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|  | NC/EYFS expectation | NC Non-statutory guidance  EYFS Development Matters 2021 | End of year expectations | Teaching | Application |
| YR | Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.  Write recognisable letters, most of which are correctly formed. | Develop the foundations of a handwriting style which is fast, accurate and efficient.  **Examples of how to support this:**  Teach and model correct letter formation. Continuously check the process of children’s handwriting (pencil grip and letter formation, including directionality). Provide extra help and guidance when needed.  Plan for regular repetition so that correct letter formation becomes automatic, efficient and fluent over time.  Form lower-case and capital letters correctly.  **Examples of how to support this:**  Teach formation as they learn the sounds for each letter using a memorable phrase, encouraging an effective pen grip. When forming letters, the starting point and direction are more important at this stage than the size or position of the letter on a line. | Children will have developed fine motor skills and can handle tools and equipment effectively  Children will be able to sit properly on their chair with feet flat on the floor and chair tucked in.  They will hold the pencil accurately using the tripod grip  They can control the marks made with a pencil, vertical, horizontal, circular, wavy, zig-zag, crosses, simple shapes (squares and triangles).  They will be able to recognise and form most the lower case letters of the alphabet using the Little Wandle letter formation mantras.  They will be able to use a capital letter at the start of their own name and it will be formed correctly. | Children will be taught the correct pencil grip. This will be reinforced whenever they use mark making equipment. / pens on whiteboards/ colouring pencils/ pencils  Children will be shown how to sit correctly on their chair.  BBC – bottom, back, chair  Feet flat on the floor, chair tucked in.  Pencil grip will be modelled and adjusted to ensure children develop it correctly. (nip , flick, grip)-  additional support butterfly pencil grips will be used if needed. Adaptations should be made for left handed children.  Pencils will be sharp.  Mantras will be taught during Little Wandle phonics sessions and reinforced during writing and handwriting sessions.    Children will be shown and reminded to start each letter in the correct place.  Children will be supervised while practising allowing interventions to take place at point of construction so that inaccuracies do not become embedded.  Children will be shown the correct formation of numbers 0-10    Children will be praised when they try to do these things | Teachers and adults will model the correct letter formation and know the mantras.  Autumn term.  Children will develop their fine motor skills – handling different tools and equipment effectively.   * Teach pencil grip * Correct sitting   Autumn  Children to learn the mantras for ;  S,a,t,p,  i,n,m,d,  G,o,c,k,  Ck.e.u.r.  h.b.f.l  Autumn 2  Ff,ll,ss,j,  V,w,x,y,,z,zz,qu,  Sh,th,ng,nk  They will write them in the air and practise as part of their spelling during /after phonic sessions  Spring 1  Children will develop accurate formation for the letters a,i,g,h,o,r,u,w, as part of their phonic sessions and continue to develop the letters taught in autumn 1 and 2 when writing tricky words  .  Spring 2  Develop the formation of all letters previously taught and use correctly when writing their sentences in phonics at the end of the week.  Children will learn to correctly form the letters in the name including starting with a capital letter  Summer 1 and 2  Children will apply the correct letter formation when writing tricky words and the sentence in phonics.  They will be shown how to sit letters on the line and be starting to do this by the end of the Summer term.  Children will begin to write numbers accurately. |
| Y1 | Sit correctly at a table, holding a pencil comfortably and correctly.  Form lower-case letters in the correct direction, starting and finishing in the right place.  Form capital letters and digits 0-9.  Understand which letters belong to which handwriting ‘families’ and to practise these.  Leave spaces between words. | 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.  Left-handed pupils should receive specific teaching to meet their needs. | Children will sit correctly on their chair. BBC – bottom, back, chair. Feet flat on the floor , chair tucked in.  They will use the tripod grip to hold their pencil. ( nip, flick , grip) any children still needing support will use a butterfly grip as an aid.  Children will be able to adjust the angle of their paper accordingly right / left handed to help them.  Children will be able to accurately print all lower case letters and know the correct size of these in relation to each other.  They will be able to leave spaces between each word and keep spaces within a word closer together.  They will be able to form numbers correctly  They will form capital letters correctly | The correct pencil grip will continue to be taught and modelled  Children will be reminded about how to sit on their chair properly BBC- bottom, back, chair – feet flat on the floor, chair tucked in.  