



## Handwriting at St Levan

Our aim is for children to develop legible, fluent, efficient handwriting.

A consistently high standard of presentation and handwriting is promoted across the whole school which all children and staff recognise, understand and follow. For children and teachers, this aims to foster a sense of pride and respect in their work. Self-esteem is raised when children are able to communicate meaning accurately. The English lead along with the Head and Governors will monitor handwriting as with other subjects and in accordance with the School Improvement Plan.

In handwriting, as in other skills, children will develop at different rates, for that reason, it is important that there is a consistent style of handwriting throughout the school, and that all staff consider themselves to be teachers of handwriting, with a clear understanding of the progression of skills, and of how to remedy errors. It is not sufficient to expect children to improve their handwriting; the different elements need to be taught and practised.

Early intervention is essential at every stage, to prevent the acquisition of misconceptions in letter formation. Letter displays appropriate to the age group of the class are displayed in each classroom. These show the correct letter formation for capital and lower case letters as well as number formation in KS1.

Children who join the school with established, fluent and joined handwriting will be allowed to continue with their current style of handwriting.

Handwriting is taught as part of discrete lessons, alongside phonics and when appropriate during other lessons. This allows misconceptions to be addressed quickly and immediately.

### Terminology

- **Cursive:** Joined-up handwriting style
- **Capital and lowercase:** The names of capital and lowercase letters (rather than 'big and small').
- **Ascenders and Descenders:** Letters that go above the usual letter line and below the base line
- **Letter bodies:** The main body of letters, which are neither ascenders or descenders (e.g. the rounded parts of 'b', 'd' and 'a' and the arches of 'm' and 'n')
- **Entry and exit strokes:** Entry stroke starts on the line and exit strokes generally end on the line (with the exception of 'o', 'v', 'w', 'r' and 'x')

**Gross and fine motor skills:** activities to develop gross and fine motor skills are essential to the development of good handwriting and are undertaken regularly. Children in EYFS have regular sessions to support the development of fine and gross motor skills. Children in KS1 and KS2 identified as requiring additional support in these areas also have time working on fine and gross motor skills such as these.

- Play dough (pinching and rolling)
- Paper clips (joining and attaching to paper)
- Clips on paper (both hands)
- Pegs on to cards (using thumb and index finger)
- Threading beads on string
- Moving beads along a string
- Cutting out objects
- Writing patterns
- Tracing letters in the air, sand, plasticine and paint
- Tracing their own name using cursive script
- Copying names within their own family or key words using cursive script
- Painting letters or patterns using large brushes, sponges and water



**Posture:** children are taught the importance of sitting upright and correctly on their chair, with their feet on the floor.

**Pencil grip:** children work towards using a dynamic tripod grip in almost all cases and are given reminders to support the establishment of this.

**Inclusivity:** a variety of pencil grips/supports are available in school for children who find them helpful.

**Position of paper:** left handed children should be encouraged to tilt their paper slightly to the right to improve their view of what they are writing, and to reduce smudging later on when they write in pen. Right handed children may find it helpful to tilt paper slightly to the left. Paper should be steadied with the free hand.

**Paper:** early writers will write on unlined paper and whiteboards so that they are able to write at a size appropriate to their needs. As children begin to control the size of their writing, they will begin to use lined paper and exercise books (wide lines initially), to encourage the correct placing of letters on the line. Children write in lined books in KS1 and KS2.

**Writing implements:** pupils initially use HB writing pencils. They begin to use handwriting pens in KS2. This may be sooner for some pupils who find writing with a pen more successful.



Children in Year R will follow the agreed order for letter formation.

Expectations of children's handwriting in Year R in early Year 1:

- A tripod pencil grip will be established in almost all cases
- Children will practise with adult supervision to ensure correct formation is established
- Most letters will be formed correctly (i.e. more than 20)
- Capital letters will be used at the beginning of names, for 'I' and at the beginning of a sentence
- Letters will be formed in once continuous movement using the cursive script
- Letter shapes are best practised in groups which share letter formation
- Letters should be modelled explicitly by adults as phonemes are introduced in phonics sessions
- There should be an expectation of correct formation from the beginning
- Children should be taught to form lower case letters and made aware of matching capital letters

Handwriting for the rest of the school needs to reflect the expectations in the National Curriculum.

