

## HANDWRITING CURRICULUM INTENT

At Holy Trinity we recognise the importance of children developing a good, confident handwriting style and the importance of automaticity to enable progress in their overall writing attainment both within the English and the wider curriculum.

Our Handwriting curriculum is informed by the EYFS Curriculum and the National Curriculum in KS1 and 2

Our journey begins in the Foundation Stage with the teaching focus being on patterns (see the below Practising patterns progression document) before moving onto letter families. In Nursery the children begin by developing their gross and fine motor skills throughout the school day, mark making and drawing using a range of materials and tools.

Once children have developed the fundamental skills needed to hold and use a pencil effectively, the children start learning block print letters (non cursive). This style of writing ensures that children learn and practise the correct start and end points of each letter.

Once children are able to securely form each individual letter, they will be introduced to joining. Joining letters supports children's fluency and speed of writing. Letter joining starts with teaching the children ascender joins which begins at KS1.

Throughout Key Stage 2 children will continue to develop new letter joins, as well as continuing to practise the speed and quality of their handwriting.

When teaching handwriting, children are not taught letters in alphabetical order, but in 'letter families'. Letter families group together letters that follow similar movement and direction patterns.

Our handwriting families are 'Long ladders', 'one Armed Robots', 'Curly Caterpillars' and 'Zig Zag monsters'.

In our Foundation Stage, our handwriting is linked with our Little Wandle Letters and Sounds Revised scheme. Each letter is taught using a Little Wandle formation phrase and letter mnemonic that helps children visualise and form letter shapes. E.g. a – astronaut, around the astronaut's helmet and down into space. The letter order, formation and formation phrase can be viewed on the below progression document.

When children enter school, not everyone is physically ready to start formalised handwriting. Until this point children will work on physical activities which will develop and strengthen their gross and fine motor strength, which will eventually support them in having a strong pencil grip and the ability to be able to trace, copy and write with ease.







Posture is an important element of successful writing. Children should sit with their feet flat on the floor, their back straight and with relaxed shoulders.







In order to ensure consistency, Twinkl join fonts should be used in all powerpoint presentations and hand outs so that children see the correct letter formation every day.




The table on the next page shows the non cursive letter formation for children in EYFS without ascenders.

KS1 introduce ascenders, and teach g, y, j and f with joins/ascenders. See Appendix 1 for joined letter formation at the end of this document.

Handwriting is taught at the beginning of each English lesson in KS1 and KS2. The sequence of the lesson is outlined at the end of this document in Appendix 2.










Pattern type	Skills developed
Pages 2 to 5: Horizontal and vertical lines 	Develops: <ul style="list-style-type: none"> <li>hand stability</li> <li>pressure awareness</li> <li>hand-eye coordination.</li> </ul> Lays the foundations for forming letters with straight lines.
Pages 6 to 7: Wavy lines 	Develops: <ul style="list-style-type: none"> <li>hand stability</li> <li>pressure awareness</li> <li>hand-eye coordination</li> <li>ability to create a shape without lifting the pencil, which is important for smooth flow.</li> </ul> Lays the foundations for forming letters with wavy lines.
Pages 8 to 9: Circles 	Develops: <ul style="list-style-type: none"> <li>smooth controlled movement</li> <li>pressure awareness</li> <li>wrist and finger coordination.</li> </ul> Letter formation: <b>a c g o q</b>
Pages 10 to 11: Up curves 	Develops: <ul style="list-style-type: none"> <li>smooth curved movement</li> <li>muscle memory for up and down strokes</li> <li>precision when changing direction.</li> </ul> Letter formation: <b>u y</b> and the starting point and direction for these letters (starting at the top and going down the line and then up the right-hand side and back down the same line).
Pages 12 to 13: Down curves 	Develops: <ul style="list-style-type: none"> <li>smooth curved movement</li> <li>muscle memory for up and down strokes</li> <li>precision when changing direction.</li> </ul> Letter formation: <b>b d h m n p r</b> and the starting point and direction for these letters (starting at the top and going down the line and back up the same line either halfway or full height).
Pages 14 to 15: Mixed height curves 	Develops: <ul style="list-style-type: none"> <li>precision and coordination when changing height, spacing and rhythm</li> <li>muscle memory for up and down strokes</li> <li>precision when changing direction.</li> </ul> Letter formation: <b>f i j l t y</b> Also supports advanced letter formation, especially words with letters of different heights.

