

Handwriting At Alford Primary School

Vision

Our vision is for pupils to develop automaticity with transcription skills through neat, fluid, joined handwriting.

Intent

Our writing vision focuses on pupils enjoying effective communication through writing in a variety of genres. To achieve this, we use systematic, progressive, whole-school methods to develop automaticity with transcription skills in neat, fluid, joined handwriting. Automaticity in handwriting is a cornerstone of overall writing success, allowing pupils to focus on other elements of their writing.

Implementation

Handwriting Style

Pupils in EYFS and younger pupils in Year 1 will use the 'Alford Wandle' style of handwriting, supported by "Little Wandle Letters and Sounds Revised" for correct letter formation. In the spring term, Year 1 pupils transition to the "Letter-join" handwriting style. This begins with teaching individual letters with lead-ins and progresses to a fluid, joined style. More examples of the style can be found here: <https://www.letterjoin.co.uk/index.html>

Handwriting Teaching

For younger pupils, letter formation may be incorporated into Wandle phonics sessions. Across the school, handwriting is taught in discrete 15-minute daily sessions, which may be reduced to 10 minutes daily during the summer term. Each session begins with a focus on grip and/or posture. When pupils demonstrate confidence with the correct grip, this is transitioned into writing across other subjects. Pupils who struggle with grip (even with reminders) will be provided with a supportive pencil grip.

Handwriting Support

To assist all pupils in applying the school handwriting fonts, labels, worksheets, and teacher modelling will incorporate the age-appropriate version that pupils are learning. Handwriting style posters are displayed in every classroom. For any pupil falling behind, appropriate support and adjustments will be made in consultation with the SENCO.

Handwriting & Pens

When individual pupils in Years 4-6 have mastered the agreed handwriting style, posture, and grip, they will transition to using a blue pen. Initially, blue pens will only be used in handwriting sessions until pupils demonstrate sufficient confidence to use them in other sessions without negatively affecting their presentation or pace.

Handwriting Curriculum

The handwriting curriculum is mapped across the school. This includes regular revisiting and refining of basic letter formation rather than strictly following the standard Letter-join curriculum map. Revisiting these fundamentals is essential for developing automaticity. Time is also allocated within the curriculum to refine the spelling of high-frequency and common exception words, further embedding handwriting automaticity. Below is our handwriting curriculum map.

Applying Handwriting

Teachers are responsible for ensuring that learning in handwriting is effectively transferred into all other written areas, maximizing its impact.

Younger pupils' style:

Handwriting

abcdefghijklmnopqrstuvwxyz

ABCDEFGHIJKLMNOPQRSTUVWXYZ

UVWXYZ

Most pupils' style

Handwriting

Lower case letters all have a lead in.





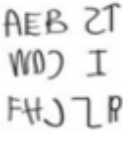
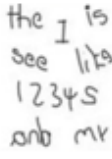


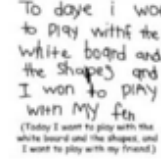
abcdefghijklmnopqrstuvwxyz

The quick brown fox jumps over the lazy dog. Five boxing wizards jump quickly.


ABCDEFGHIJKLMNOPQRSTUVWXYZ

Handwriting Curriculum maps - EYFS

Handwriting in EYFS - Letter formation is led by the Wandle phonics

Autumn T1	Autumn T2	Spring T1	Spring T2	Summer T1	Summer T2
<p>s a t p l n m d g o c k c k e u r h b f l</p>	<p>Pf ll ss j v w x y z zz au ch sh th ng ok</p> <p>Words ending in -s</p>	<p>À ae igh oa o ar or ur ow oi ear air er</p> <p>Words with double letters and longer words</p>	<p>Words with double letters, longer words, words with two or more diagraphs, words ending in -ing, compound words.</p> <p>Words with s/z in the middle or end, words with -es/z at the end</p>	<p>Short vowels with adjacent consonants CVCC CCVC CCVCC CCVC CCVCC</p> <p>Longer words and compound words. Words ending in suffices -ing, ed, est</p>	<p>Phase 3 long vowel graphemes with adjacent consonants CVCC CCVC CCVCC CCVCC</p> <p>Words ending in suffices -ing, ed, est</p> <p>Longer words</p>
 <p>Four Finger Grasp</p>		 <p>Quad / Tripod Grasp</p>		 <p>Dynamic Tripod Grip</p>	
<p>Fine Motor Skills Use one-handed tools and equipment, E.g. making snips in paper with scissors, Use a comfortable grip with good control when holding pens and pencils. Start to eat independently and learning how to use a knife and fork. Show a preference for a dominant hand. Be increasingly independent as they get dressed and undressed, for example, putting coats on and doing up zips.</p>		<p>Fine Motor Skills Develop the foundations of a handwriting style which is fast, accurate and efficient. Develop their small motor skills so that they can use a range of tools competently, safely and confidently. Suggested tools: pencils for drawing and writing, paintbrushes, scissors, knives, forks and spoons.</p>		<p>Fine Motor Skills Hold a pencil effectively in preparation for fluent writing — using the tripod grip in almost all cases. Begin to show accuracy and care when drawing. Use a range of small tools, including scissors, paint brushes and cutlery.</p>	
<p>3+ skills I can complete a sorting task using tweezers. I can thread small beads or complete a threading card I thread and screw nuts, bolts and washer. I paint and draw freely I build structures with blocks, boxes and planks. I use scissors to cut. I draw circles and can copy V, H and T.</p>		<p>4+ skills I draw a person on request with heads, legs and body. I complete simple jigsaws that contain 6 to 10 pieces. I track objects, pictures & text with my finger from left-right. I copy the letters X, V, T, H and O I hold a pencil using a conventional grip. I write one or two letters independently, usually ones from my name. I cut on a line continuously. I copy triangles, squares and other geometric shapes.</p>		<p>5+ skills I complete jigsaws with twenty pieces or more. I thread needles, sew big stitches and make pom-poms. I coordinate shoulder, wrist and finger movements to write, moving across and down the page. I trace with detail.</p>	
 <p>Pre-Phonemic Stage Letter strings move from L to R and move down the page</p>	 <p>Pre-Phonemic Stage Letter groups separated by spaces to resemble different words</p>	 <p>Early Phonemic Stage Environmental print - awareness of print, copied from surroundings</p>	 <p>Transitional Stage Medial sound may initially be written as a consonant. Vowels begin to appear. Evidence of tricky word.</p>	 <p>Transitional Stage Inventive spelling. Whole sentence writing develops.</p>	 <p>Transitional Stage Inventive spelling. Has the same elements as the previous level, but with more sounds per word written, including the vowels. Some conventional spelling patterns may appear.</p>
<p>Digits 0,1,2,3,4,5,6,7,8,9 are worked on one a week, from Week 4 onwards.</p>					