### **Year 1**

Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly;
- 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 formed in similar ways) and to practise these.

### **Notes and guidance (non-statutory)**

Handwriting requires frequent and discrete, direct teaching. Pupils should be able to form letters correctly and confidently. The size of the writing implement (pencil, pen) should not be too large for a young pupil's hand. Whatever is being used should allow the pupil to hold it easily and correctly so that bad habits are avoided. Left-handed pupils should receive specific teaching to meet their needs.

### **Year 2**

Pupils should revise and practise correct letter formation frequently. They should be taught to write with a joined style as soon as they can form letters securely with the correct orientation.

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another



- 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 un-joined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters
- any children aiming for GD by the end of Year 2 must have fluent, joined up handwriting

N.B. Only when ready and forming all letters with joining strokes correctly are pupils encouraged to join handwriting.

### **Notes and guidance (non-statutory)**

Pupils should revise and practise correct letter formation frequently.

### **Year 3 /4**

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

Joined handwriting should be the norm. Children should be able to keep up with the pace of what they want to say.

Pupils should be taught to:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting, e.g. by ensuring that the downstrokes of letters are parallel and equidistant
- that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

### **Notes and guidance (non-statutory)**

Pupils should be using joined handwriting throughout their independent writing. Handwriting should continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say. This, in turn, will support their composition and spelling.

### **Year 5 and 6**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task (e.g. quick notes or a final handwritten version). They should also be taught to use an un-joined style (e.g. for labelling a diagram or data, writing an email address, or for algebra) and capital letters (e.g. for filling in a form).

Pupils should be taught to:

- write legibly, fluently, with increasing speed and personal style by:
  - choosing which shape of a letter to use when given choices and deciding, as part of their personal style, whether or not to join specific letters
  - choosing the writing implement that is best suited for a task (e.g. quick notes, letters).

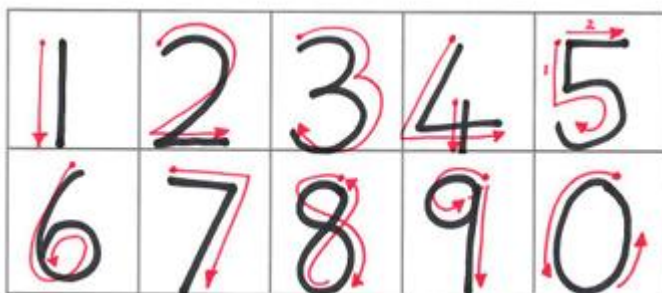
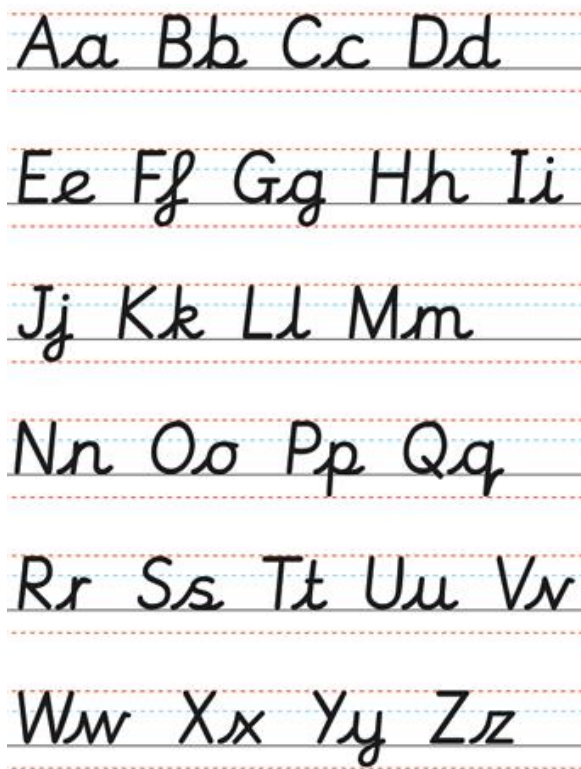
### **Notes and guidance (non-statutory)**

Pupils should continue to practise handwriting and be encouraged to increase the speed of it, so that problems with forming letters do not get in the way of their writing down what they want to say. They should be clear about what standard of handwriting is appropriate for a particular task, for example, quick notes or a final handwritten version. They should also be taught to use an un-joined style, for example, for labelling a diagram or data, writing an email address, or for algebra and capital letters, for example, for filling in a form.



