



Handwriting Coffee Morning

Mr Matt Trahair - Head of School

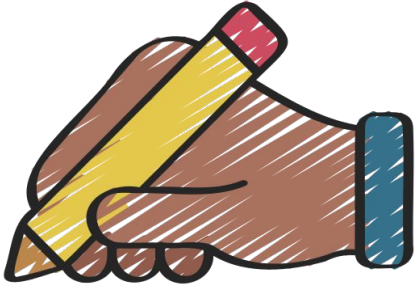


What will we cover?

- Why handwriting is important
- Handwriting in Reception
- Handwriting in Key Stage 1
- Handwriting in Key Stage 2



Why does handwriting matter so much?



- Gives children confidence and pride in their work.
- Allows children to become effortless with their letter formations so they can concentrate on their ideas.
- Research shows that it supports brain development to help our focus and to organise our thoughts.

What do children need to become confident writers?



- Pencil grip
- Form letters
- Spell words
- Use punctuation
- Develop ideas and organise into sentences

Book Overview



Stage 1
Reception



Stage 2
Year 1



Stage 3
Year 2



Stage 4
Key Stage 2

HANDWRITING STAGES

We teach handwriting in three phases:

d

d

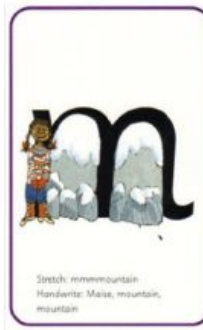
does

HANDWRITING PHRASES FOR HELPING YOUR CHILD TO FORM LETTERS

This works best if your child practises for a short time every day.

1. Show the picture side and air-write as you say the phrase.
2. Ask your child to practise in the air with you.
3. Using a sharp pencil and sat at a table, encourage your child to have a go.
4. Praise your child for their efforts.

- m Maisie, mountain, mountain
a round the apple, down the leaf
s slither down the snake
d round his bottom, up his tall neck and down to his feet
t down the tower, across the tower
i down the body, dot for the head
n down Nobby, over his net
p down the plait and over the pirate's face
g round her face, down her hair and give her a curl
o all around the orange
c curl around the caterpillar
k down the kangaroo's body, tail and leg
u down and under, up to the top and draw the puddle
b down the laces to the heel, round the toe
f down the stem and draw the leaves
e lift off the top and scoop out the egg
l down the long leg
h down the head to the hooves and over his back



Continuous Cursive Handwriting

Aa Bb Cc Dd Ee Ff Gg Hh Ii Jj

Kk Ll Mm Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

Continuous Cursive Letter Groups

Rockin' Round Letters	<i>c a g q d o s</i>
Climb and Slide Letters	<i>i l t u y j</i>
Tunnel Letters	<i>r n h b p k m</i>
Loop and Hook Letters	<i>e f</i>
Square Letters	<i>x z</i>
Zig Zag Letters	<i>v w</i>

KS1 and KS2 Continuous Cursive Style

television

treasure

usual

division

measure

vision

illusion

leisure

- 'Continuous cursive' means we use joined-up writing where each letter is formed without taking the pencil off the paper, so each word is formed in one, flowing movement.
- The majority of letters start on the line with an 'approach stroke'.
- The majority of letters end on the line with a 'flick'.
- The pencil does not leave the paper until the word is complete.
- 'ts' and 'xs' are crossed and 'i's' are dotted when the whole word is complete. .
- Children should be taught to use the handwriting lines efficiently to ensure that the cap height of letters and descenders and ascenders are formed correctly.