Handwriting Curriculum maps – Y1-Y6

Patterns	Y1	Y2	Y3	Y4	Y5	Y6
	Autumn 1					
Wandle print font (easy)						
i l t	↓					
u w e	↓					
c o	↓					
a d	↓					
n m h	↓					
Wandle print font (hard)						
j y	Autumn 2					
g q	↓					
b p k	↓					
v s r	↓					
f z x	↓					
Digits– Letter-join font						
0 1 2 3 4 5 6 7 8 9	↓	Autumn 1	Autumn 1			
Easy letters - letter-join font						
i l t	Spring 1	↓	↓	Autumn 1	Autumn 1	Autumn 1
u w e	↓	↓	↓	↓	↓	↓
c o	↓	↓	↓	↓	↓	↓
a d	↓	↓	↓	↓	↓	↓
n m h	↓	↓	↓	↓	↓	↓
Harder letters						
j y	Spring 2	Autumn 2	↓	↓	↓	↓
g q	↓	↓	↓	↓	↓	↓
b p k	↓	↓	↓	↓	↓	↓
v s r	↓	↓	↓	↓	↓	↓
f z x	↓	↓	↓	↓	↓	↓
Diagonal joins						
an co di ei hu im ka li ma np ui		Spring 1	Autumn 2	↓	↓	↓
Horizontal joins						
vo wo ru wa oc ro wn ve re oe		↓	↓	↓	↓	↓
Easy words						
ill it lit tilt		Spring 2	↓	Autumn 2	↓	↓
we wet wilt lute		↓	↓	↓	↓	↓
cow owe ice coil		↓	↓	↓	↓	↓
lad add toad data		↓	↓	↓	↓	↓
ham mend hand them		↓	↓	↓	↓	↓
CAPITALS						
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			Spring 1	↓	↓	↓
Harder words						
yell eye jam jay		Summer 1	↓	↓	Autumn 2	↓

huge going quay queen		↓	↓	↓	↓	↓
bap kept apple back		↓	↓	↓	↓	↓
vans stars rest ever		↓	↓	↓	↓	↓
fox zoo oxen fuzzy		↓	↓	↓	↓	↓
<i>Additional handwriting</i>						
When the elements above the scheme are finished for the year:	Summer 1 & Summer 2 Y1 common exception spelling words.	Rest of Summer 1 Y1 common exception spelling words Summer 2 Y2 common exception spelling words Plus, target handwriting and simple spellings.	Rest of Spring 1 common exception Summer 1 Repeat of Autumn 2 Summer 2 Y3/4 NC spelling words Plus, target handwriting and simple spellings.	Spring 1 Repeat Autumn 2 & Y2 common exception spelling words Spring 2 & Summer 2 Y3/4 NC spelling words Plus, target handwriting and simple spellings.	Rest of Autumn 2 Y2 common exception words Spring 1 Y3/4 NC spelling words Spring 2 Plus, target handwriting and simple spellings. Summer 1 & 2 Y5/6 spelling words Plus, target handwriting and simple spellings.	Autumn 2 Y3/4 NC spelling words Spring 1 Y5/6 spelling words Then: Plus, target handwriting and simple spellings.
End of year expectation: Almost all pupils	Can print all letters	Can write all letters with lead ins and outs	Write joined most of the time.	Write joined and neatly in most of their work.	Write joined, neatly and fluidly.	Write joined, neatly, and with pace.