



Handwriting Scheme Overview

Rationale:

To support and encourage the progression and development of each child's handwriting throughout the school into a fluent, legible, and individual style that can be adapted for a range of purposes and will support their spelling and composition. All children will be taught to write in a cursive style to enable them to develop a neat style with the added benefit of encouraging accurate spelling.

Cursive handwriting encourages:

- Natural movement
- Correct letter formation
- Less load on memory, aiding movement from left to right
- Clearer spacing
 - Increased speed
- The development of a personal style
- Improved spelling

Curriculum Aims:

- 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. Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.
- Year 2 - Form lower case letters of the correct size relative to one another.

Handwriting is to be taught explicitly to all children through Read, Write Inc. sessions. All groups to teach the same letter on the same day to support fluid groupings and to ensure each child is taught how to form every letter correctly.

If by the end of teaching a 'family of letters' particular children are still not forming letters correctly – class teachers are to be informed and focussed interventions will be planned.

Once the cycle has been completed, repeat.



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Children that are writing neatly in all areas of writing will be discussed on an individual basis to support teaching of joining letters.



Read Write Inc Structure: Speed sounds, introduce new sound, practise green words, handwriting, practise writing spellings into books, story books/reading.

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Handwriting Lesson Structure – 10 minutes.

1. Warm up – Fine motor skills	2. Teach	3. Practise	4. Apply
<p><u>Air writing:</u></p> <p>Children to isolate their 'pointer' finger on their writing hand.</p> <p>Model how to 'air' write a child's name including the initial capital letter.</p> <p>Children to write their name in the air inc capital letter.</p>	<p>Introduce the letter name and the sound (phoneme) of the letter.</p> <p><u>Model</u> how to form the lower-case letter on flipchart paper. Talk through the 'rhyme' for each letter with the children (my turn, your turn).</p> <p>Encourage a finger space between each letter.</p> <p>Remind children that every letter starts with 'up we go'.</p> <p>Show the children which family the letter belongs to. <i>(Posters for handwriting to be displayed when teaching that family – only display family when teaching it)</i></p> <p>Children practise air writing the letter shape with their writing hand as a class, whilst saying the rhyme (support this by tracing your letter on the board) They could also practise air writing on the table, on</p>	<p>Children to practise writing a line of the letter being taught.</p> <p><i>Some children may benefit from having a modelled letter in their book to support with the height/ size of the letter (in Autumn 1 – all children to have the letter in books)</i></p> <p>Monitor each child whilst handwriting to ensure correct formation is happening. Highlight in green their best effort. Offer more support to individuals if they aren't forming the letters correctly.</p>	<p>Children to practise writing one word that begins with the letter they are learning. Say the word (my turn, your turn). Sound it out</p> <p>Count/pinch the sounds.</p> <p>Model writing the word on the board, keep this up for children to refer to.</p> <p>Children to write the word down, 4/5 times. Finger space between each word.</p> <p>Word to be appropriate to the group you are teaching, it should not be a word containing sounds that have not been taught. Aim for shorter words to begin with until children have been taught correct formation of other letters.</p> <p>Monitor each child to ensure correct letter formation of the letter being taught. Check for cursive lead in and the correct height/size of letter.</p> <p>Don't focus on other letters of the word when marking if these haven't been taught (only if the letter is reversed).</p>



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	<p>body parts. Make large and small letter shapes.</p> <p>Remind children of the correct pen/pencil grip (poster prompt for displaying)</p> <p>Remind them of the appropriate seating position and posture for good writing (poster prompt for displaying)</p> <p>Remind the children how to position their book correctly (poster prompt for displaying)</p>		<p>If children aren't forming the letter taught correctly, allow them another chance to practise.</p>
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Autumn 1	Mon	Tues	Weds	Thurs	Fri	
	Ladder letters: l	Ladder letters: i	Ladder letters: u	Ladder letters: t	Spellings	
	Ladder letters: y	Ladder letters: j	One-armed robot letters: m	One-armed robot letters: n	Spellings	<i>End of ladder letters: identify children that can still not form letters. Interventions planned to support.</i>
	One-armed robot letters: h	One-armed robot letters: k	One-armed robot letters: b	One-armed robot letters: p	Spellings	
	One-armed robot letters: r	Curly caterpillar letters: c	Curly caterpillar letters: a	Curly caterpillar letters: d	Spellings	<i>End of one-armed robot letters: identify children that can still not form letters. Interventions planned to support.</i>
	Curly caterpillar letters: e	Curly caterpillar letters: s	Curly caterpillar letters: g	Curly caterpillar letters: f	Spellings	
	Curly caterpillar letters: d	Curly caterpillar letters: o	Time to revisit letters the majority still struggle within your group.		Spellings	<i>End of curly caterpillar letters: identify children that can still not form letters. Interventions planned to support.</i>