**Letter grouping:** letters are taught in groups. Due to the mixed age nature of our setting, these could be delivered to different children at different points.

Letter Grouping	Handwriting Patterns
Anticlockwise letters: a, c, d, g, o, q	
Tall letters: b, d, f, h, k, l, t	
Long letters: f, g, j, p, q, y	
Lumpy letters: h, m, n, r	
Vowels: e, i, u (a, o)	
S: s	
Other letters: v, w, x, z	



The model used for teaching children:

- All capital letters fill a whole line space (they touch the top and bottom line) as do lower case letters.

b d h k l

- The letters

g j p q y

sit on the line with the 'tails' halfway down into the line space below the writing line.

- The letter **t** is a ¾ letter and the vertical stroke does not touch the top line.
- Numbers fill individual squares in maths books



## Spelling at St Levan

The systematic teaching of phonics has a high priority throughout EYFS and Key Stage 1. Phonics is taught daily to all children in EYFS, Year 1 and 2 in groupings appropriate to the child's phonic understanding. Spelling is taught within these sessions. Those children who still require phonic support as they go into KS2 also have regular phonics intervention as part of our daily reading lessons. Staff systematically teach learners the relationship between sounds and the written spelling patterns, or graphemes, through the Read, Write, Inc. system.

Once beyond the phonics groupings, pupils in KS2 follow the Twinkl spelling scheme.

In years 3-6, the Spelling League scheme is used to ensure spelling patterns are taught sequentially, building on previous learning. Where necessary in KS1 and KS2, pupils recap previous spellings rules if they have not yet secured these.

There is a weekly focus for 2 differentiated groups in Year 1 and 2, Year 3/4 and another for Year 5/6 with daily *Look, cover, say, write, check* practise as well as several spelling activities to consolidate rules. Dictations are used to practise and assess spelling knowledge (including statutory year 2, 3/4 and 5/6 spelling lists) along with weekly tests.

Pupils receive additional spelling intervention where needed. This can be precision teaching, additional phonics practice or 1:1 time focussing on rules and memorisation. Children focus on specific words (including 'green' and 'red' word) as well as specific rules and sounds. Children who benefit from 'focus 5' (sheet with 5 spellings children are focussing on) as well as specific spelling lists have these available to them daily.

Children are taught how to use a dictionary and are asked to use them regularly as part of Reading and Writing lessons. They are always available to pupils.

Key words are displayed on Topic and Core subject display boards. These are updated as topics/units change.

### TWINKLE PROGRESSION TO ADD

Year 3/4 Spelling League Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	Homophones mail, male, flour, flower, berry, bury, great, grate, plain, plane	'y' myth, pyramid, gym, mystery, Egypt, bicycle, rhyme, type, style, python	Different suffixes forgetting, forgotten, beginning, beginner, prefer, preferring, gardening, gardener, limiting, limited	homophones two, too, to, there, their, they're, write, right, peace, piece	Homophones would, wood, hair, hare, rain, reign, wail, whale, wait, weight	Unstressed vowel heaven, deafening, definitely, desperate, business, dictionary, library, miserable, different, interesting, frightening, secretary
Week 2	'ai' sound vein, neighbour, weigh, eight,	'ure' measure, furniture, treasure,	'ou' sound like 'u' young, touch, double,	'al' also, although, almost,	Common exception words 1	Soft and hard g agent, challenge,