Pattern type	Skills developed
Pages 16 to 17: C shape 	Develops: <ul style="list-style-type: none"> <li>smooth curved movement</li> <li>ability to create a shape without lifting the pencil, which is important for smooth flow</li> <li>understanding of direction and orientation.</li> </ul> Letter formation: <b>a c d e g o q s</b>
Pages 18 to 19: Spirals 	Develops: <ul style="list-style-type: none"> <li>precision</li> <li>spatial awareness</li> <li>pressure awareness</li> <li>smooth curved movement</li> <li>ability to create a shape without lifting the pencil, which is important for smooth flow</li> <li>understanding of direction and orientation.</li> </ul>
Pages 20 to 21: Crosses 	Develops: <ul style="list-style-type: none"> <li>line precision</li> <li>ability to lift and reposition the pencil</li> <li>spatial awareness (crossing at the centre)</li> <li>precision when changing direction.</li> </ul> Letter formation: <b>f t x</b> (letters with intersecting strokes).
Pages 22 to 23: Turrets 	Develops: <ul style="list-style-type: none"> <li>ability to start, stop and change direction quickly</li> <li>precision with sharp controlled movements</li> <li>wrist and finger coordination</li> <li>control of stroke height and width.</li> </ul>
Pages 24 to 25: Diagonals 	Develops: <ul style="list-style-type: none"> <li>fine motor coordination for angled movements</li> <li>directional control and precision along a slant.</li> </ul> Letter formation: <b>A K M N R V W X Y Z</b> (letters with slants).
Pages 26 to 27: Zig-zags 	Develops: <ul style="list-style-type: none"> <li>precision when changing direction</li> <li>hand stability</li> <li>muscle coordination</li> <li>precision, rhythm and start and stop stroke</li> <li>control of stroke height</li> <li>spatial awareness</li> <li>pressure awareness.</li> </ul> Letter formation: <b>M N V W Z</b> (letters with angular components).

Pattern type	Skills developed
Pages 28 to 29: Sideways V 	Develops: <ul style="list-style-type: none"> <li>directional control and precision along a slant</li> <li>ability to change direction smoothly, make sharp angles and controlled movements</li> <li>consistent movement.</li> </ul> Letter formation: <b>K Y Z</b>
Pages 30 to 31: Letter x 	Develops: <ul style="list-style-type: none"> <li>precision in intersecting diagonal lines</li> <li>precision when changing direction</li> <li>line precision</li> <li>spatial awareness of where to put the cross</li> <li>understanding of the structure and proportion of letters.</li> </ul> Letter formation: <b>x</b>
Pages 32 to 33: Triangles 	Develops: <ul style="list-style-type: none"> <li>stroke control for diagonal lines, angle precision and pencil lifts.</li> </ul> Letter formation: <b>A M N V W X</b>







## Unit 2: Curly letter family

### Letter formation phrases

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Curl around the cat.		Around the queen's face, down her robe and a flick at the end.
	Around the astronaut's helmet and down into space.		Around the elephant's eye and curl down its trunk.
	Around the duck's body, up to its head and down to its feet.		Down the snake from head to tail.
	Around the goat's face and curl under its chin.		Down the flamingo to its foot and across its wings.
	All around the octopus.		







## Unit 3: Long letter family

### Letter formation phrases

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down the lollipop stick.		Down the jellyfish and dot its head.
	Down the iguana and dot the leaf.		Down and around the umbrella and back to the ground.
	Down the tiger and across its neck.		Down, around the yo-yo and curl around the string.






## Unit 4: Bouncy letter family

### Letter formation phrases

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down, up and over the mouse's ears.		Down the bear's back, up and around its tummy.
	Down, up and over the net.		Down the penguin's back, up and around its head.
	From the cloud to the ground and over the rainbow.		Down, up and over the helicopter.

## Unit 5: Zig-zag letter family

### Letter formation phrases

Letter mnemonic	Formation phrase	Letter mnemonic	Formation phrase
	Down to the bottom of the volcano and back up to the top.		Across the top of the zebra's head, zig-zag down its neck and along.
	Down and up and down and up the waves.		Down the kite, up to the top corner and down to the bottom corner.
	From the top, across the box to the bottom. From the top again, across the box to the bottom.		