Continuous Cursive Letter Groups

Diagonal joins to letters without ascenders	ai, ar, us, <u>au</u> , aw, er, ew, ir, ur, ss, as, ea, ae, ee, ie, se, ue
Horizontal joins to letters without ascenders	ou, vi, wi, xe, ere, oe, re, ure, ve, we, oi, on, <u>oo</u> , or, ov, ow, oa
Diagonal joins to letters with ascenders	ab, ul, it, ch, kn, <u>ll</u> , sh, th, ed, be, de, br
Horizontal joins to letters with ascenders	ol, wh, <u>ot</u>
Diagonal joins to letters with descenders	ff, ph, qu, igh, ing, <u>ng</u> , squ, fe, ge, <u>pe</u>
Horizontal joins to letters with descenders	op, oy

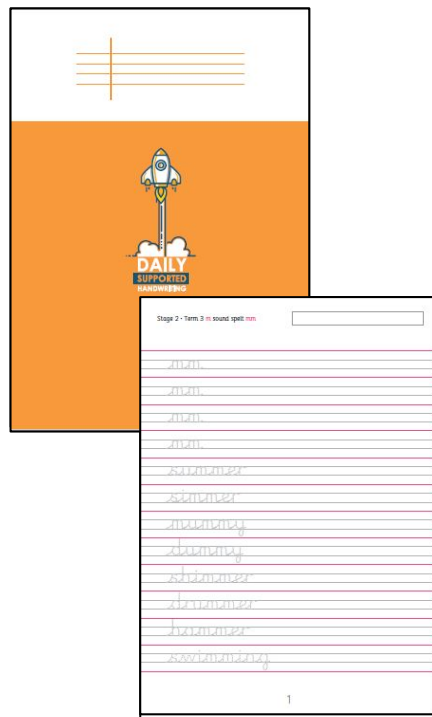
Year 1 Overview

In Term 1, Pupils begin to learn the 'continuous cursive' handwriting style. Pupils are taught the 'continuous cursive' letter groups in this order:

- **'Rockin' Round' Letters:** c a g q d o s
- **'Climb and Slide' Letters:** i l t u y j
- **'Tunnel' Letters:** r n h b p k m
- **'Loop and Hook' Letters:** e f
- **'Square' Letters:** x z
- **Zig Zag' Letters:** v w

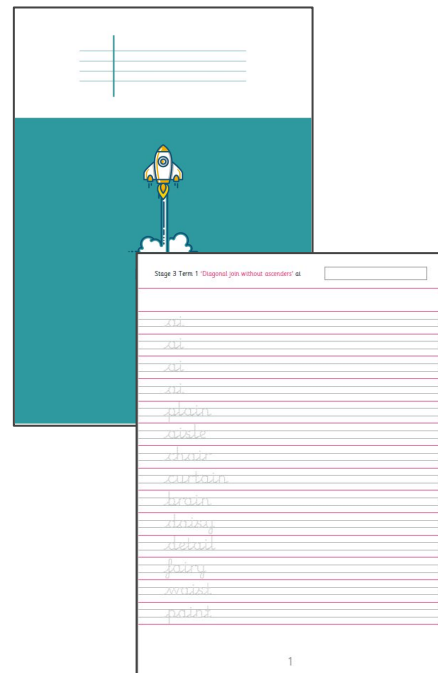
Pupils move on to learn the '**continuous cursive**' **six joins** and practice words with these joins :

- Diagonal joins to letters without ascenders: eg. ai, ar, us
- Horizontal joins to letters without ascenders: eg. ou, vi, wi
- Diagonal joins to letters with ascenders: eg. ab, ul, it
- Horizontal joins to letters with ascenders: eg. ol, wh, ot
- Diagonal joins to letters with descenders: eg. ff, ph, qu, igh
- Horizontal joins to letters with descenders: eg. op, oy