	they, obey, grey, reindeer, beige, veil	picture, pleasure, adventure, capture, creature, fracture, future	trouble, country, county, couple, cousin, enough, encourage	always, almighty, already, alright, altogether	accident, address, answer, business, calendar, century, disappear, enough, important, knowledge	dangerous, garden, garage, gate, disguise, guess, orange, edge, plunged, stranger, genuine, emergency, generous, grateful
Week 3	'sc' science, scene, discipline, fascinate, crescent, fascination, scenery, ascend, descent, scissors	'sion' television, decision, division, invasion, confusion, version, diversion, excursion, pension, tension	Plural and singular addresses, answers, appears, arrives, businesses, centuries, possesses, groups, babies, monkeys	Suffix 'ful' grateful, faithful, hopeful, careful, helpful, useful, grateful, beautiful, boastful, painful	Common exception words 2 material, minute, naughty, occasion, opposite, peculiar, possession, probably, quarter, question	'au and augh' author, daughter, autumn, naughty, applaud, slaughter, cause, caught, astronaut, haughty
Week 4	'gue, que' league, antique, tongue, unique, cheque, mosque, fatigue, plague, technique, vague	Suffix 'ous' poisonous, tremendous, dangerous, jealous, outrageous, adventurous, enormous, famous, generous, nervous	Tricky words accident, believe, bicycle, breath, breathe, build, calendar, caught, centre, certain.	Different suffixes beautiful, happiness, angrier, prettier, readily, dried, defied, applies, silliness, heavier	Common exception words recent, remember, separate, special, strength, suppose, though, thought, various, women	Compound words toothbrush, firefighter, rainbow, dustpan, postman, hairbrush, cloakroom, backpack, teapot, waterfall
Week 5	'ch making sh sound' chef, chalet, machine, brochure, parachute, champagne, chute, moustache, quiche, crochet	'mis and dis' disappoint, misbehave, disagree, mislead, disobey, misspell, dislike, misplace, disappear, misunderstand	Prefixes supermarket, supersonic, submarine, subtract, internet, interact, automobile, automatic, anticlockwise, antisocial	'ous' tremendous, ridiculous, ravenous, numerous, nervous, miraculous, joyous, jealous, generous, fabulous	Revision	Revision
Week 6	'ch sounds like k' scheme, chorus, chemist, echo, character,	Prefix 'im and re' immature, refresh, impossible, return,	Revision	Revision	Revision	Revision



	ache, anchor, monarch, stomach, mechanic	impatient, reappear, immobile, repeat, improbable, review				
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Year 5/6 Spelling League Progression						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Week 1	'ible/able' reversible, possible, valuable, respectable, incredible, adorable, disposable, forgivable, enviable, invincible	'cial/tial' essential, special, residential, antisocial, partial, crucial, preferential, beneficial, official, presidential	'ough' bough, cough, enough, bought, though, thought, thorough, plough, drought, sought	'ibly/ably' (revision) reasonably, responsibly, legibly, possibly, tolerably, horribly, suitably, sensibly, comfortably, irresistibly	Homophones and near homophones device, devise, advice, advise, stationary, stationery, assent, ascent, compliment, complement	'ch' pronounced 'k' technology, architect, chemotherapy, chrysalis, chronic, chemical, choir, chaos, character, orchestra
Week 2	'ei and ie' chief, medieval, shield, glacier, receipt, receive, weigh, sovereign, weird, protein	'cious/tious' precious, ambitious, atrocious, infectious, delicious, conscientious, gracious, cautious, fictitious, malicious	hyphens co-ordinate, co-operate, co- author, co- own, re-enter, re-educate, re- explain, re- evaluate, re- energise, re- explain	prefixes foreshadow, interact, interface, postpone, irrelevant, irredeemable, semi- conscious, hypersonic, translate, transnational	Common exception words community, bargain, communicate, accommodate, committee, awkward, achieve, category, amateur, cemetery	Root words initiative, inquisitive, decisive, excessive, destructive, representative, discriminative, reconstructive, sensitive, aggressive
Week 3	Silent letters doubt, island, solemn, thistle, knight, knickers, autumn, whistle, debt, isle	'tion/sion' mention, conclusion, fraction, version, consideration, expression, collection, compassion, position, mansion	Etymology telephone, telegraph, telepathy, microphone, automobile, automatic, graphics, signature, quadrilateral, microscope	'de/di/dis' disabled, despicable, difficult, detective, dignity, determine, dimension, definitely, description, devious	'ex' words excellent, criticise, definite, embarrass, conscience, dictionary, familiar, equipment, exaggerate, conscious	Digraph 'ph' physical, sphere, pheasant, phrase, orphan, paragraph, phantom, geography, cellophane, pharaoh
Week 4	homophones whether, weather, groan, grown, advice, advise, licence,	'cian' electrician, musician, technician, magician, physician, optician, politician,	prefixes impatient, irregular, discovered, misplaced, unnecessary, irrelevant, impolite,	'il/el/le/al' stencil, swivel, huddle, utensil, squirrel, whistle, doddle, double,	hindrance, marvellous, guarantee, foreign, immediately, mischievous, interfere,	Soft and hard c magnificent, innocent, capacity, deceased, cylinder, cynical, coincidence,



