

STAGE OF DEVELOPMENT	SKILLS		RESOURCES	TIMETABLING
<p>PRE-WRITING SKILLS STAGE 1</p> <p>Examples of this should be seen regularly taught within EYFS.</p>	<p><u>Core stability activities</u> e.g. Superman pose, bottom walking, monkey bars, sitting on a ball. Cycling, jumping on a trampoline. Animal walks.</p> <p><u>Bilateral motor movements</u>: sweeping, hitting a balloon.</p> <p><u>Hand-eye coordination</u>: stacking, tearing, finger painting, hand painting, line walking, follow the leader games.</p> <p><u>Finger isolation</u>: finger puppets, playing with marbles, play dough, flicking toys (tiddly winks)</p> <p><u>Pinching and prodding</u> of play dough, using tweezers, pegs, using wide media (to develop tripod grips) spray bottles.</p> <p>Children use a variety of media and surfaces for mark making.</p> <div data-bbox="398 663 1037 1043" data-label="Image"> </div> <p>Children who are unable to form X mark, may not be ready for formal writing and may need.</p> <p>Second stage of pre-writing shapes for flow:</p> <div data-bbox="398 1187 1294 1362" data-label="Image"> </div>		<p>The Fine Motor Activity Pack NHS 2001.</p> <p>The Gross Motor Activity Pack NHS 2001.</p> <p>See Long Term Early Years Literacy Plan for 2024 for progression in pre-writing skills and scissor skills.</p>	<p>Daily access to physical activities to prepare children for early writing. This may be seen during provision or within adult-led focus activities.</p>

	SKILLS Letter Formation, Placement and Positioning	SKILLS Joining letters	RESOURCES	TIMETABLING
STAGE 1+ AVERAGE EXPECTED FOR EYFS Three and Four Year- Olds Reception Early Learning Goals	<ul style="list-style-type: none"> • Use large-muscle movements to wave flags and streamers, paint and make marks. • Use one-handed tools and equipment, for example, making snips in paper with scissors. • Use a comfortable grip with good control when holding pens and pencils • Shows a preference for a dominant hand. • Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; write 'm' for mummy. • Write some letters accurately. • 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. • Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor. • Develop the foundations of a handwriting style which is fast, accurate and efficient. • Form lower case and capital letters correctly. • Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. • Write recognisable letters, most of which are correctly formed. 		Alphabet letter direction sheet from Floppy's Phonics Online teaching tools from FP Letter formation rhymes (Abbie) to support correct letter formation, however this may not be on lined paper or using the correct handwriting style. Focus on direction/formation of letters. See Long Term Early Years Literacy Plan for 2024 for progression in pre-writing skills and scissor skills.	Daily phonics sessions Daily discrete handwriting sessions Additional consolidation of early physical development for early writing will be seen through daily provision. Daily access at all times to early mark making.

