

# Handwriting at Shawlands Primary School 2023-2024



**SHAWLANDS**  
PRIMARY SCHOOL



In KS1 and KS2, we have adapted the 'teach handwriting' scheme to suit our school and the needs of our pupils. We follow a print into cursive route throughout school (route A) starting with print in year 1, moving onto cursive in year 2 and cursive joined in year 3 and above.

### **Overview of a session**

- 1) Warm up activities to develop fine motor skills
- 2) Introduction of the letter / join / word modelled by the teacher
- 3) The children apply to their worksheets (Y1), handwriting books (Y2) or English books, which have handwriting lines, in KS2.

Handwriting is taught in three discrete sessions per week in KS1 and Y3, and at the start of English lessons 2-3 times per week in Y4 upwards (English books have handwriting lines).

Any children that are working below age related expectations in handwriting are placed in an intervention for extra practise.

### **Writing equipment**

At Shawlands, children are taught to write in pencil, then in pen. This is based on our research into writing equipment, which found that "Learning to write using both pencil and pen offers a double benefit to children's handwriting development and overall handwriting enjoyment. Developing proficiency in both pencil and pen writing is crucial for children as it enables them to harness the advantages of both skills."

We found that child development expert Dr. Sara Smilansky explains, "Pencils give children the opportunity to correct mistakes without feeling discouraged or overwhelmed. This helps build confidence and encourages them to continue practicing." This is why our KS1 and LKS2 pupils write in pencil, as they are developing their print, cursive and then joined handwriting.

We also found that research published in the British Journal of Educational Psychology found that "using a pen can improve spelling and overall writing quality. The study suggests that using a pen helps children write more quickly and accurately, and that it can have a positive impact on their spelling and writing ability. This is why our USK2 children write in pen, as they should have mastered their joined writing style and can now refine it using pen, with exceptions for individual pupils based on their individual learning needs.

### **Left handed pupils**

Teachers take into account left handed writers and adapt worksheets (such as speed tables) to ensure they are accessible for these pupils. They consider their placement in the classroom and have discussions with each pupil to ensure they feel comfortable writing either with a person sat to their left or right.

### **Dictation**

Dictation is part of the handwriting sessions as children move up through school (KS2), combining the skill of handwriting and SPaG practise what they have been taught in the year so far. Teachers are provided with example sentences, but can edit these to adapt them to what the children are currently learning about, or to use spelling words for that week.

### **Bubble writing intervention**

We have found that each year, there are a few pupils in UKS2 who can form all of their joins correctly and their size is correct, but that their writing can be difficult to read due to their letters being 'spiky' and not 'round'. Because of this, we introduced a bubble writing intervention, which allows children to practise making their letters more cursive and readable.



## Progression in handwriting (from the Shawlands' progression document)

<b>Handwriting</b>	<p>Be forming recognisable letters, most of which are correctly formed.</p> <p>Be holding a pencil effectively in preparation for fluent writing, using the tripod grip in almost all cases.</p>	<p>Can sit correctly at a table, holding a pencil comfortably and correctly.</p> <p>Can begin to form lower-case letters in the correct direction, starting and finishing in the right place.</p> <p>Can form capital letters.</p>	<p>Can form lower-case letters of the correct size relative to one another.</p> <p>Can 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.</p>	<p>Can begin 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.</p> <p><i>Can form all cursive letters and can join all letters in most pieces.</i></p>	<p>Can 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.</p> <p>Can increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the</p>	<p>Can write legibly and fluently.</p>	<p>Can write legibly, fluently and with increasing speed by choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters. Can choose the writing implement that is best suited for a task.</p>
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	<p>Be selecting the appropriate equipment for writing.</p>	<p>Can form digits 0-9.</p> <p>Can understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.</p>	<p>Can write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters.</p> <p>Can use spacing between words that reflects the size of the letters.</p> <p><i>Be forming all print and capital letters, most cursive letters and can join some letters.</i></p>		<p>down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</p> <p><i>Refine handwriting size and placement.</i></p>		
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**Overview of a half term – year 3 example**

Year 3 Handwriting Lists Autumn 1								
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Warm-up exercise	Shoulder stability – I don't know	Crossing the mid-line- Lazy 8	Wrist strength/mobility- Doorknob turns	Whole hand- Walk and flip	Thumb and fingers- 'Circles'	Shoulder stability- Up we go	Crossing the mid-line- Scissor cuts	Wrist strength/mobility- Wrist lifts
Focus	Bottom exit letters joining to group B1 letters.  Bottom exit letters joining to group B2 letters.	Bottom exit letters joining with curves to start letters	Bottom exit letters to the letter 'e'	Top exit letters to the letter 'e'	Top exit letters joining to group T1 letters	Top exit letters joining to group T2 letters	Recap	Recap
Joins	ff, th, sh, ai, ck ll, kn, ur, qu  ax, aw, ax, az, uz	ea, ed, ng, as, ss, igh, ing, squ	ae, de, fe, ge, ie, pe, se, ze	ae, re, ve, we, we	oh, wh, oi, op, oy, ow, oy	oa, va, wa, od, og, oo, os, ock	Select words from previous weeks	Select words from previous weeks

KS2 Handwriting letter formation - Order of letters taught

