




Highly-engaging




Building schemas



Retrieval practice



Expert modelling and exposition



Adaptive Teaching

Handwriting



Intent

We have designed our curriculum with the intent that our pupils will, from the early years, develop fine motor skills that allow them to hold a pencil in the dynamic tripod grasp, which will allow pupils to write at length without discomfort. Pupils will be guided through the basics of letter formation of both lowercase and uppercase letters, learning how to print these letters with the correct starting and ending points. From Y1 upwards, pupils are taught how to write in the continuous cursive style with entry points and exit points, with all lowercase letters connected by horizontal or diagonal joins. By Y6, all pupils will be able to independently write in continuous cursive and will have developed their own, comfortable handwriting style that enables them to write at length.



Implementation

Handwriting is taught explicitly at Mossbourne. Our curriculum meets the requirements of the National Curriculum and the learning and developmental needs of our pupils. Within Reception, pupils receive daily 25 handwriting lessons that support their phonics learning; utilising knowledge or phonemes and graphemes to support pupils in understanding the basic formation of letters (both lowercase and uppercase). Within Y1 and Y2, handwriting lessons are delivered twice weekly and last 30 minutes. Within these sessions, pupils are introduced to the entry and exit points required for continuous cursive and taught how to join letters with either horizontal or diagonal joins. By Y3, pupils will have been taught all the joins required for continuous cursive and have three, 20 minute lessons per week to review and practice their joins. Alongside practising joins in isolation, Y3-6 pupils also practice the joins in the context of words from the Y3/4 and Y5/6 spelling lists from the National Curriculum.



- By the end of EYFS pupils are expected to use the tripod grip and form all lowercase letters correctly without entry and exit points.
- By the end of Y2 pupils are expected to know how to form every letter with entry points and exit points and know where it is appropriate to use horizontal or diagonal joins.
- By the end of Y3 pupils are expected to be able to legibly write in continuous cursive, knowing where to use horizontal and diagonal joins.
- By the end of Y6 pupils are expected to be able to consistently write at length in continuous cursive and have developed their own comfortable handwriting style.

Impact

Every pupil experiences success in developing their handwriting style and are able to meet the expectations of the Teachers Assessment Framework for handwriting by the end of Y6. The curriculum ensures that pupils are ready for secondary school and can write comfortably and legibly at length. Teachers model continuous cursive at all points of the school day, within modelling and feedback. Presentation standards in all books are held to very high expectations and pupils are expected to use continuous cursive in all of their books. When pupils are showing exemplary handwriting, they are selected by their teachers to receive a pen license; this encourages pride in their work. Where pupils have gaps in their handwriting knowledge, or have additional barriers, teachers provide adaptations or interventions so that these gaps can be closed or barriers are overcome so that all pupils can succeed.



Progression

The handwriting curriculum is designed so that each year builds coherently on the skills and knowledge taught previously. Reception focuses primarily on basic letter formation, without entry or exit mark; ensuring that pupils understand the letter names and are able to make links to their phonics knowledge. Y1 and Y2 build on the foundations of EYFS and work systematically through all of the joins so that pupils build fluency and are able to identify when a horizontal or vertical join is needed. Y3 to Y6 provides regular reviews of all joins and focuses on building stamina and automaticity in joining when writing at length.



Enrichment

Pupils can earn pen licenses to celebrate exemplary handwriting and presentations. Within whole class feedback, pupils are celebrated for excellent presentation and handwriting. Pupil work is also regularly used on displays around the academy and in classrooms.



Pupils progress through letter formation and joins systematically in the following order:



Reception (Letter formation)

- c (cat can cot)
- a (ant cat mat)
- g (get dog got)
- q (quail quiz quad)
- d (did dig dad)
- o (on chop too)
- s (sun sad sit)
- i (tin pin into)
- l (let log lot)
- t (ten tin top)
- u (cup mud sun)
- y (yes yet yum)
- j (jam jog jet)
- r (red rat run)
- d (did dig dad)
- n (not no nip)
- h (hen hit hot)
- b (bed bin bet)
- p (pin pig pot)
- k (kit king look)
- m (men jam am)
- e (met egg leg)
- f (fun fits fish)
- x (mix six box)
- z (zip buzz zig)
- v (vet love van)

Pupils are also taught letter formation within their phonics lessons.