Children will be shown how to angle their page to help them according to which hand they write with.  Children will be reminded of where to start each letter, the size of the letter and to sit it on the line.  Handwriting lesson will take place daily for at least 10 minutes ( this includes number formation ) formation will be modelled and adults will supervise, intervene and direct in the moment giving intervention / support / explicit feedback to individual children based on AFL.  Letters will be modelled at part of Little Wandle phonics session in the word and sentence section.  Number formation will be taught using these rhymes      Praise will be given especially when children have acted on feedback to amend their work. | Teachers and adults will model the correct letter formation and know the mantras  The correct letter formation will be a focus in all phonic and English lessons. (links will be made to letters / numbers taught in discrete lessons)  Correct pencil grip / sitting and paper position  Autumn 1  In discrete handwriting lessons ; ( children will use handwriting books with guidelines to ensure they know where ascenders and descenders go   * Number formation 0-9 will be modelled and practised. * All letter formation / print to be reinforced using LW mantras.   Establish letters sitting on the line and their size.  Autumn 2   * Revise number formation 0-9 * Reinforce letter formation /print and corresponding capital formation. Ensure they sit on the line   Spring 1 /2  Teach graphemes to match what is taught daily in phonics /progress to use in given words in spelling section  Teach tricky words as part of daily handwriting sessions – focus on letter size and formation in print.  Revisit any numbers that are not consistently formed correctly.  Summer 1 / 2  When ready children begin to learn formation of individual letters using our cursive script  Beginning with letter families; ( used amended little Wandle mantras to teach these )  C,a,d,g,o  e.l.h.b  l.k.f.ck  m.n.s  y.j.p.qu.  w,v,u,x,z  i,t,  progressing to joining 2 letters  cc,aa,dd,gg,ca,da,ga,ee,ll,hh,bb,ha,be,ll,ck.  ff.ba.lo.fl.mm.nn.ss.or.ar.re.yy,ja,pp,qu,wa,va,su,ax,  zoo,we.it.ti.the |
| Y2 | Form lower-case letters of the correct size relative to one another. (…in some of their writing. End of KS1 WTS)  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. (End of KS1 GDS)  Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. (End of KS1 EXS)  Use spacing between words that reflects the size of the letters. (End of KS1 EXS) | 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. | Children will sit correctly on their chair. BBC – bottom, back, chair. Feet flat on the floor, chair tucked in.  They will use the tripod grip to hold their pencil. ( nip, flick , grip) any children still needing support will use a butterfly grip as an aid.  Children will be able to adjust the angle of their paper accordingly right / left handed to help them  Many children will be using diagonal and horizontal strokes needed to join their writing. They will know not to join capital letters.  Their letters will be the correct size and orientation. Spacing will reflect the size of their letters.  All numbers will be correctly formed  Children will take pride in their work and present it neatly. | The correct pencil grip will continue to be taught and modelled  Children will be reminded about how to sit on their chair properly BBC- bottom, back, chair – feet flat on the floor, chair tucked in.  Children will be shown how to angle their page to help them according to which hand they write with.  Children will be reminded of where to start each letter, the size of the letter and to sit it on the line.  Handwriting will take place daily (short burst)  Letters will be modelled by the teacher on the board children will practise and adults will supervise, intervene and direct in the moment giving intervention / support / explicit feedback to individual children based on AFL.  Praise will be given especially when children have acted on feedback to amend their work. | Teacher will model the correct letter formation in all subjects. Displayed `handwriting` will model our cursive script.  Autumn 1 /2  Reinforce formation of individual letters using our cursive script  Beginning with letter families; ( continue to use amended Little Wandle mantras )  C,a,d,g,o  e.l.h.b  l.k.f.ck  m.n.s  y.j.p.qu.  w,v,u,x,z  i,t,  reinforce Capital letters linked to each individual letter.  progressing to joining 2 letters  cc,aa,dd,gg,ca,da,ga,ee,ll,hh,bb,ha,be,ll,ck.  ff.ba.lo.fl.mm.nn.ss.or.ar.re.yy,ja,pp,qu,wa,va,su,ax,  zoo,we.it.ti.the  Spring 1 /2  Focus on top e joins ere,oe,re,ure,ve,we,  Top letter joins  Oh, oi, on, oo, or, ou,ov,ow,oy,wh  Top of small letter to ascender wr,rl, oh  Summer 1 /2  Assess and address any misconceptions with formation and joins.  Move on to  Link handwriting with Little Wandle Spellings and tricky/ prickly words – model first  Focus on size and spacing |