	<b>Statutory Requirements KSI &amp; 2</b>	<b>Non-Statutory Notes and Guidance</b>
<b>Year 1, Age 5-6</b>	<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>• learn unjoined handwriting before they start using some of the diagonal and horizontal strokes that are needed to join letters</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>Handwriting requires frequent and discrete, direct teaching. 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. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided.</p> <p>Writing is likely to develop at a slower pace than reading at this stage. This is because pupils 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. Left-handed pupils should receive specific teaching to meet their needs.</p>
<b>Year 2 Age 6-7</b>	<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 un-joined</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>	<p>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.</p>
<b>Years 3-4 Age 7-9</b>	<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 un-joined</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>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.</p>
<b>Years 5-6 Age 10-11</b>	<p>Pupils should be taught to write legibly, fluently and with increasing speed by:</p> <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>	<p>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.</p>

# HANDWRITING CURRICULUM IMPLEMENTATION

## FOUNDATION STAGE

- Allow children to choose/develop their dominant hand.
- Explore and have the opportunity to develop a comfortable grip using a variety of malleable materials and graphic tools.
- Model anti-clockwise circles.
- Model lines from top to bottom.
- Model left to right orientation.
- Model correct pencil hold and the use of joined school cursive script.
- Practise correct letter formation using cursive script.
- Develop a conventional tripod pencil grip.
- Produce a controlled line which supports letter formation.
- Rehearse letter writing in the air whilst teacher demonstrates and gives verbal instructions.
- Write letters using the correct sequence of movements.
- Space and regulate letters and words.
- Write from left to right and top to bottom of the page.
- Practice handwriting patterns

<b>Advent 1</b>	Unit 1 - Letter patterns are taught over four weeks (4 lessons a week) Unit 2 – Lowercase Curly Letter Family (teach three letters a week in four lessons) c, a, d, g, o, q
<b>Advent 2</b>	Unit 2 – Lowercase Curly letter Family (teach three letters a week in four lessons) e, s, f Unit 3 – Lowercase Long letter family (teach three letters a week in four lessons) l, l, t, j, u, y Unit 4 – Lowercase Bouncy letter family (teach three letters a week in four lessons) m, n, r, b, p, h Unit 5 – Lowercase Zig-zag letter family (teach three letters a week in four lessons) v, w, x, z, k Assess and review
<b>Lent 1</b>	Teach capital letter formation Unit 6: Capital letters Cc, Aa, Dd Gg, Oo, Qq Ee, Ss, Ff Ll, li, Tt Jj, Uu, Yy Assess and review week
<b>Lent 2</b>	Teach capital letter formation Unit 6: Capital letters Mm, Nn, Rr Bb, Pp, Hh Vv, Ww, Xx Zz, Kk Assess and review week
<b>Pentecost 1</b>	Unit 7: Digraphs and trigraphs ff, ll, ss zz, ck, qu ch, sh, th ng, nk, ai ee, igh, oa Assess and review week
<b>Pentecost 2</b>	Unit 7: Digraphs and trigraphs oo, ar, or ur, ow, oi ear, air, er Assess and review all letters as needed

## YEAR ONE

- Consolidate a conventional tripod pencil grip.
- Continue to practise correct letter formation using school cursive script.
- Practise handwriting in conjunction with spelling and independent writing, ensuring correct letter orientation, formation and proportion, in a style that makes the letters easy to join later.
- Orientate letters correctly on four lines
- Practice joining handwriting patterns
- 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, with cursive joining ascenders
- 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.

<b>Advent 1</b>	Curly caterpillar letters- a c d,e,f,g,o,q,s, (lower and upper case) and orientate on four lines; Digits 0-9
<b>Advent 2</b>	I armed robot letters-b,h,m,n,p,r,k (upper and lower case) Revise lower/upper case and orientate on four lines Writing own name including surname
<b>Lent 1</b>	Long ladder letters -i,j,t,l,u,y (lower and upper case) and orientate on four lines
<b>Lent 2</b>	Zig-zag letters- v,w,x,z (upper and lower case) and orientate on four lines
<b>Pentecost 1</b>	Phase 3 graphemes: ch, sh th ng ai ee igh oa oo (join grapheme together)
<b>Pentecost 2</b>	Phase 3 graphemes: ar or ur ow oi ear air ure er (join grapheme together)