	license, practice, practise	mathematician, dietician, tactician	preview, autobiography, transplant	general, hospital	leisure, frequently, muscle	cemetery, centigrade, incident
Week 5	'ent/ant' hesitant, instrument, distant, accident, relevant, inhabitant, permanent, arrogant, comment, tolerant.	suffixes accommodation, attached, statement, determined, dictionary, disastrous, embarrassment, equipment, existence, government	homophones coarse, course, mince, mints, queue, cue, cord, chord, draft, draught	Tricky words yacht, vehicle, recommend, pronunciation, privilege, opportunity, nuisance, necessary, muscle, mischievous	Revision	Revision
Week 6	'ance ence' evidence, sentence, confidence, appliance, attendance, appearance, pregnancy, expectancy, emergency, agency	'fer' transferral, preferably, offered, deferral, difference, suffering, conferring, reference, inferring, deferring	Revision	Revision	Revision	Revision

### Year 3 and 4 Statutory Spellings

accident	calendar	eight	guide	mention	possession	straight
accidentally	caught	eighth	heard	minute	possible	strange
actual	centre	enough	heart	natural	potatoes	strength
actually	century	exercise	height	naughty	pressure	suppose
address	certain	experience	history	notice	probably	surprise
although	circle	experiment	imagine	occasion	promise	therefore
answer	complete	extreme	increase	occasionally	purpose	though
appear	consider	famous	important	often	quarter	thought
arrive	continue	favourite	interest	opposite	question	through
believe	decide	February	island	ordinary	recent	various
bicycle	describe	forward	knowledge	particular	regular	weight
breath	different	forwards	learn	peculiar	reign	woman
breathe	difficult	fruit	length	perhaps	remember	women
build	disappear	grammar	library	popular	sentence	
busy	early	group	material	position	separate	
business	earth	guard	medicine	possess	special	

### Year 5 and 6 Statutory Spellings

accommodate	category	determined	foreign	lightning	profession	sincerely
accompany	cemetery	develop	forty	marvellous	programme	soldier
according	committee	dictionary	frequently	mischievous	pronunciation	stomach
achieve	communicate	disastrous	government	muscle	queue	sufficient
aggressive	community	embarrass	guarantee	necessary	recognise	suggest
amateur	competition	environment	harass	neighbour	recommend	symbol
ancient	conscience	equip	hindrance	nuisance	relevant	system
apparent	conscious	equipped	identity	occupy	restaurant	temperature
appreciate	controversy	equipment	immediate	occur	rhyme	thorough
attached	convenience	especially	immediately	opportunity	rhythm	twelfth
available	correspond	exaggerate	individual	parliament	sacrifice	variety
average	criticise	excellent	interfere	persuade	secretary	vegetable
awkward	curiosity	existence	interrupt	physical	shoulder	vehicle
bargain	definite	explanation	language	prejudice	signature	yacht
bruise	desperate	familiar	leisure	privilege	sincere	

### Year 1 and 2 Common Exception Words

Year 1			Year 2			
the	they	one	door	gold	plant	clothes
a	be	once	floor	hold	path	busy
do	he	ask	poor	told	bath	people
to	me	friend	because	every	hour	water
today	she	school	find	great	move	again
of	we	put	kind	break	prove	half
said	no	push	mind	steak	improve	money
says	go	pull	behind	pretty	sure	Mr
are	so	full	children	beautiful	sugar	Mrs
were	by	house	wild	after	eye	parents
was	my	our	climb	fast	could	Christmas
is	here		most	last	should	everybody
his	there		only	past	would	even
has	where		both	father	who	
I	love		old	class	whole	
you	come		cold	grass	any	
your	some			pass	many	

