

2024 - 2025



HILTON

SPENCER ACADEMY

Handwriting Statement

Intent

At Hilton Spencer Academy, we recognise that handwriting is a key transcription skill that underpins the writing process. We aim for children to develop the necessary skills to meet the Early Learning Goals and National Curriculum requirements for handwriting. We support our children to be able to write legibly, fluently and at speed to develop a lifelong skill.

Implementation

In Early Years, the focus for children is to develop their skills in readiness for handwriting before moving onto letter formation.

Preparation for handwriting involves developing four key areas:

1. **Gross motor control:** The control and co-ordination of big movements the body can make.
2. **Fine motor control:** Being able to fine-tune the movements of the arm, hand and fingers.
3. **Visual control:** Ensuring hand and eye movements are working well together.
4. **Spatial control:** Helping children to be able to move themselves confidently in a space with an awareness of direction (left/right) and plane (horizontal/vertical) and eventually helping them to transfer that sense of space on to paper

Within our EYFS setting, sensory activities, recognition of pattern and language to talk about shape and movement and the shaping of patterns and basic letter movements are at the core of our curriculum to support children in preparation for handwriting.

Posture and Pencil Grip:

Children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor. They are supported to ensure they hold a comfortable tripod pencil grip (between the thumb and forefinger with the pencil resting on the third finger) that allows for efficient control of the pencil.



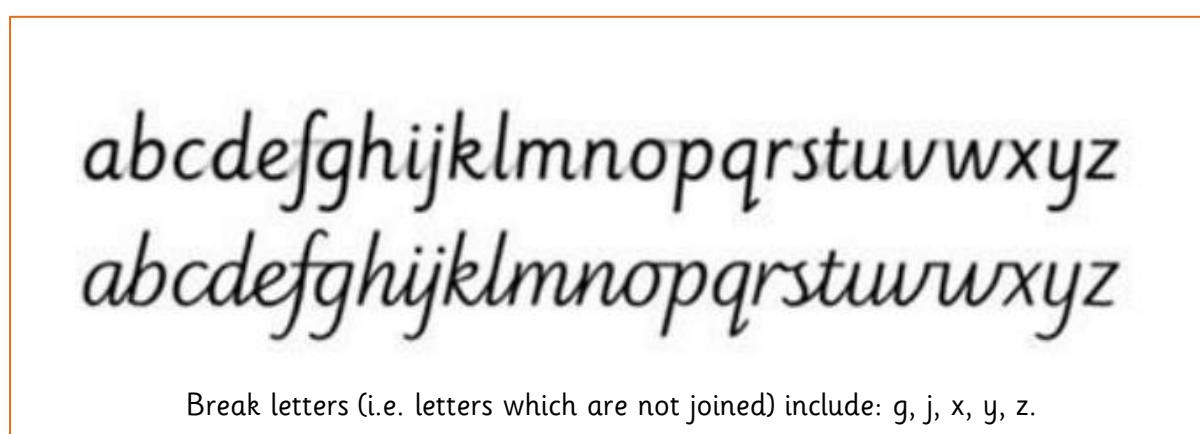
In EYFS, correct formation of all lower-case letters is taught alongside our Little Wandle Phonics programme.

Handwriting Teaching Sequence

In Key Stage One, fine and gross motor skills are continually developed and the importance of posture and pencil grip are reinforced. Our children will now focus on correctly forming each letter before beginning to join certain letters.