## YEAR TWO

- Consolidate size, proportion, spacing and legibility.
- Practise the four basic handwriting joins:
  - -diagonal joins to letters with ascenders, e.g. ai, ar, un;
  - -horizontal joins to letters with ascenders, e.g. ou, vi, wi;
  - -diagonal joins to letters with ascenders, e.g. ab, ul, it;
  - -horizontal joins to letters with ascenders, e.g. ol, wh, ot.
- Practise handwriting in conjunction with phonic and spelling patterns.
- 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.

<b>Advent 1</b>	Review and consolidate letter formation of four groups in both upper and lower cases (I armed robot letters-b,h,m,n,p,r,k Curly caterpillar letters- a c d,e,f,g,o,q,s/ Long ladder letters -i,j,t,l,u,y/ Zig-zag letters- v,w,x,z-One group per lesson Writing full name orientated correctly on four lines Digits 0-9
<b>Advent 2</b>	Diagonal joins to letters with ascenders: ai, ar,er,ur,ng un, an
<b>Lent 1</b>	horizontal joins to letters with ascenders: oo,or,ow,oa ou, oi,
<b>Lent 2</b>	diagonal joins to letters with ascenders: ch,sh,th,ph,ck,ab, ul,
<b>Pentecost 1</b>	horizontal joins to letters with ascenders: ol, wh, ot,ob,od,
<b>Pentecost 2</b>	Revision and practice of any of the above

### YEAR THREE

- Practise correct formation of basic joins from Year 2.
  - -diagonal joins to letters without ascenders, e.g. ai, ar, un;
  - -horizontal joins to letters without ascenders, e.g. ou, vi, wi;
  - -diagonal joins to letters with ascenders, e.g. ab, ul, it;
  - -horizontal joins to letters with ascenders, e.g. ol, wh, ot.
- Continue to demonstrate, rehearse and verbalise as in KSI.
- Consolidate consistency in size, proportion, fluency and spacing between letters and words.
- Develop clear, neat hand for finished work.
- Build up handwriting speed, fluency and legibility through practice.
- 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, e.g. 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

<b>Advent 1</b>	Review and consolidate letter formation of four groups in both upper and lower cases. (l armed robot letters-b,h,m,n,p,r,k Curly caterpillar letters- a c d,e,f,g,o,q,s/ Long ladder letters -i,j,t,l,u,y Zig-zag letters- v,w,x,z- One group per week  Writing full name (including middle names) orientated correctly on four lines
<b>Advent 2</b>	Diagonal joins to letters with ascenders: au, ue, aw,ie,ir,ew
<b>Lent 1</b>	horizontal joins to letters with ascenders: vi, wi, oy, wa, wo,we
<b>Lent 2</b>	diagonal joins to letters with ascenders: it, ab, ad, al, at, cl, ct, et,
<b>Pentecost 1</b>	horizontal joins to letters with ascenders: ol, wh, ot, ob,od Practice not joining up after the letter q
<b>Pentecost 2</b>	Joining to other letters from letters with a descender fl,fr,fa,gr,gl,ya,ye,yo yu

### YEAR FOUR

- Use joined handwriting for all writing except where other special forms are required.
- Know when to use:
  - a clear, neat hand for finished presented work.
  - informal writing for everyday informal work, rough drafting etc.
- Build up speed continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.
- Use a range of presentational skills, e.g.
  - print script for captions, sub-headings and labels;
  - capital letters for posters, title pages and headings;
  - a range of computer generated fonts and point sizes.
- 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, e.g. 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

<b>Advent 1</b>	Revise letter formation a-z both upper and lower case. Trouble shooting any handwriting issues-revise any commonly mis-formed letters both upper and lower case
<b>Advent 2</b>	Revision of diagonal joins to letters with ascenders using any examples, e.g. ai, ar, un;
<b>Lent 1</b>	Revision of horizontal joins to letters with ascenders, e.g. ou, vi using any examples Joining on from letter p- pa,pr,pe,pi Joining on from letter b- ba,be,bi,bo,bu
<b>Lent 2</b>	Revision of diagonal joins to letters with ascenders, e.g. ab, ul, it using any examples
<b>Pentecost 1</b>	Revision of horizontal joins to letters with ascenders, e.g. ol, wh, ot using any examples
<b>Pentecost 2</b>	Joining on from letter p- pa,pr,pe,pi Joining on from letter b- ba,be,bi,bo,bu understand which letters, when adjacent to one another, are best left un-joined.

