

## Laygate Community School Handwriting Provision Map

### This is the handwriting teaching sequence that is followed:

- Development of gross and fine motor skills
- Hand and finger strength
- Seating position
- Pencil grip
- Tracing
- Patterns
- Copying under a model
- Independence

### These are the four-letter families and order in which they are taught:

Curly Caterpillar Letters: *c, a, o, d, g, q, e, s,*

Ladder Letters: *l, i, t, u,*

One-Armed Robot Letters: *r, b, n, h, m, k, p*

Zigzag Monster Letters: *ν, w, x, z*

More complex letters from the 4 families: *f, j, y*

Digits 0-9

Capital Letters

(A-Z Capital letters do not join to lower case letters)

### The progression in our cursive handwriting:

#### *Precursive*

*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 x*

*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*

#### *Precursive with exit strokes*

*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 x*

*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*

#### *Cursive writing with entry and exit strokes*

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

*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*

#### *Fully joined cursive writing*

*The quick brown fox jumps over the lazy dog.*

### These are the main joins and the order in which they are taught:

1. Diagonal joins to letters without ascenders e.g. *ca, ai, ar, un, am, ear, aw, ir, hu, ti, ki, du, up, ag, fe, fu*

2. Diagonal joins to letters with ascenders e.g.  
*ab, ul, it, ib, if, ub, th, ck, ch, it, ft, fl*

3. Using 'break' letters: *o, r, ν, w, x*  
(these letters do not join to the next letter when using the anti-dyslexic cursive style) e.g.

*ol, ru, na, wi xi*

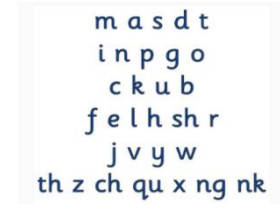
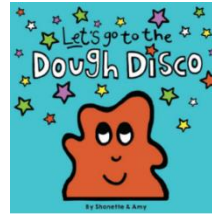
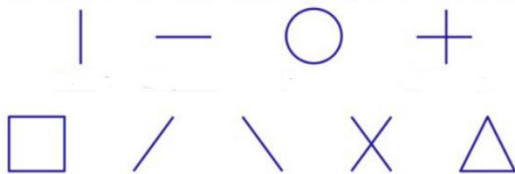
N.B. When following the anti-dyslexic cursive style, there are no horizontal joins.

## Laygate Community School Handwriting Provision Map – EYFS

### Pupils will need to:

- engage in pre-writing or 'writing-readiness' activities e.g., bilateral hand use through functional and manipulative play
- practise holding a writing or drawing implement correctly
- practise and enjoy making marks using a variety of materials
- make large marks and small marks, using gross and fine motor skills
- make patterns such as wiggles, curves, straight lines, zig-zags and circles
- practise drawing patterns inside bigger shapes, keeping within the lines
- trace patterns, shapes, lines and letters
- develop their pencil grip e.g., explore dominant hand use, palmer, tripod
- have opportunities to hold a range of writing implements correctly, using the tripod grip, before the muscle memory becomes fixed
- develop shoulder movements to encourage upper body strength
- learn to write own name e.g. tracing, copying
- develop the correct seating position

Writing readiness can be guided by the child's ability to write these first 8 to 9 shapes as these form the foundations of all letters and numbers.

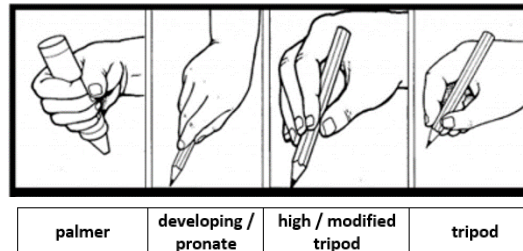


'Dough Disco' and 'Squiggle While You Wiggle' activities are used to develop the fine motor skills necessary for handwriting.

During RWInc phonics sessions, children learn the phoneme-grapheme correspondence for the sequence of letter sounds using RWInc mnemonics. They begin to practise writing these letters (inc. single letters, digraphs and trigraphs). However, in Reception, adult-led writing activities and discrete handwriting lessons allow the children to further practise their letter formation according to the letter families.