| Y3/4 | 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. | 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. | Children will be consistently joining their handwriting accurately.  They will be writing with increased fluency in all subjects.  Children will be able to adjust the angle of their paper accordingly right / left handed to help them  Many children will be using diagonal and horizontal strokes needed to join their writing. They will know not to join capital letters.  Their letters will be the correct size and orientation. Spacing will reflect the size of their letters.  All numbers will be correctly formed  Children will take pride in their work and present it neatly. | Children will have discrete handwriting lessons at least 3 times a week for short bursts.  Reminders will be given about sitting correctly, page angle and letter size and orientation.    Letter joins will be modelled by the teacher on the board children will practise. Adults will supervise, intervene and direct in the moment giving intervention / support / explicit feedback to individual children based on AFL.  ( any children needing additional intervention will be highlighted and plan put in place to support them with this ) use tracing booklet – daily short bursts addressing specific issues for that child.  Children from other schools who have already learnt a different script can continue to use this if they are joining accurately – if they do not yet join all their letters correctly interventions should take place using our formation.  Praise will be given especially when children have acted on feedback to amend their work.  Adults will praise children who use a neat cursive handwriitng in all subject areas and show pride in their presnetation.  Year 4  Weekly discrete handwriting lesson and twice weekly handwriting practise using spellings Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL  ( any children needing additional intervention will be highlighted and plan put in place to support them with this ) use tracing booklet – daily short bursts addressing specific issues for that child. | Teacher will model the correct letter formation in all subjects. Displayed `handwriting` will model our cursive script.  Ensure all children maintain correct tripod grip / sitting position  Year 3  Autumn 1 / 2  Recap on C,a,d,g,o  e.l.h.b  l.k.f.ck  m.n.s  y.j.p.qu.  w,v,u,x,z  i,t, and their capital letters  cc,aa,dd,gg,ca,da,ga,ee,ll,hh,bb,ha,be,ll,ck.  ff.ba.lo.fl.mm.nn.ss.or.ar.re.yy,ja,pp,qu,wa,va,su,ax,  zoo,we.it.ti.the  Focus on top e joins ere,oe,re,ure,ve,we,  Top letter joins  Oh, oi, on, oo, or, ou,ov,ow,oy,wh  Top of small letter to ascender wr,rl, oh  Spring / Summer  Link with spellings  Model letter joins – children practise the legibility, consistency and quality of their handwriting (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch.  Year 4  Recap specific letters where appropriate / joins  Use joined handwriting throughout all independent writing support given to increase fluency and speed which will then support composition and spelling  ● 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 (e.g. parallel and equidistant downstrokes) and that lines of writing are sufficiently spaced so that ascenders and descenders of letters do not touch  ● (Revision of previous years’ handwriting where appropriate) |
| Y5/6 | Write legibly, fluently and with increasing speed.   |  | | --- | | Maintain legibility in joined handwriting when writing at speed. (End of KS2 EXS) | | 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. | Children will have a neat, legible and fluent handwriting. They will be able to write with speed.  All their work in their books will be well presented but they understand that some tasks may be of a different standard eg, note taking. | Practise once or twice weekly using weekly spellings  Direct, in the moment, intervention / support / explicit feedback for individual children based on AFL  Recap any difficult letters and joins  Children should now be encouraged to use their own fluent and legible style in all their writing.  If a pupil’s formation is not at this stage it is often simply the size of the letters that is inconsistent or the placing of them on the line. This may be tackled by teacher/pupil discussion or individualised and specific target setting. | Teacher will model the correct letter formation in all subjects. Displayed `handwriting` will model our cursive script.  Ensure all children maintain correct tripod grip / sitting position  Children should be aware of draft and best handwriting styles for different purposes  ● Write legibly, fluently and with increasing speed  ● Vary letter shape for effect Choose the best writing implement for the task  ● Print as appropriate e.g. algebra/emails and know when to print in SAT tasks – spellings  Rules for joining eg. Across an apostrophe  ● (Revision of previous years’ handwriting where appropriate) |

**Interventions**

The expectation is that if children are not keeping up with ARE handwriting expectations, teachers will intervene to target specific handwriting difficulties.

Resources to support handwriting intervention:

Things to note:

• Capital letters never join lower case letters.

• Children must be taught about the size of their letters in relation to other letters i.e. ascenders.

• Children must be taught how letters should sit on the line and relate this to descenders.

• Where possible, teachers should try to link in phonics and spelling patterns.

• Where children do not have a correctly formed cursive style, classroom resource and targeted intervention and support should be in place.



