

Building Handwriting Skills

Recent to inform practice: The Research Review Series: English 2022 states: Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing them down). Pupils need sufficient capacity in their working memory to plan, compose and review effectively. This requires transcription skills to be secure. As a result, fluent transcription skills should be a critical focus for the early years and key stage 1. The national curriculum specifies that children should be taught to correctly form letters of the correct size and orientation. This requires effort and attention, as well as suitable motor skills. There is evidence that repeated practice in handwriting is necessary to go beyond accuracy to fluency in letter formation

By the beginning of Year 1, 'not all pupils will have the spelling and handwriting skills they need to write down everything that they can compose out loud'. The national curriculum suggests using dictated sentences in Year 1 to apply and practise spelling. The EEF 2021 KS1 states: Transcription refers to the physical processes of handwriting or typing, and spelling. • Children must develop fluency in these skills to the point that they have become automated. If children have to concentrate to ensure their transcription is accurate, they will be less able to think about the content of their writing. • A large amount of purposeful practice, supported by effective feedback, is required to develop fluency. Moreover the EEF 2021 KS2 overview states: Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting.

How this impacts our practice:

Children in EYFS have daily handwriting linked to phonics, where they learn letter formation through phonics rhymes linked to the Twinkl Phonics scheme.

Year 1 have daily handwriting practise following the letter pattern order in Parkfield Handwriting Policy, using the Phonics letter rhymes to support and reinforce/revisit prior learning.

Once children are secure in letter formation, we aim to begin cursive handwriting by Spring term 1 in Year 2, if not before, using our cursive handwriting policy. We endeavour to direct teach daily lessons following the same pedagogy for consistency and shared language of:

Ascender- tall letter- stands 3/4 way up the line.

Descender- long letter- the tail goes no more than half way into the line below.

Small letters- the top of the small letter is half way up the line.

The joins are called lead ins and lead outs i.e o

Lead in by starting on the line.

Lead out is how you finish your letter to make sure you can join it to the next letter.

You do not join a capital letter.

on Writing: Transcripti	EYFS	Key Stage 1		Key Stage 2			
	Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letter formation, placement and positioning	<p>Letter Formation, Placement and Positioning</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Use one-handed tools and equipment, for example, making snips in paper with scissors.</p> <p>Use a comfortable grip with good control when holding pens and pencils.</p>	<p>sit correctly at a table, holding a pencil comfortably and correctly</p> <ul style="list-style-type: none"> 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 	<p>form lower-case letters of the correct size relative to one another</p> <ul style="list-style-type: none"> 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, 	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the	To use a neat, joined handwriting style with increasing accuracy and speed.	To increase the legibility, consistency and quality of their handwriting [e.g by ensuring that the

	<p>Shows a preference for a dominant hand. Write some letters accurately.</p> <p>Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Develop the foundations of a handwriting style which is fast, accurate and efficient.</p> <p>Form lower case and capital letters correctly</p> <p>Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases.</p> <p>Write recognisable letters, most of which are correctly formed.</p>	<p>formed in similar ways) and to practise these</p>	<p>orientation and relationship to one another and to lower case letters</p> <ul style="list-style-type: none"> • use spacing between words that reflects the size of the letters. 				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Joining Letters</p>			<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram or data, writing an email address or for algebra)</p>