Activities which support handwriting development are provided through indoor and outdoor continuous provision & teacher-led activities

Typical pencil grasp development:



	Development Matters	Early Learning Goals
<b>PD</b>	<b>3 and 4-year-olds</b> <ul style="list-style-type: none"> <li>• Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</li> <li>• Go up steps and stairs, or climb up apparatus, using alternate feet.</li> <li>• Skip, hop, stand on one leg and hold a pose for a game like musical statues.</li> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> <li>• Start taking part in some group activities which they make up for themselves, or in teams.</li> <li>• Increasingly be able to use and remember sequences and patterns of movements which are related to music and rhythm.</li> <li>• Use one-handed tools and equipment, for example, making snips in paper with scissors.</li> <li>• Use a comfortable grip with good control when holding pens and pencils.</li> <li>• Show a preference for a dominant hand.</li> </ul>	<b>Physical Development</b> <b>Fine Motor Skills</b> <ul style="list-style-type: none"> <li>• Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases;</li> <li>• Use a range of small tools, including scissors, paint brushes and cutlery;</li> <li>• Begin to show accuracy and care when drawing.</li> </ul>
<b>Literacy</b>	<b>3 and 4-year-olds</b> <ul style="list-style-type: none"> <li>• Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.</li> <li>• Write some or all of their name.</li> <li>• Write some letters accurately.</li> </ul>	<b>Literacy</b> <b>Writing</b> <ul style="list-style-type: none"> <li>• Write recognisable letters, most of which are correctly formed;</li> <li>• Spell words by identifying sounds in them and representing the sounds with a letter or letters;</li> <li>• Write simple phrases and sentences that can be read by others.</li> </ul>

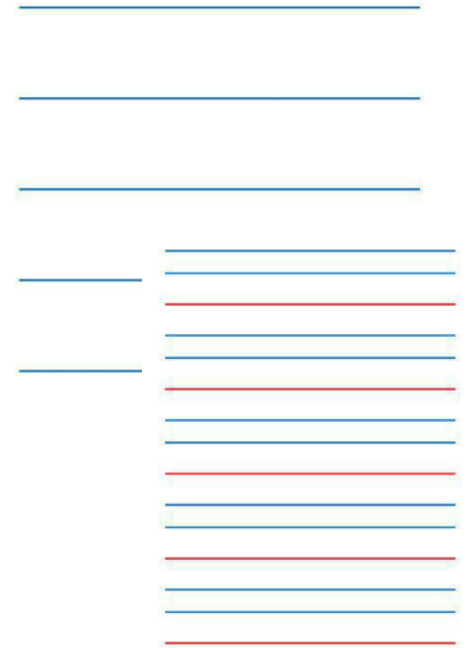
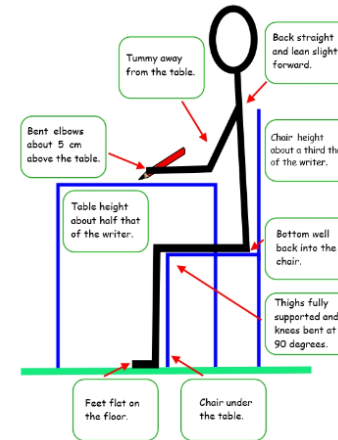
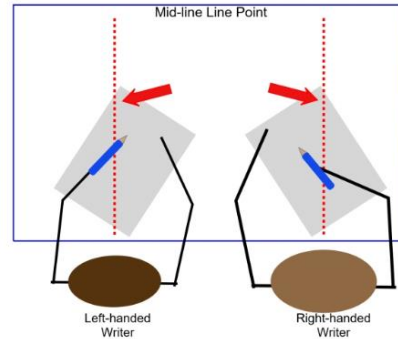
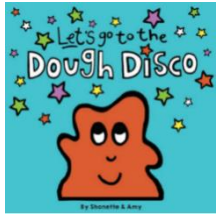
## Laygate Community School Handwriting Provision Map – KS1

### Pupils will need to:

- continue using mnemonics to help them visualise letters
- develop control over the size of the letters
- practise daily (within RWInc sessions or through discrete teaching)
- continue using 'Dough Disco' and 'Squiggle While You Wiggle' as appropriate
- further develop a correct pencil grasp and seating position

### Teachers and support staff will need to:

- ensure that children sit correctly when writing
- ensure that children use and apply skills learnt in discrete handwriting sessions
- ensure that correct implements are used as needed e.g., chunky pencils, pencil grips, weighted pencils, lolly sticks to prompt spacing
- ensure that the entry and exit strokes and later the basic joins are modelled clearly
- ensure that children practise writing using 15mm/12mm feint ruling and or handwriting exercise books as appropriate



### Year 1

#### Pupils will need 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' (i.e. letters that are formed in similar ways) and to practise these.