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Autumn 2 Week Beginning	Mon	Tues	Weds	Thurs	Fri	
	Handwriting Scheme Overview					
	The zig-zag monster letters: Z	The zig-zag monster letters: N	The zig-zag monster letters: W	The zig-zag monster letters: X	Spellings	<i>End of zig-zag monster: identify children that can still not form letters. Interventions planned to support.</i>
	REVISIT Ladder letters: l	REVISIT Ladder letters: i	REVISIT Ladder letters: u	REVISIT Ladder letters: t	Spellings	<i>Ensure children are beginning to practise writing 2-3 words with starting with taught letter</i>
	REVISIT Ladder letters: y	REVISIT Ladder letters: j	REVISIT One-armed robot letters: m	REVISIT One-armed robot letters: n	Spellings	<i>End of ladder letters: identify children that can still not form letters. Interventions planned to support.</i>
	REVISIT One-armed robot letters: h	REVISIT One-armed robot letters: k	REVISIT One-armed robot letters: b	REVISIT One-armed robot letters: p	Spellings	
	REVISIT One-armed robot letters: r	REVISIT Curly caterpillar letters: c	REVISIT Curly caterpillar letters: a	REVISIT Curly caterpillar letters: d	Spellings	<i>End of robot letters: identity children that can still not form letters. Interventions planned to support.</i>
	REVISIT Curly caterpillar letters: e	REVISIT Curly caterpillar letters: s	REVISIT Curly caterpillar letters: g	REVISIT Curly caterpillar letters: f	Spellings	
	REVISIT Curly caterpillar letters: d	REVISIT Curly caterpillar letters: o	REVISIT The zig-zag monster letters: Z and N	REVISIT The zig-zag monster letters: W and X	Spellings	<i>End of caterpillar/zig-zag letters identify children that can still not form letters. Interventions planned to support.</i>



Handwriting Scheme Overview

Resources to support.



Up we go...around the apple
and down the leaf ... and off we
go



Up we go... down the laces to
the heel then around the toe ...
and off we go



Up we go... curl around the
caterpillar

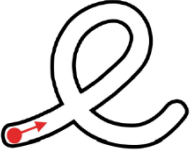









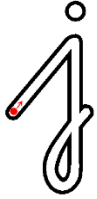







Up we go... around the dinosaur's
bottom, up his tall neck and down
to his toes ... and off we go





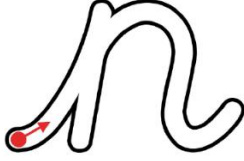















Handwriting Scheme Overview

 <p>Up we go... lift off the top and scoop out the egg</p> 	 <p>Up we go... down the stem and draw the leaf</p> 	 <p>Up we go... around the girl's face, down her hair and give her a curl</p> 	 <p>Up we go... tall and down the head to the hooves then across his back... and off we go</p> 
 <p>Up we go...down the insect ... and off we go... dot for the head</p> 	 <p>Up we go... down his body, curl and dot for his head</p> 	 <p>Up we go... down the kangaroo's body, tail and leg... and off we go</p> 	 <p>Up we go... down the long leg... and off we go</p> 









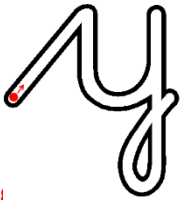





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 <p>Up we go... Maisie, mountain, mountain... and off we go</p> 	 <p>Up we go... down Nobby's net... and off we go</p> 	 <p>Up we go... around the orange... and off we go</p> 	 <p>Up we go... down the pirate's plait and around his face</p> 
 <p>Up we go... around her head, up past her earring, down her hair and flick</p> 	 <p>Up we go... down the robot's back and curl over his arm...</p> 	 <p>Up we go... slither down the snake... and off we go</p> 	 <p>Up we go... down the tower ... and off we go... across the tower</p> 



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 <p>Up we go... down and under, up to the top... and off we go</p> 	 <p>Up we go... down the wing, up the wing... and off we go</p> 	 <p>Up we go... down, up, down, up... and off we go</p> 	 <p>Up we go... turn and leg, repeat the other side... and off we go</p> 
 <p>Up we go... turn, up a horn and under the head</p> 	 <p>Up we go... zig, zag, zig ... and off we go</p> 		



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