Pupils are taught the correct pencil grip by the end of Reception.

Read Write Inc. Letter Formation

The red dot indicates where to start with your pencil.

a Around the apple and down the leaf.	b Down the laces to the heel and around the toe.	c Curl around the caterpillar.	d Around the dinosaurs bottom, up his tail neck & down to his toes.	e Lift off the top and scoop out the egg.	f Down the stem and draw the leaves.
g Around the girls face, down her hair and give her a curl.	h Down the head, to his hooves and over his back.	i Down the body and dot for his head.	j Down his body, curl, dot for his head.	k Down the kangaroo's body tail and leg.	l Down the long leg.
m Down Maisie, mountain, mountain.	n Down Nobby and over his net.	o All around the orange.	p Down the pirates plait and around his face.	qu Round her head, up past her earring, down her hair, and flick.	r Down the robots back and curl over his arm.
s Slither down the snake.	t Down the tower, across the tower.	u Down and under, up to the top and draw the puddle.	v Down a wing, up a wing.	w Down, up, down, up.	x Down the arm and leg, repeat the other side.
y Down a horn, up a horn and under head.	z Zig-zag-zig.				

Pupils progress through letter formation and joins systematically in the following order:



Year 1
Single letters (Entry and exit points)

c cc ccc
a aa aaa
g gg ggg
q qq qqq
d dd ddd
o oo ooo
s ss sss
i ii iii
l ll lll
t tt ttt
u uu uuu
y yy yyy
j jj jjj
r rr rrr
n nn nnn
h hh hhh
b bb bbb
p pp ppp
k kk kkk
m mm mmm
e ee eee
f ff fff
x xx xxx
z zz zzz
v vv vvv
w ww www

Year 1 and 2
Letter joins

'Diagonal join without ascenders'
ai pain mail main train rain sail tail pail
ar tar far jar star dark bark part charm
us bus fuss must hush dust fuse plus rusty
ea sea pea clean please leave mean lean leap
ie tie pie lie die chief piece grief shield
ai pain mail main train rain sail tail pail
un sun fun bun run bun run fund aunty sung lung
In win pin sing ring wing into inside begin
'horizontal join without ascenders'
ou loud found house mouse about aloud proud sound
vi vibe vile view video villa violet violin virtual
wi win will wish wind wing wide with wise
oo too zoo loop boop pool wool tool cool
'diagonal join with ascenders'
it pit sit lit bite white knit wait item
al pale tale wall tall ball call hall small
il pill still hill will till mill mile pile
et wet vet met let pet set yet jet
Horizontal join with ascenders'
ol toll roll pole mole golf doll fold gold
wh why when what while where white when whale
ot got hot cot dot foot not pot spot
ad bad sad had pad lad made head lead
'Diagonal join with descenders'
igh sigh light tight night right might delight bright
Ing sing ring wing king thing bring sting swing
op top hop shop hoop drop chop crop scoop
oy boy toy enjoy loyal royal annoy destroy tannoy

sh she shoe shop shine ship shed shell sheep
ch chin cheese chips chair chat chimp catch
match
ng sing sing king thing ring bang hinge whinge
nk wink sink link think pink blank thik monkey
ay lay say day way may play spray delay
ee see weed been three seen sweet queen
deep
igh high light night bright fright might light
right
ow low slow know snow show blow grow
yellow
oo too zoo food pool hoop moon loop spoon
oo took book food hook look foot shook cook
ar car part cart hard star start sharp charm
air hair hairy stair fair pair fairy chair flair
ir girl third bird twirl stir whirl swirl shirt
ou cloud shout mouth loud house round
mouse found
oy tow boy joy enjoy destroy annoy soya
employ

Once all joins have been explicitly taught, pupils regularly review joins. Specific joins may be retaught or practised in response to teacher assessment.

Within Y3-6, pupils rehearse specific joins as needed with Daily Supported Handwriting.