriting tips for left-handed children

About 10 per cent of the population is left-handed, and while being a leftie doesn't prevent you from having beautiful handwriting, it's recognised that learning to write can be a more difficult process for left-handed children. This is because writing from left to right is harder: instead of pulling the pen across the paper, they have to push it, which can lead to problems such as a poor pencil grasp, smudged work, and arm strain. There are, however, some simple tips for helping your left-handed child get to grips with handwriting.

- **Position the paper correctly.** Left-handed children should sit with their paper slightly to the left of centre, and angled downwards. This makes it easier for your child to see the nib of the pencil as they're writing.
- **Hold the pencil in the right place.** Your child should pinch the shaft of the pencil, not the sharpened nib (but not too high - about 1.5cm from the tip) - again, this helps to prevent the hand from obscuring what your child is writing.
- **Use the right hand for stability.** By placing their right hand flat on the right-hand side of the paper, your child can prevent the page from shifting about as they write.
- **Keep the wrist below the line.** Left-handers often develop a hooked wrist position, where the wrist curls over the top of the pencil, so that they can see what they're writing - but this can make writing uncomfortable. Encourage your child to keep the pencil on the line, with the wrist below, to improve their vision, reduce arm strain and prevent smudging.
- **Sit lefties on the left.** If your left-handed child sits to the right of a right-handed child, their elbows will clash as they write.
- **Put a dot at the start of the line.** When they're learning to write, left-handed children often naturally write from right to left. Putting a mark at the left-hand side of the line can remind them where to start writing.