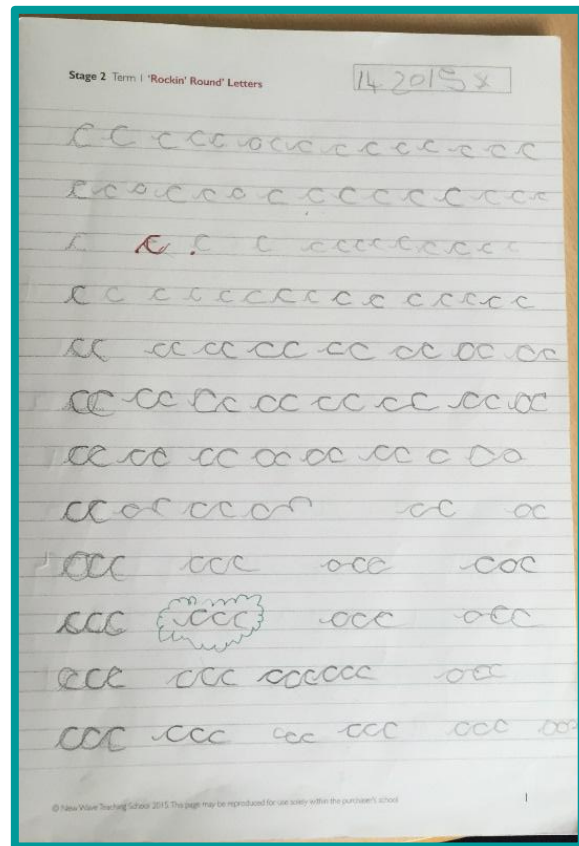
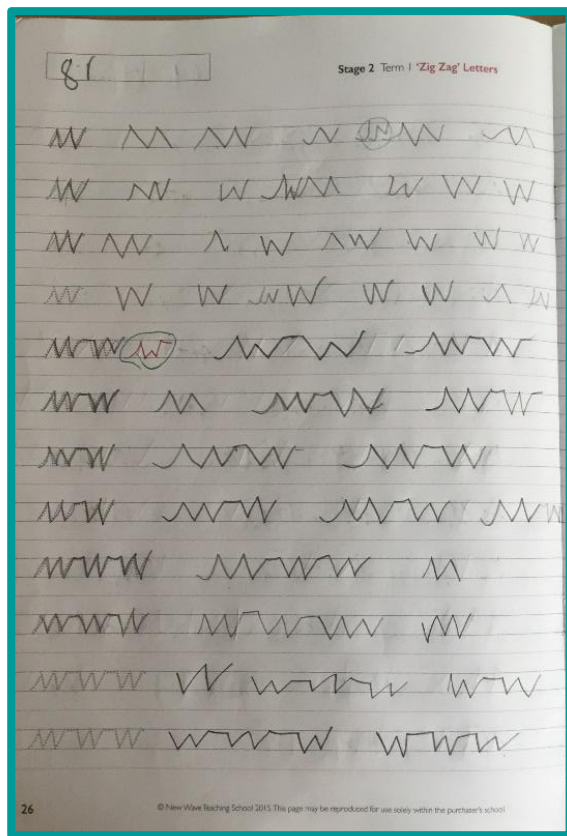


Year 2 Overview

- Pupils begin the year refreshing on the six joins and revising the Grapheme Phoneme Correspondence for the vowel digraph and trigraphs as taught in Year 1.
- This is followed by children being introduced to a new spelling focus each day as outlined in the Spelling Appendix in the National Curriculum.
- It is expected at this stage that all children are able to join consistently and correctly by the end of Year 2.



Key Stage 1 Sample Pages



MAIN FOCUS

Introduce the main focus and link to RWI picture phrase.

SHORT DATE

Model writing the short date on the flipchart for children to copy.

TEACHER'S TURN

Model on a flipchart, constantly talking about what you are doing.

CHILDREN'S TURN –

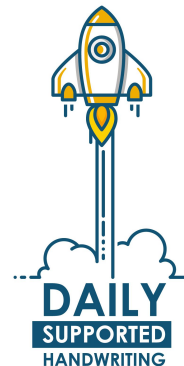
- (1) air write with pencil grip
- (2) assess formations and praise
- (3) Send to tables - constant assessment as you walk about the room
- (4) over-the-shoulder intervention: model, hand-over-hand, scaffold, observe

NAME

Children practise writing their name independently.

CLOSING

Give the children immediate feedback and, perhaps, final teacher modelling to correct any errors.



Key Stage 2 Lesson Planning

Monday 20th September



Focus:

Horizontal joins to letters without ascenders.

Apply:

Soon we will be ready for school.



WARM UP

Patterns - MY TURN, YOUR TURN

MAIN FOCUS

Linked to one of the 6 handwriting joins.

MY TURN

Model on the flipchart, constantly talking about what you are doing.