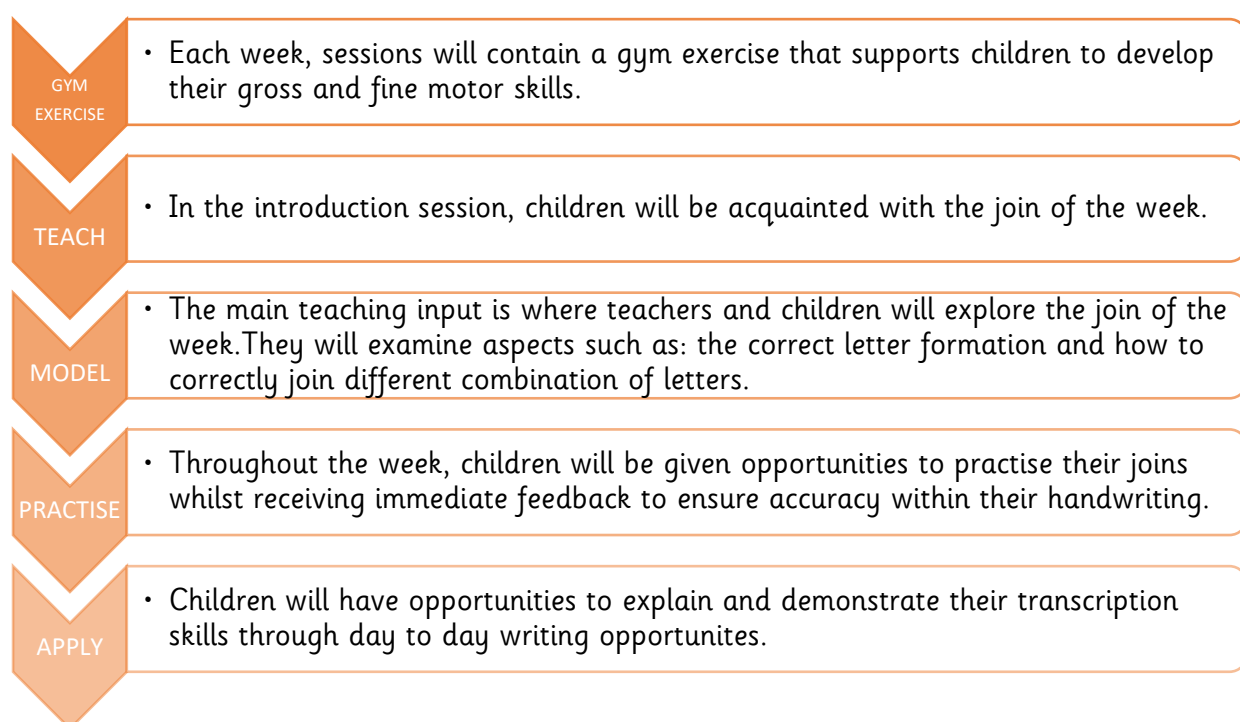
In Year 3 and 4, children will learn how to join most letters. As the movement for joins becomes more familiar and fluent, the focus moves to develop a neat and even style by looking at size and proportion, parallel downwards strokes and spacing (see appendix 1).



Break letters (i.e. letters which are not joined) include: g, j, x, y, z.

In Year 5 and 6, the joins, legibility and consistency of handwriting will be reinforced through everyday classroom practice. Children will be encouraged to develop an individual style for speed and legibility.

A typical teaching sequence for Y1 – 4 at Hilton follows:



Interventions

There may be some children that need extra support to develop their fine motor skills, gross motor skills to support letter formation.

At Hilton Spencer Academy, we incorporate a range of activities to support children with developing their fine and gross motor skills into the classroom. When needed, we use the following interventions and resources to support our children to be ready for handwriting and develop the necessary skills needed.

Fine Motor Sensory Activities	Copy and Trace
Letter Formation	Joy Doodle
Follow your pencil	Active Hands

Impact

Overall, our handwriting provision at Hilton Spencer Academy allows children to develop a life-long skill that supports the transcription skills of writing. Our statement aims to support children to reach the end of year and phase expectations to allow them to develop and maintain a legibility, fluency and speed within handwriting.

End of Year 1 expectations:

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.

End of Year 2 expectations:

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 un-joined.

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.

End of Lower Key Stage 2 expectations:

- 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

End of Upper Key Stage 2 expectations:

- Write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether to join specific letters.

- Choosing the writing implement that is best suited for a task.

Year One

Year 1/Primary 2

Term 1

- 1 Practising long-legged giraffe letters
- 2 Writing words with ll
- 3 Introducing capitals for long-legged giraffe letters
- 4 Practising one-armed robot letters
- 5 Practising long-legged giraffe letters and one-armed robot letters
- 6 Introducing capitals for one-armed robot letters
- 7 Practising curly caterpillar letters
- 8 Writing words with double ff
- 9 Writing words with double ss
- 10 Introducing capitals for curly caterpillar letters

Term 2

- 11 Practising long-legged giraffe letters, one-armed robot letters and curly caterpillar letters
- 12 Practising zig-zag monster letters
- 13 Writing words with double zz
- 14 Mixing all the letter families
- 15 Practising all the capital letters
- 16 Practising all the numbers 0-9
- 17 Writing words with ck and qu
- 18 Practising long vowel phonemes: ai, igh, oo
- 19 Practising vowels with adjacent consonants: ee, oa, oo
- 20 End-of-term check

