



Handwriting at Brierley Primary School

EYFS

Using the Little Wandle Letters and Sounds phonics programme, letter formation is taught five times a week, using phrases to help with the formation of each letter. Previously taught letters are practised at this time also. Handwriting and fine-motor skills are practised and developed on a daily basis.

Expectations in EYFS

Children in the EYFS are expected to:

- Hold a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases
- Use a range of small tools, including scissors, paint brushes and cutlery
- Begin to show accuracy and care when drawing
- Write recognisable letters, most of which are correctly formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by others

Year 1

Handwriting is taught daily as part of the English lesson and through daily phonics lessons. In Year 1, teaching focuses on correct letter formation and size.

As stated in the National Curriculum, children in Year 1 are expected 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

Year 2

In Year 2, when the children are ready, teaching focuses on joining letters, explicitly referring to the horizontal join and the diagonal join. Handwriting is taught and practised each day as part of the English lesson.

As stated in the National Curriculum, children in Year 2 are expected 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 unjoined
- 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

Years 3 and 4

Children in years 3 and 4 continue to practise handwriting daily as part of their English lessons. This is modelled by the teacher first before children practise in books. Handwriting focuses on the correct joins and consists of common exception words along with topic specific words.

- 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
- 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 the ascenders and descenders of letters do not touch].

Years 5 and 6

Children in years 5 and 6 continue to practise handwriting daily as part of their English lessons. This is modelled by the teacher first before children practise in books. Handwriting focuses on the correct joins and consists of common exception words along with topic specific words.

- 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
- Choose the writing implement that is best suited for a task

At Brierley we use the Nelson Handwriting font

Lower case:

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

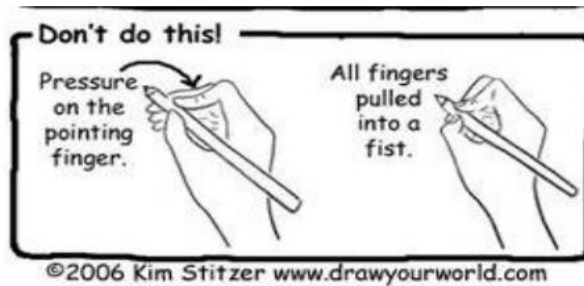
Upper case:

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

Numbers:

1 2 3 4 5 6 7 8 9 0

We encourage children to hold their pencil correctly:



We model handwriting clearly using correct letter formation:

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

1 2 3 4 5 6 7 8 9 0

Break letters:

We do not join **from** the following letters:

b g j p q s x y z

We do not join to or from the letter z

Joins:

Diagonal joins to letters without ascenders: in, ai, ar, un, am,

Horizontal joins to letters without ascenders: oa, wo, ou, vi, am

Diagonal joins to letters with ascenders: ab, ul, it, ch

Horizontal joins to letters with ascenders: ol, wh, ot, ob

Example:

The quick brown fox jumps over the lazy dog.

We use the following recommended teaching progression:

Diagonal join

Use for joining: a c d e h i k l m n t u

to: e i m n p r u v w x y

Diagonal join to an ascender:

Use for joining: a e i d h k l m n t u c

to: b h k l t

Diagonal join (where you have to retrace on the second letter)

Use for joining: a c d e h i k l m n t u

to: a d g c o q

Horizontal join

Use for joining: v w r o

to: i j m n p r u v w x y e

When joining to e the horizontal join needs to drop further to form part of the letter e.

Horizontal join to an ascender:

Use for joining: v w r o

to: b h k l t

Horizontal join (where you have to retrace on the second letter)

Use for joining: v w r o

to: a d g c o q