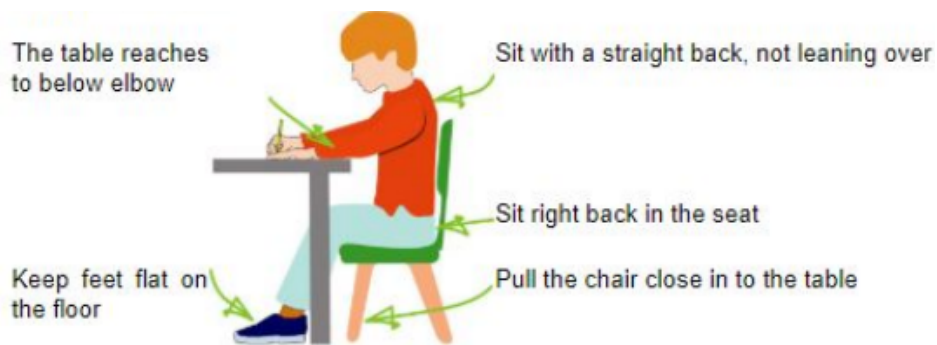


Handwriting at Heddon on the Wall St. Andrew's CE Primary School

At Heddon-on-the-Wall, St. Andrew's CE Primary we know and understand our children. We believe that a quality English curriculum should develop children's love of reading, writing and discussion and that English is a language for learning. We want our children to have a positive attitude towards communication and to be able to independently express their emotions and their ideas. Through our English Curriculum, we strive to teach the children how important their reading, writing, speaking and listening skills will be in the real world. We believe that a secure basis in literacy skills is crucial to a high quality education and will give our children the tools they need to participate fully as a member of society.

With the philosophy of making our children effective communicators underpinning our English curriculum, we ensure that children's writing can be read by others by following the Letter Join cursive alphabet. Children are able to write fluidly to transfer their ideas to the page in a way that can be understood by the audience. Cursive writing is introduced in Year One once children have secured printed letter formation, in Reception, through Read Write Inc. Handwriting is taught and practised weekly across school. In Early Years, fine and gross motor control are developed to ready children for writing neatly by ensuring children can hold a pencil correctly and can sit with an appropriate writing posture.



In Key Stage 1, children learn how to form letters using the Letter Join style. This builds upon their knowledge of letter formation taught in Read Write Inc. lessons in Reception. If a child in Key Stage 1 is identified as needing additional support in handwriting, we provide them with the additional support that they need to enable them to use written communication. This support can differ for each individual case but may include: pencil grips; additional, small- group intervention, opportunities for sensory exploration, muscle building activities; therabands and writing slopes. For small group interventions, in Key Stage 1, we use Write From The Start to help children to draw the shapes and patterns needed for neatly joined handwriting.

Year 1

<u>Autumn 1 - Letter Join 'Easier Letters 1'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	
ilt	ilt	uwe	uwe	co	co	iltuweco	
<u>Autumn 1 - Letter Join 'Easier Letters 2 and Harder Letters 1'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
ad	nmh	adnmh	iltuweco adnmh	jy	gq	jygg	Review
<u>Spring 1 - Letter Join 'Harder Letters 2'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	At the end of Spring 1, children are expected to form all letters correctly in Letter Join style.	
bpk	vsr	fzx	bpkvsrfz x	jyggbpbk vsrfzx	iltuweco adnmh		
<u>Spring 2 - Letter Join 'Horizontal Joins'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5			
vo wo	ru wa	oc ro	wn ve	re oe			
<u>Summer 1 - Letter Join 'Diagonal Joins'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		
All horizontal joins	an co	di ei	hu im ki	li ma	np ui		
<u>Summer 2 - Letter Join 'Capital Letters'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	
All diagonal joins	A B C D E F G	H I J K L M N	O P Q R S T	U V W X Y Z	All Capitals	Review	

Year 2

<u>Autumn 1 - Letter Join 'Letter Families'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	
Long Ladder	Curly Caterpillar	One Armed Robot	Zig Zag	Capital Letters	Horizontal Joins	Diagonal Joins	
<u>Autumn 1 - Letter Join 'Joining Words'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	Wk 8
ill it lit tilt	we wet wilt lute	cow owe ice coil	lad add toad data	ham mend hand them	yell eye jaw jay	huge going queen quay	bap kept apple back
<u>Spring 1 - Letter Join 'Joining words'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		
vans stars rest ever	fox zoo oxen fuzzy	Days of the week (not joining capital)	Months of the year (not joining capital)	Months of the year (not joining capital)	Names from the class (not joining capital)		
<u>Spring 2 - 'Fluency Practise'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5			
From Spring 2, most Year 2 children will be able to develop their handwriting skills through practise activities. These activities may tie in to other curriculum areas such as: vocabulary learning, poetry recital, fact retention.							
<u>Summer 1 - 'Fluency Practise'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6		
From Spring 2, most Year 2 children will be able to develop their handwriting skills through practise activities. These activities may tie in to other curriculum areas such as: vocabulary learning, poetry recital, fact retention.							
<u>Summer 2 - 'Fluency Practise'</u>							
Wk 1	Wk 2	Wk 3	Wk 4	Wk 5	Wk 6	Wk 7	
From Spring 2, most Year 2 children will be able to develop their handwriting skills through practise activities. These activities may tie in to other curriculum areas such as: vocabulary learning, poetry recital, fact retention.							

Once children have completed the Letter Join programme (at the end of Spring 2 in Year 2 for most children) they are able to work towards a pen licence. In most cases, a pen licence celebrates a child who has mastered the Letter Join handwriting style and uses it consistently across the curriculum.

In Key Stage 2, most children will be able to develop their handwriting skills through practise activities. These activities may tie in to other curriculum areas such as: vocabulary acquisition, poetry recital or fact retention. At Heddon, we continue with discrete handwriting sessions in KS2 to maintain fluency and develop pace of writing.

If a child in Key Stage 2 is identified as needing additional support in handwriting, we provide them with the additional support that they need to enable them to use written communication. This support can differ for each individual case but may include: pencil grips or specialised writing equipment (like pressure pens, left- handed grip pens, different coloured paper or ink); additional, small- group intervention; muscle building activities; therabands or seat cushions; and writing slopes. For small group interventions, in Key Stage 2, we use Write From The Start, to target fine motor skills necessary for accurate pencil control, and Speed Up Writing, to develop muscles and posture needed to write neatly and fluently.