## YEAR FIVE/SIX

- Continue to consolidate consistency in size, proportion, fluency and spacing between letters and words.
- Revise all rules for joining.
- Develop fluency and speed so that problems with forming letters do not get in the way of their writing down what they want to say.
- Use joined handwriting for all writing except where other special forms are required.
- Know when 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.
- Know when to use:
  - a clear neat hand for finished, presented work.
  - informal writing for everyday informal work, rough drafting etc.
- Write legibly, fluently and with increasing speed by:
  - choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
  - choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

<b>Advent 1</b>	Revise letter formation a-z both upper and lower case. Trouble shooting any handwriting issues- revise any commonly mis-formed letters both upper and lower case Revision of diagonal joins to letters with ascenders using any examples, e.g. ai, ar, un;
<b>Advent 2</b>	Revision of horizontal joins to letters with ascenders, e.g. ou, vi using any examples Joining on from letter p- pa,pr,pe,pi Joining on from letter b- ba,be,bi,bo,bu  Revision of diagonal joins to letters with ascenders, e.g. ab, ul, it using any examples
<b>Lent 1</b>	Revision of horizontal joins to letters with ascenders, e.g. ol, wh, ot using any examples Joining on from letter p- pa,pr,pe,pi Joining on from letter b- ba,be,bi,bo,bu understand which letters, when adjacent to one another, are best left un-joined.
<b>Lent 2 &amp; Pentecost Term</b>	Review and consolidation of the above

Appendix I:

Aa Bb Cc Dd

Ee Ff Gg Hh Ii

Jj Kk Ll Mm

Nn Oo Pp Qq

Rr Ss Tt Uu Vv

Ww Xx Yy Zz

Appendix 2:

<b>HOLY TRINITY CATHOLIC ACADEMY</b>		
<b>HANDWRITING EXPECTATIONS (KSI &amp; 2) and FEEDBACK AND RECALL (KS2)</b>		
		<b>Check</b>
<b>1</b>	<b>Desks free of clutter</b> – chair backs reading book box etc	
<b>2</b>	<b>Resources out on tables ready for main lesson</b> – saving time, allowing further time for monitoring and explicit feedback	
<b>HANDWRITING</b>		
<b>3</b>	<b>Handwriting Expectations slide</b> <ul style="list-style-type: none"> <li>- 4 Ps check as per main slide</li> <li>- Warm up hand/finger exercises as needed / age appropriate</li> <li>- Explicit teacher demonstration on visualise or whiteboard first, linked to Handwriting curriculum progression document</li> <li>- <b>Look, Trace, Do</b> sheet (adapted for SEND children) – teacher circulates giving feedback</li> <li>- Tick and Fix explicit feedback</li> <li>- (KSI – Main LO for the lesson under the handwriting sheet)</li> </ul>	
<b>KS2 FEEDBACK AND RECALL</b>		
	<ul style="list-style-type: none"> <li>- <b>Dictation sentence: (punctuation and grammar linked to AfL gaps in Writing assessment)</b></li> <li>- Dictation instruction on slide ‘Listen carefully to the sentence I am going to read aloud to you, and then write it in your books. Focus on your handwriting, spelling, punctuation and capital letters’</li> <li>- Teacher reads the sentence 3 times: x1 to listen, x2 and x3 children write (Teacher emphasizes punctuation in LKS2, UKS2 vary according to assessment) Teacher circulates the class whilst reading the sentence – explicit feedback as needed</li> <li>- Reveal the sentence on the slide</li> <li>- Children tick and fix with green pen</li> </ul>	
	<b>UKS2</b> <ul style="list-style-type: none"> <li>- UKS2 – SPAG focus questions from SATS papers</li> <li>- Specific feedback task from AfL if needed</li> <li>- Teacher to circulate, monitor, give explicit feedback</li> </ul>	
<b>Main Lesson learning objective</b>		
Writing unit sequence applies		