



**HANDWRITING**

Reception		
Programmes Of Study (Statutory Requirements)	Notes and Guidance (Non Statutory)	Checkendon Handwriting
<p><b>Early Learning Goal – Writing</b></p> <p>Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.</p>	<p>Typical behaviours that relate to handwriting for this learning goal:</p> <ul style="list-style-type: none"> <li>• Uses some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence</li> <li>• Writes own name and other things such as labels and captions</li> <li>• Attempts to write short sentences in meaningful context</li> <li>• Core learning skills for handwriting:                             <ul style="list-style-type: none"> <li>○ Use a pencil and hold it effectively to form recognisable letters, most of which are formed correctly.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Must teach all lower case letters with correct formation.</li> <li>• Handwriting is taught through the Jolly phonics phonic programme. Phrases are used to aid memory of letter formation alongside Read Write Inc. letter symbols and phrases.</li> <li>• Capital letters are taught towards end of YR.</li> <li>• Handwriting swipe sheets are completed to track progress and identify pupils for handwriting interventions.</li> </ul>

### Year 1

Pupils writing will generally develop at a slower pace to their reading. This is because they need to encode the sounds they hear in words (spelling skills) develop the physical skill needed for handwriting and learn how to organise their ideas in writing.

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<ul style="list-style-type: none"><li>• Pupils should be taught to:</li><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>	<ul style="list-style-type: none"><li>• Handwriting requires frequent and discrete, direct teaching.</li><li>• Pupils should be able to form letters correctly and confidently.</li><li>• The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand.</li><li>• Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</li><li>• Left-handed pupils should receive specific teaching to meet their needs.</li></ul>	<ul style="list-style-type: none"><li>• Handwriting is taught as whole class lessons.</li><li>• Focus is on correct formation of lower case and capital letters-not joined at this stage.</li><li>• Some children begin to be taught joining during year 1 if they are ready but this is an exception.</li><li>• Letters are taught in families.</li><li>• Spectrum resource is used.</li><li>• Handwriting swipe sheets are completed to track progress and identify pupils for handwriting interventions.</li></ul>

### Year 2

In writing, pupils at the beginning of Year 2 ...should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

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<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 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 another and to lower case letters</li><li>• use spacing between words that reflects the size of the letters.</li></ul>	<ul style="list-style-type: none"><li>• Pupils should revise and practise correct letter formation frequently.</li><li>• They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.</li></ul>	<ul style="list-style-type: none"><li>• All children are taught to join, however some who are not ready will continue to practise non cursive formation.</li><li>• By the end of Year 2 all children <i>should</i> be able to do all joins.</li><li>• Children join in some pieces of independent writing.</li><li>• Exceeding writers join in all writing.</li><li>• Letters are taught in families.</li><li>• Spectrum resource is used as a teaching aid.</li><li>• Handwriting swipe sheets are completed to track progress and identify pupils for handwriting interventions.</li></ul>

**Year 3 and 4**

Joined handwriting should be the norm: children should be able to use it fast enough to keep pace with what they want to say.

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<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 down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that ascenders and descenders of letters do not touch].</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils should be joining handwriting throughout their independent writing.</li> <li>• Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write what they want to say.</li> <li>• This, in turn, will support their composition and spelling.</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting Rescue is used.</li> <li>• Whole class teaching one lesson per week.</li> <li>• Interventions for those children not joining in Year 2 or for new children.</li> <li>• All children join their writing in all pieces of appropriate writing at the beginning of Year 3.</li> <li>• Handwriting swipe sheets are completed to track progress and identify pupils for handwriting interventions.</li> </ul>

**Year 5 and 6**

<b>Programmes Of Study (Statutory Requirements)</b>	<b>Notes and Guidance (Non Statutory)</b>	<b>Checkendon Handwriting</b>
<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• Write legibly, fluently and with increasing speed by:               <ul style="list-style-type: none"> <li>○ Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters</li> <li>○ Choosing the writing implement that is best suited for a task.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version.</li> <li>• They should also be taught to use an unjoined 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Handwriting Rescue is used.</li> <li>• Whole class teaching one lesson per week.</li> <li>• Interventions for those children not joining or for new children.</li> <li>• Handwriting swipe sheets are completed to track progress and identify pupils for handwriting interventions.</li> </ul>