



Handwriting Overview - PPS



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>EYFS Nursery Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils. Show a preference for a dominant hand.</p>	<p>Pre-handwriting skills developed through mark-making opportunities and fine motor activities as part of continuous provision. Mark-making opportunities inside and outside. Fine motor/ mark-making activities sometimes adult-led.</p> <p>Examples of fine motor activities:</p> <ul style="list-style-type: none"> • Playdough • Threading • Scooping and pouring • Using tweezers • Managing clothing - zips, poppers and buttons • Puzzles - inset puzzles • Construction - squeezing the pieces together • Looking at books and carefully turning the pages • Sticker pictures - carefully peeling the stickers of the sheet • Pegging socks on a washing line • Single holes punches • Snipping with scissors 					
<p>EYFS Reception Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases</p> <p>Use a range of small tools, including scissors, paint brushes and cutlery</p> <p>Begin to show accuracy and care when drawing</p> <p>Write recognisable letters, most of which are correctly formed</p>	<p>Fine motor activity in continuous provision each week.</p> <p>Teach formation of each letter as introduced in phonics. Letter formation as detailed in SFA phonics scheme. Print formation. 4 letters a week & recap all 4 on Fri. Worksheet created using SFA letter formation example.</p>	<p>Focus: Control size Correct orientation</p> <p>Addressed within continuous provision. Linked to child’s developmental need. Letter formation errors noted at the time and muscle memory practise given later same day (for self-esteem reasons).</p>	<p>Focus: Fluency Letters on line Use of tripod grip</p> <p>Addressed within continuous provision. Linked to child’s developmental need.</p>			



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<p>Year 1 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</p>	<p>Each lesson to begin with a fine motor strengthening activity.</p> <p>Teach formation of lower-case letters in groups. Print formation as detailed in SFA used:</p> <ul style="list-style-type: none"> • Tunnel (n, m, h, b, p, u) • Straight line (i, l, t) 	<ul style="list-style-type: none"> • Curves to start (c, a, d, g, q, o, e, s) • Top exit (r, v, w) 	<ul style="list-style-type: none"> • Hooks, loops, lines (j, y, f, k) • Alternative straight lines (x, z) <p>Teach formation of digits 0-9</p>	<p>Teach formation of upper-case letters in groups:</p> <ul style="list-style-type: none"> • Straight line (L, T, I, F, E, H) • Straight & slant line (V, W, X, Y) 	<ul style="list-style-type: none"> • Straight & slant line (A, N, M, K, Z) • Curly line (C, O, S) 	<ul style="list-style-type: none"> • Straight & curly lines (D, P, B, R, J, G, Q, U)
<p>Year 2 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.</p>	<p>Revise formation of lower-case letters in groups. Print formation as detailed in SFA used:</p> <ul style="list-style-type: none"> • Tunnel (n, m, h, b, p, u) 	<ul style="list-style-type: none"> • Straight line (i, l, t) • Curves to start (c, a) 	<ul style="list-style-type: none"> • Curves to start (d, g, q, o, e, s) 	<ul style="list-style-type: none"> • Hooks, loops, lines (j, y, f, k) • Alternative straight lines (x, z) <p><i>Greater depth writers have focus group beginning to join</i></p>	<ul style="list-style-type: none"> • Top exit (r, v, w) <p><i>Greater depth writers have focus group beginning to join</i></p>	<p>Revise any letters still not being correctly formed</p> <p><i>Greater depth writers have focus group beginning to join</i></p>



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<p>Year 3 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</p> <p>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]</p>	<p>Each lesson contains practise of the join & 2 words containing that join.</p> <p>Teach group 1 to group 2 joins (bottom of one letter into top of a small letter):</p> <ul style="list-style-type: none"> • ac • ad • ce • do • mu • tu 	<p>Teach group 1 to group 2 joins (bottom of one letter into top of a small letter):</p> <ul style="list-style-type: none"> • er • in • us • ho • la • mp 	<p>Teach group 1 to group 3 joins (bottom of one letter into an ascender):</p> <ul style="list-style-type: none"> • ab • ck • el • it • sh • af 	<p>Teach group 4 to group 2 joins (top of one letter into top of a small letter):</p> <ul style="list-style-type: none"> • fo • or • ra • vo • wr • oo 	<p>Teach group 4 to group 3 joins (top of one letter into an ascender):</p> <ul style="list-style-type: none"> • ff • ot • wh • rt • ol • oh 	<p>Practise writing words containing the break letters (q, z, x).</p> <p>Teach joining group 5 (descenders) to group 2 and 3:</p> <ul style="list-style-type: none"> • gh • jo • ya
<p>Year 4 <i>NC objectives as Y3</i></p>	<p>Each lesson contains practise of the join, 2 words containing that join & a sentence.</p> <p>Revise group 1 to group 2 joins (bottom of one letter into top of a small letter):</p> <ul style="list-style-type: none"> • am • ep • hi • ki • ng • sm 	<p>Revise group 1 to group 2 joins (bottom of one letter into top of a small letter):</p> <ul style="list-style-type: none"> • un • ba • pi • zi • no • sp 	<p>Revise group 1 to group 3 joins (bottom of one letter into an ascender):</p> <ul style="list-style-type: none"> • ib • if • th • lk • al • et 	<p>Revise group 4 to group 2 joins (top of one letter into top of a small letter):</p> <ul style="list-style-type: none"> • fa • ow • rs • ve • wa • oa 	<p>Revise group 4 to group 3 joins (top of one letter into an ascender):</p> <ul style="list-style-type: none"> • ft • ob • rf • wh • of • ok 	<p>Practise writing words containing the break letters (q, z, x).</p> <p>Teach joining group 5 (descenders) to group 2 and 3:</p> <ul style="list-style-type: none"> • gl • ji • yo



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<p>Year 5 write legibly, fluently and with increasing speed by:</p> <p>choose which shape of a letter to use when given choices and deciding whether or not to join specific letters</p> <p>choose the writing implement that is best suited for a task</p>	<p>Chn set themselves a personal target (see list below)</p> <p>Chn copy a passage of text (link of English or any foundation subject) to focus on their target.</p> <p>Chn assess themselves against their target. Either carry forward to next session or set new target.</p> <p>Possible personal targets:</p> <ul style="list-style-type: none">• Form a particular letter correctly• Join a particularly letter/ pair of letters correctly• Sit all letters on line• Make all lower case letters a consistent size• Make capital letters a consistent size• Make ascenders a consistent size• Make ascenders parallel• Make descenders a consistent size• Make descenders parallel• Make spacing better betters and words consistent• Ensure all writing is legible• Increase speed, without losing accurately• Increase fluency• Develop my own style of fluent, joined and legible writing
<p>Year 6 <i>NC objectives as Y5</i></p>	