YOUR TURN

- (1) air write with pencil grip
- (2) assess formations and praise
- (3) Send to tables - constant assessment as you walk about the room
- (4) over-the-shoulder intervention: model, hand-over-hand, scaffold, observe

AFL

Children are asked to write a sentence without demonstration and without a model.
They have to write from memory.

CLOSING

Give the children immediate feedback and, perhaps, final teacher modelling to correct any errors.

Monday 20th September



Focus:

Horizontal joins to letters without ascenders.

Apply:

Soon we will be ready
for school.



Key Stage 2 Sample Pages

oo oo oo oo

oo oo oo oo

oo oo oo oo

Monday 20th September

Focus:
Horizontal joins to letters without ascenders.

Apply:
The cat ate an apple. The crow made the ant cry by eating his cracker.

new wave federation

open open open open open open
order order order order order order
often often often often often often
over over over over over over
out out out out out out out
open open open open open open
order order order order order order
often often often often often often
over over over over over over
out out out out out out out
open open open open open open
order order order order order order

oo oo oo oo

oo oo oo oo

oo oo oo oo

Monday 20th September

Focus:
Horizontal joins to letters without ascenders.

Apply:
The cat ate an apple. The crow made the ant cry by eating his cracker.

new wave federation

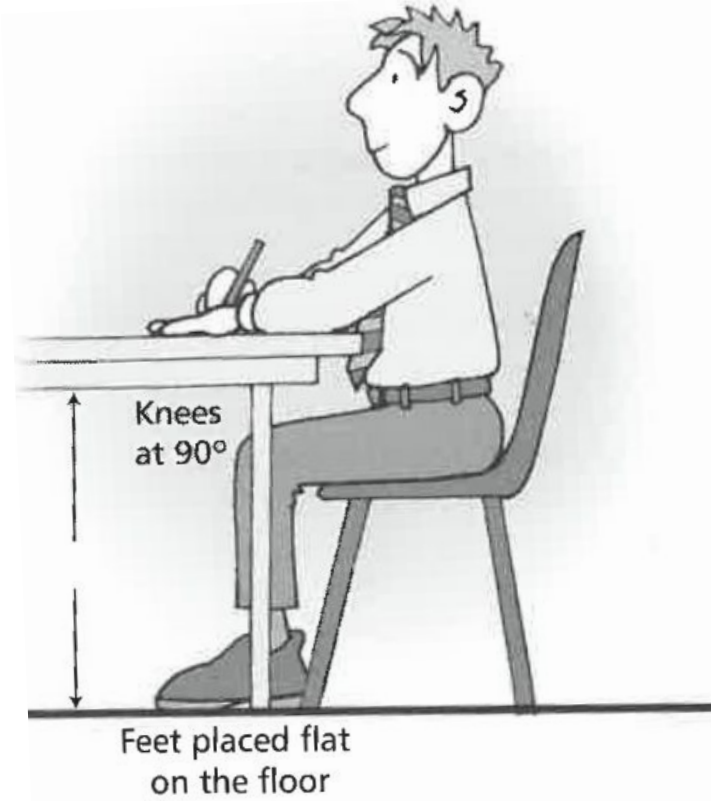
The cat ate an apple.
The cat ate an apple.
The cat ate an apple.
The crow made the ant cry by eating his cracker.
The crow made the ant cry by eating his apple.
The crow made the ant cry by eating his apple.
The crow made the ant cry by eating his apple.

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Further Considerations

- Seating position
- Paper position
- Pencil grip
- Pen Licence

Seating Position



Paper position

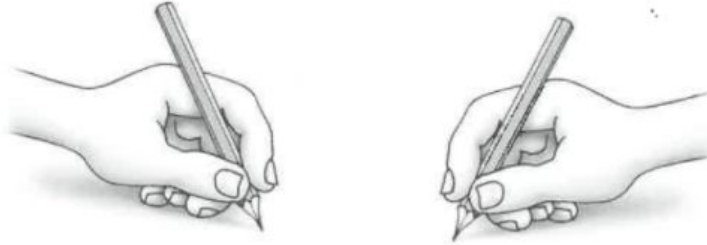
Left-handed writer



Right-handed writer



- The dynamic tripod grip



- An alternative pencil grip

