



Handwriting at May Park Primary School

INTENT

Introduction

Extend Handwriting provides handwriting guidance for Year R – 6. It is used alongside our Little Wandle phonics, early reading and writing, validated systematic, synthetic phonics programme. The programme also provides guidance on learning to join in Year 2 and continued teaching handwriting in key stage 2.

Progression of skills

The Extend Handwriting Progression of Skills sets out the developmental progression in handwriting. This is presented in year groups which align with the development of most pupils. The expectations of the programme are more ambitious than those set out in the national curriculum. There is an expectation that most pupils will have secured correct letter formation by the end of year 1 and, therefore, be ready to learn to join in Year 2.

From Year 3 onwards, most pupils should be able to write with increasing fluency in a joined style. The progression also provides a summary of the knowledge of the adult that is important at each stage of development and specific information about teaching left-handed pupils.

IMPLEMENTATION

Prerequisite physical and communication development

Success with handwriting is dependent on many factors linked to communication, gross motor skills and fine motor skills. If pupils find letter formation or handwriting difficult, they should be given opportunity to develop any of the factors in which they are not yet secure. It is taught discretely either 1:1, 1:2 or in a small group according to need.

Teaching letter formation

Letter formation is taught discretely either 1:1, 1:2 or in a small group according to need. Ideally, this should happen before pupils are required to write words in phonics lessons to ensure correct letter formation. Weekly 15–20-minute instructional writing sessions should begin as soon as pupils are able to hold a pencil using the tripod grasp.

Learning to join

Pupils should be taught to join their handwriting as soon as they can accurately and automatically form each letter. In Year 2 but pupils are taught to join, and they are taught either individually or in small groups during instructional writing sessions where each join is modelled and practised. Once children can join, they should use a joined style except for specific contexts that require print.

In Key Stage 2, letter formation and correct joins are remodelled at the beginning of each year and expectations are set.

IMPACT

Assessment

Handwriting should be assessed using the Assessment Writing Rubric each term or when tracking individual pupils. In Year R and 1, it is useful to maintain a record for each pupil. From Year 2 onwards, the assessment is particularly useful in making an on-entry/exit assessment for a handwriting intervention and in planning the intervention to ensure it precisely meets need.

Key Stage 2 Intervention

Intervention should be based on the children's needs as identified through the handwriting assessment. Intervention should be 1:1, 1:2 or small group: adult observation and guidance are essential to limit poor habits developing.

Transcription:

Daily transcription sentences in Key Stage 1, progressing into paragraphs in Key Stage 2 are included at the start of daily writing lessons to ensure the opportunity to apply correctly formed handwriting.

"If we want children to be enabled and successful writers then it really helps if we are able to understand the small step stages of physical development and dexterity, how they link into mark making and what we can do on a daily basis to support and extend children in their progress."

Alistair Bryce-Clegg - *Getting Ready to write*