### Red Words

1.	I	the	was	you	your	said
2.	are	of	want	what	they	to
3.	he	me	she	we	be	no
4.	so	old	go	her	do	all
5.	call	tall	small	many	any	one
6.	saw	why	my	by	son	water
7.	there	here	were	brother	mother	father
8.	love	above	caught	bought	thought	through
9.	wear	whole	could	would	should	great
10.	anyone	some	come	watch	who	where
11.	school	ball	everyone	people	their	buy
12.	talk	walk	worse	once	two	over
13.	down	how	now	does	other	





## Read Write Inc Phonics

<b>SET 1</b>		<b>SET 2</b>		<b>SET 3</b>	
Sound	Rhyme	Sound	Rhyme	Sound	Rhyme
<b>m</b>	Down Maisie then over the two mountains. Maisie, mountain, mountain.	<b>ay</b>	May I Play?	<b>ea</b>	Cup of tea
<b>a</b>	Round the apple, down the leaf.	<b>ee</b>	What can you see?	<b>oi</b>	Spoil the boy
<b>s</b>	Slide around the snake	<b>igh</b>	Fly high	<b>a-e</b>	Make a cake
<b>d</b>	Round the dinosaur's back, up his neck and down to his feet.	<b>ow</b>	Blow the snow	<b>i-e</b>	Nice smile
<b>t</b>	Down the tower, across the tower.	<b>oo</b>	Poo at the zoo	<b>o-e</b>	Phone home
<b>i</b>	Down the insects body, dot for the head.	<b>oo</b>	Look at a book	<b>u-e</b>	Huge brute
<b>n</b>	Down Nobby and over the net.	<b>ar</b>	Start the car	<b>aw</b>	Yawn at dawn
<b>p</b>	Down the plait, up and over the pirates face.	<b>or</b>	Shut the door	<b>are</b>	Care and share
<b>g</b>	Round the girls face, down her hair and give her a curl.	<b>air</b>	That's not fair	<b>ur</b>	Nurse with a purse
<b>o</b>	All around the orange.	<b>ir</b>	Whirl and twirl	<b>er</b>	A better letter
<b>c</b>	Curl around the caterpillar.	<b>ou</b>	Shout it out	<b>ow</b>	Brown cow
<b>k</b>	Down the kangaroo's body, tail and leg.	<b>oy</b>	Toy for a boy	<b>ai</b>	Snail in the rain
<b>u</b>	Down and under the umbrella, up to the top and down to the puddle.			<b>oa</b>	Goat in a boat
<b>b</b>	Down the laces, over the toe and touch the heel.			<b>ew</b>	Chew and stew
<b>f</b>	Down the stem and draw the leaves.			<b>ire</b>	Fire fire
<b>e</b>	Slice into the egg, go over the top, then under the egg.			<b>ear</b>	Hear with your ear
<b>l</b>	Down the long leg.			<b>ure</b>	Sure it's pure
<b>h</b>	Down the horse's head to the hooves and over his back.				
<b>sh</b>	Slither down the snake, then down the horse's head to the hooves and over his back.				
<b>r</b>	Down the robot's back, then up and curl.				
<b>j</b>	Down his body, curl and dot.				
<b>v</b>	Down a wing, up a wing.				
<b>y</b>	Down a horn, up a horn and under the yak's head.				
<b>w</b>	Down, up, down, up the worm.				
<b>th</b>	Down the tower, across the tower, then down the horse's head to the hooves and over his back				
<b>z</b>	Zig-zag-zig, down the zip.				
<b>ch</b>	Curl around the caterpillar, then down the horse's head to the hooves and over his back.				
<b>qu</b>	Round the queen's head, up to her crown, down her hair and curl.				
<b>x</b>	Cross down the arm and leg and cross the other way.				
<b>ng</b>	A thing on a string.				
<b>nk</b>	I think I stink.				