

Handwriting Development

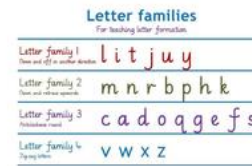
2 years	3- 4 years	4-5 years	5-6 years
Can initiate a horizontal, vertical, circular, or curved line	Can copy different types of lines, straight and curved on a piece of paper	Can copy a cross, right directional line, left directional line and diagonal line Begins to copy some letters and numbers May begin to copy their name Form all letters using correct starting and ending points	Letters are placed correctly on the line Letters are of a consistent size Begin to join some letters
<ul style="list-style-type: none"> • Build core strength through a range of gross motor activities • Build muscle strength in the hands and fingers • Finger gym activities • Sensory mark making activities • Vertical mark making 	<ul style="list-style-type: none"> • Build core strength through a range of gross motor activities • Build muscle strength in the hands and fingers • Finger gym activities • Sensory mark making activities • Sensory handwriting focusing on pre-writing skills • Direct teaching of pre-writing skills in a range of ways- air writing, gross motor, sensory, fine motor, using writing tools • Vertical mark making • Use a range of mark making tools both indoors and outdoors • Give opportunities to children • Teach sounds alongside handwriting phrases- practise this through a range of gross motor/ fine motor/ indoor and outdoor activities 	<ul style="list-style-type: none"> • Build core strength through a range of gross motor activities • Build muscle strength in the hands and fingers • Finger gym activities • Sensory mark making activities • Sensory handwriting focusing on pre-writing skills • Vertical mark making • Teach sounds alongside handwriting phrases- practise this through a range of gross motor/ fine motor/ indoor and outdoor activities • Writing on lines • Direct teaching of writing- using handwriting phrases- using correct starting and ending points • Direct teaching of ascenders and descenders using RWI 	<ul style="list-style-type: none"> • Fine motor activities and games • Direct teaching of writing- using handwriting phrases- using correct starting and ending points • Direct teaching of ascenders and descenders using RWI • Direct teaching of forming letters that are of a consistent size

Nursery	Reception	Year 1
Autumn		
<ul style="list-style-type: none"> • Build core strength through a range of gross motor activities • Build muscle strength in the hands and fingers • Finger gym activities • Fine motor activities • Tracing activities • Sensory mark making activities • Sensory handwriting focusing on pre-writing skills • Direct teaching of pre-writing skills in a range of ways- air writing, gross motor, sensory, fine motor, using writing tools • Drawing on a line activities- children to find the line and to draw on it, pre- writing skills on a line 	<ul style="list-style-type: none"> • Teach sounds alongside handwriting phrases in small groups • Teaching the correct handwriting positions needed <ul style="list-style-type: none"> -<i>Hand ready in a tripod grip – teach children how to do this right from Day 1.</i> -<i>Feet on the floor</i> -<i>Bottom at the back of the chair</i> -<i>Body one fist from the table</i> -<i>Shoulders down and relaxed</i> -<i>Lean forward slightly</i> -<i>Left/right hand holds the page</i> • Direct teaching of formation of letters using correct starting and ending points on wide lines • Practise writing sounds through a range of gross motor/ fine motor/ indoor and outdoor activities • Continue with:- <ul style="list-style-type: none"> • Build core strength through a range of gross motor activities • Build muscle strength in the hands and fingers • Finger gym activities • Fine motor activities • Writing on lines • Tracing activities • Direct teaching of handwriting in a range of ways- air writing, gross motor, sensory, fine motor, using writing tool 	<ul style="list-style-type: none"> • Direct teaching of ascenders and descenders handwriting using RWI handwriting program • Identify children who are working below and continue with intervention activities- <ul style="list-style-type: none"> -focus on correct formation of letters through direct teaching -developing fine motor skills and provide activities to support parents at home: <ul style="list-style-type: none"> • Finger gym activities • Fine motor activities • Writing on lines • Tracing activities

Spring

- Teach sounds alongside handwriting phrases in small groups
- Practise writing sounds through a range of gross motor/ fine motor/ indoor and outdoor activities
- Continue with:-
- Build core strength through a range of gross motor activities
- Build muscle strength in the hands and fingers
- Finger gym activities
- Fine motor activities
- Tracing activities
- Sensory mark making activities
- Sensory handwriting focusing on pre-writing skills
- Drawing on a line activities- children to find the line and to draw on it, pre- writing skills on a line
- Direct teaching of pre-writing skills in a range of ways- air writing, gross motor, sensory, fine motor, using writing tools

- Direct teaching of handwriting using RWI - letter groups



- Begin to teach placement of letters- ascenders and descenders using RWI handwriting program
- Continue with activities and opportunities for children to develop their fine motor skills
- Practise writing sounds through a range of gross motor/ fine motor/ indoor and outdoor activities
- Continue with:-
 - Build core strength through a range of gross motor activities
 - Build muscle strength in the hands and fingers
 - Finger gym activities
 - Fine motor activities
 - Writing on lines
 - Tracing activities
 - Letter formation in a range of ways- air writing, gross motor, sensory, fine motor, using writing tools

- Direct teaching of ascenders and descenders handwriting using RWI handwriting program
- Focus on consistent letter size
- Focus on sustained pieces of writing
- Direct teaching of letter joins

Summer		
<ul style="list-style-type: none"> • Direct teaching of formation of letters using correct starting and ending points on wide lines • Practise writing sounds through a range of gross motor/ fine motor/ indoor and outdoor activities • Continue with:- <ul style="list-style-type: none"> • Build core strength through a range of gross motor activities • Build muscle strength in the hands and fingers • Finger gym activities • Fine motor activities • Writing on lines • Tracing activities • Teaching of handwriting in a range of ways- air writing, gross motor, sensory, fine motor, using writing tools 	<ul style="list-style-type: none"> • Direct teaching of ascenders and descenders handwriting using RWI handwriting program • Continue with activities and opportunities for children to develop their fine motor skills • Continue with:- <ul style="list-style-type: none"> • Build core strength through a range of gross motor activities • Build muscle strength in the hands and fingers • Finger gym activities • Fine motor activities • Writing on lines • Tracing activities • Letter formation in a range of ways- air writing, gross motor, sensory, fine motor, using writing tools 	<ul style="list-style-type: none"> • Direct teaching of letter joins • Continue to develop - <ul style="list-style-type: none"> - consistent letter size - building stamina in writing
End of nursery expectations	End of Reception expectations	End of year 1 expectations
<ul style="list-style-type: none"> • Can copy different types of lines, straight and curved on a piece of paper • Can copy a cross, right directional line, left directional line and diagonal line • Begins to copy some letters and numbers • Can write their name • Has learnt handwriting phrases for Set 1 sounds • Begins to form set 1 sounds correctly 	<ul style="list-style-type: none"> • Forms all letters using correct starting points and ending points • Writes correctly on the line • Writes own name correctly on the line • Begins to form ascenders and descenders correctly • Forms numbers correctly using correct starting and ending points 	<p>Letter size is of a consistent size Ascenders and descenders are on the line correctly Beginning to join letters</p>

NB: Handwriting assessments should be independent pieces of work where children write words and sentences