

Main Teaching Aims

Reception: To produce a comfortable pencil grip

To write lower case and upper case letters using the correct sequence of movements.

Year 1: To form lower case letters correctly in a script that will be easy to join.

Recognise the lower case joins.

To practise correct letter orientation, formation and proportion.

Year 2: Reinforcement and practice using the four basic handwriting diagonal and horizontal joins.

Linking handwriting to phonic and spelling knowledge and patterns.

Conceptual awareness of space required for printing for labels, notices etc.

Year 3: Reinforcement and practice of cursive and printed style to ensure consistency in size and proportion of letters and spacing between letters and words.

Year 4: Reinforcement and practice of cursive and printed style to ensure consistency in size and proportion of letters and spacing between letters and words

Consolidation and development of a style that is fast, fluent and legible.

Presentation, layout and decoration of finished work.

Years 5 and 6:

Consolidation and development of a style that is fast, fluent and legible.

Presentation, layout and decoration of finished work.

Use of Spectrum Handwriting Programme

The programme encourages a precursive and then a cursive style from the early stages of learning.

As soon as individual pre cursive letterforms have been mastered it is our aim to develop a joined handwriting style. Each individual lower case letter begins from the main writing line.

Each individual lower case letter is taught with both a lead-in (entry) and a lead-out (exit) stroke. This is to avoid the confusion about whether to begin a letter at the top or the bottom. It has also proved to be of benefit to children with poor hand control.

The joined lower case letters resemble closely their printed counterparts.

It is possible to join all lower case letters: f and k being the ones to change from their pre cursive form to the cursive form.

The pen or pencil should need to be lifted from the page as little as possible when linking lower case letters in words.

Upper case letters should stand alone and no attempt is made to join these letters

Spectrum Units.

Guidance

Infant Stage: Reception- Units 1 and 2: basic letter formation both upper and lower

Year 1 – Units 3 and 4: joining patterns

Year2- Unit 5: joins,

Junior Stage: Year 3- Unit 6: cursive handwriting consolidated.

Year4- Unit 7 : further refinements

Year5- Unit 8

Year6- Unit9

Pen/pencil

Triangular grip infant pencils are used by Reception children on entry. Once their fine motor skills have developed they will be able to use an ordinary HB pencil.

Pens will be made available from Year 3 onwards; those children who have poor fine motor control skills will use pencil if this is more appropriate.

Lined paper

Plain paper for the children as they enter Euxton CE Reception class. By the end of reception or beginning of Y1 wide lines will be introduced.

Y2- 10cm- 12cm Lines

Y3- Narrow Lines

Y4-Narrow lines

Y5 and Y6- narrow lines

Presentation

Literacy

Year one children will be encouraged to write the short date- 2/2/14 and later the full day and date, however the emphasis will be on the children actually producing a written response.

Year 2 will always be expected to write the day, date and month prior to beginning their work.

They will underline headings if appropriate.

Y3-Y6 are expected to write the full date prior to all work and to rule off once they have completed the task and before they begin a new piece of work. They are required to underline any titles or headings with a ruler, neat presentation is an essential element of all written work.

Maths and other subjects

The short date to be written by all children prior to beginning their work eg 2/2/14

Janet P Chapman and K Lewis October 2014