Year 2 and Year 3

Year 2/Primary 3

Term 1

- 1 Practising diagonal join to ascender: *th, ch*
- 2 Practising diagonal join, no ascender: *ai, ay*
- 3 Practising diagonal join, no ascender: *ir, er*
- 4 Practising horizontal join to ascender: *wh, oh*
- 5 Practising horizontal join, no ascender: *ow, ou*
- 6 Introducing diagonal join to e: *ie, ue*
- 7 Introducing horizontal join to e: *oe, ve*
- 8 Introducing *ee*
- 9 Practising diagonal join, no ascender: *le*
- 10 Writing numbers 1-100

Term 2

- 11 Introducing diagonal join to anticlockwise letters: *ea*
- 12 Practising diagonal join to anticlockwise letters: *igh*
- 13 Practising diagonal join to anticlockwise letters: *dg, ng*
- 14 Introducing horizontal join to anticlockwise letters: *so, sa*
- 15 Practising horizontal join to anticlockwise letters: *wa, wo*
- 16 Introducing mixed joins for three letters: *air, ear*
- 17 Practising mixed joins for three letters: *oor, our*
- 18 Practising mixed joins for three letters: *ing*
- 19 Size and spacing
- 20 End-of-term check

Term 3

- 21 Building on diagonal join to ascender: *ck, al, el, at, il, ill*
- 22 Building on diagonal join, no ascender: *ui, ey, aw, ur, an, ip*
- 23 Building on horizontal join to ascender: *ok, ot, ob, ol*
- 24 Building on horizontal join, no ascender: *oi, oy, on, op, ov*
- 25 Building on diagonal join to anticlockwise letters: *ed, cc, eg, ic, ad, ug, dd, ag*
- 26 Building on horizontal join to anticlockwise letters: *oc, og, od, va, vo*
- 27 Introducing joins to s: *as, es, is, os, ws, ns, ds, ls, ts, ks*
- 28 Practising joining *ed* and *ing*
- 29 Assessment
- 30 Capitals

Term 3

- 21 Numbers 10-20: spacing
- 22 Practising *ch* unjoined
- 23 Introducing diagonal join to ascender: *ch*
- 24 Practising *ai* unjoined
- 25 Introducing diagonal join, no ascender: *ai*
- 26 Practising *wh* unjoined
- 27 Introducing horizontal join to ascender: *wh*
- 28 Practising *ow* unjoined
- 29 Introducing horizontal join, no ascender: *ow*
- 30 Assessment

Year 3/Primary 4

Term 1

- 1 Practising joining through a word in stages: no ascenders or descenders
- 2 Practising joining through a word in stages: parallel ascenders
- 3 Introducing joining from s to ascender: *sh, sl, st, sk*
- 4 Introducing joining from s, no ascender: *sw, si, se, sm, sn, sp, su*
- 5 Introducing joining from s to an anticlockwise letter: *sa, sc, sd, sg, so, sq*
- 6 Introducing joining from r to an ascender: *rb, rh, rk, rl, rt*
- 7 Introducing joining from r, no ascender: *ri, ru, m, rp*
- 8 Introducing joining from r to an anticlockwise letter: *ra, rd, rg, ro*
- 9 Introducing joining from r to e: *are, ere, ure, ore, ire*
- 10 Introducing break letters: *g, j, y, f, b, p, x, z*

Term 2

- 11 Introducing joining to f: *if, ef, af, of*
- 12 Introducing joining from f to an ascender: *fl, ft*
- 13 Introducing joining from f, no ascender: *fe, fi, fu, fr, fy*
- 14 Introducing joining from f to an anticlockwise letter: *fo, fa*
- 15 Introducing *ff*
- 16 Introducing *rr*
- 17 Introducing *ss*
- 18 Introducing *qu*
- 19 Revising parallel ascenders and descenders
- 20 End-of-term check

Term 3

- 21 Revising joins: letter spacing
- 22 Revising joins: spacing between words
- 23 Revising joins: consistency of size
- 24 Revising joins: fluency
- 25 Revising joins: parallel ascenders
- 26 Revising joins: parallel ascenders and descenders
- 27 Revising horizontal join from r to an anticlockwise letter: *rs*
- 28 Revising break letters
- 29 Assessment
- 30 Revising capital letters