- Handwriting requires frequent and discrete, direct teaching.
- Left-handed pupils should receive specific teaching to meet their needs.
- Pupils should be able to form letters correctly and confidently.
- The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.
- Handwriting should be taught as a modelled, supervised and guided activity, ensuring that pupils do not form habits which are unhelpful later.
- Correct letter formation and orientation is crucial.

### Year 2

#### Pupils will need 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 un-joined.
- 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.
- revise and practise correct letter formation frequently.

- Pupils should revise and practise correct letter formation frequently.
- They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

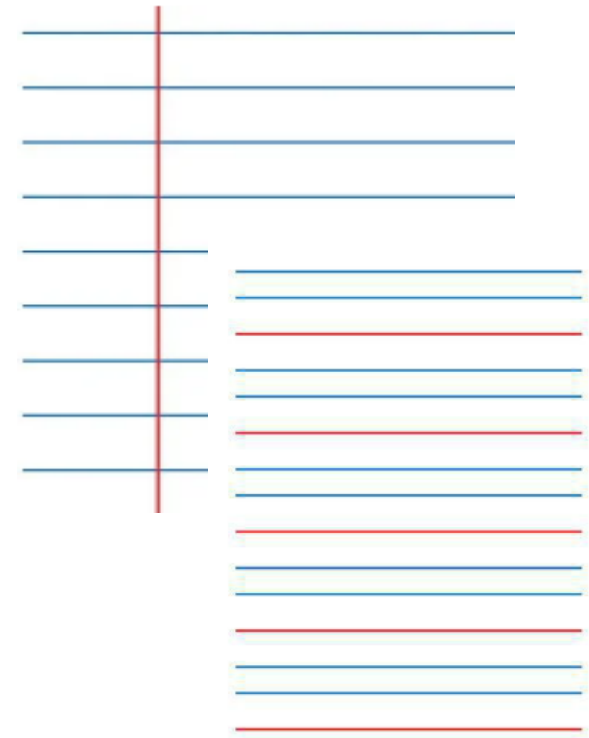
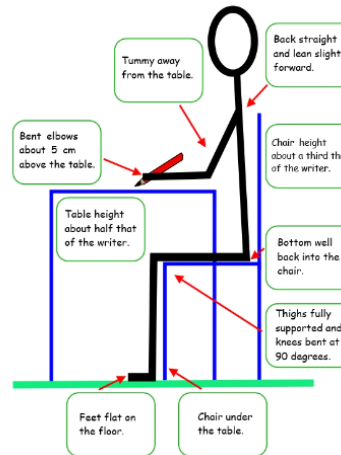
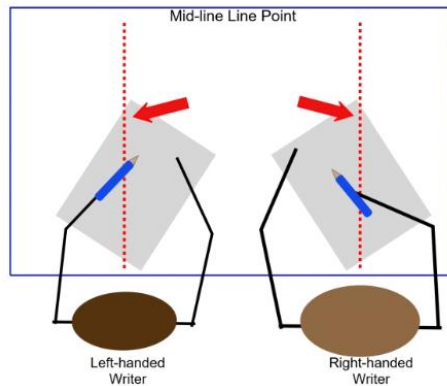
## Laygate Community School Handwriting Provision Map – KS2

### Pupils will need to:

- focus on maintaining a consistent and fluent style.
  - practise maintaining legibility when writing at speed.
  - improve handwriting through writing more sustained passages of writing
- Practise 2 to 3 times per week
- work towards earning a 'pen licence'

### Teachers and support staff will need to:

- ensure that children sit correctly when writing
- ensure that children use and apply skills learnt in discrete handwriting sessions
- ensure that correct implements are used as needed e.g., chunky pencils, pencil grips, weighted pencils, lolly sticks to prompt spacing
- ensure that the entry and exit strokes and the basic joins are modelled clearly
- ensure that children practise writing using 8mm feint ruling and or handwriting exercise books as appropriate
- ensure that Dough Disco or Squiggle Whilst you Wiggle is available to support children as needed



### Year 3

### Year 4

### Year 5

### Year 6

### 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 un-joined
- 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.]
- Pupils should be using joined handwriting throughout their independent writing.
- Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

### Handwriting and Presentation

### 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
- write legibly, fluently and with increasing speed by: choosing the writing implement that is best suited for a task.
- Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say.
- They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.
- They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form