STAGE OF DEVELOPMENT	SKILLS	SKILLS Joining letters	RESOURCES	TIMETABLING
STAGE 2 AVERAGE EXPECTED FOR YEAR 1	<ul style="list-style-type: none"> Letter Formation, Placement and Positioning To write lower case and capital letters in the correct direction, starting and finishing in the right place with a good level of consistency. To sit correctly at a table, holding a pencil comfortably and correctly. To form the digits 0-9. To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these. 		<p>As Stage 1 until completion of phonics</p> <p>Online teaching from Nelson Handwriting</p> <p>Pupil Book 1A and 1B</p>	<p>Daily phonics sessions</p> <p>Daily discrete handwriting sessions</p>
STAGE 3 AVERAGE EXPECTED FOR YEAR 2	<ul style="list-style-type: none"> To write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters. To form lower case letters of the correct size, relative to one another. To use spacing between words that reflects the size of the letters. 	<p>To begin to use the diagonal and horizontal strokes needed to join letters.</p> <p>Joins should not be taught to any children still on phonics.</p>	<p>Online teaching from Nelson Handwriting</p> <p>Pupil Book 2</p>	<p>Daily phonics sessions as required</p> <p>Daily discrete handwriting sessions</p>
STAGE 4 AVERAGE EXPECTED FOR YEAR 3	<p>To use a neat, joined handwriting style with increasing accuracy and speed.</p>	<p>To continue to use the diagonal and horizontal strokes that are needed to join letters and to understand which letters, when adjacent to one another, are best left unjoined.</p>	<p>Online teaching from Nelson Handwriting</p> <p>Pupil Book 3 (new) Book 1 (old)</p>	<p>Daily phonics sessions as required</p> <p>Daily discrete handwriting sessions</p>
STAGE 5 AVERAGE EXPECTED FOR YEAR 4	<ul style="list-style-type: none"> To increase the legibility, consistency and quality of their handwriting by ensuring that the downstrokes of letters are parallel and equidistant and by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch. 	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.</p>	<p>Online teaching from Nelson Handwriting</p> <p>Pupil Book 4 new) Book 2 (old)</p>	<p>Daily phonics as required</p> <p>Daily handwriting as required (intervention).</p> <p>For fluent writers: 1 x weekly</p>
STAGE 6 AVERAGE EXPECTED FOR YEAR 5	<ul style="list-style-type: none"> To increase the speed of their handwriting so that problems with forming letters do not get in the way of writing down what they want to say. To be clear about what standard of handwriting is appropriate for a particular task, e.g. quick notes or a final handwritten version. 	<p>To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.</p>	<p>Online teaching from Nelson Handwriting</p> <p>Pupil Book 5 new) Book 3 (old)</p>	<p>Daily phonics sessions</p> <p>Daily discrete handwriting sessions as needed (intervention).</p> <p>For fluent writers: 1 x weekly</p>
STAGE 7 AVERAGE EXPECTED FOR YEAR 6	<p>To 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 and by choosing the writing implement that is best suited for a task.</p>	<p>To recognise when to use an unjoined style (e.g. for labelling a diagram, for writing an email address or for algebra) and capital letters (e.g. for filling in a form).</p>	<p>Online teaching from Nelson Handwriting</p> <p>Pupil Book 6 new) Book 4 (old)</p>	<p>Daily phonics sessions</p> <p>Daily discrete handwriting sessions as needed (intervention).</p> <p>For fluent writers: 1 x weekly</p>

Nelson Handwriting – lesson structure from Y1+	Nelson handwriting – teaching sequence – progression/content – continuum
<ol style="list-style-type: none"> 1. Warm-up activities 2. Pencil grip, posture, seating, paper placement (getting ready to write) 3. Lesson focus (L.O.) 4. <u>Adult modelling</u> and use of on-line modelling tools 5. Extensive and repeated practice 6. Extras and extension 7. <u>Live marking</u> where possible to address misconceptions immediately. 8. Use of on-line resources and textbooks. 	<ol style="list-style-type: none"> 1. Gross motor skills – see guidance for stage 1 above for some examples. 2. Fine motor skills – see guidance for stage 1 above for some examples. 3. Mark making – these marks should be completed in a variety of media and on a variety of surfaces including in vertical and horizontal positions. 4. Patterns 5. Posture, seating position, position of paper/book, consider left-handers, Pencil grip and correct pencil type (variety of implements and large paper etc. initially) 6. Focus teaching: letter shape, direction and orientation, start and end point, ascenders and descenders (tops and tails), 7. Lower case – teach using letter families as these letters are formed in similar ways. 8. Set 1: lowercase: c a o d g q s f e 9. Set 2: lower case: l l t u j y 10. Set 3: lower case: r n m h k b p 11. Se4 lower case: v w x z 12. Upper case, numbers 13. Joining groups: lower case letters divided into groups accruing to how they will join to other letters: Group 1: a c d e h l k l m n s t u (thirteen letters with exit flicks plus s) 14. Joining groups: lower case letters divided into groups accruing to how they will join to other letters: Group 2: a c d e g l j m n p q r s u v w x y (nineteen letters which start at the top of the x – height) 15. Joining groups: lower case letters divided into groups accruing to how they will join to other letters: Group 3: b f h k l t (six letters which start at the top of the x -height) 16. Joining groups: lower case letters divided into groups accruing to how they will join to other letters: Group 4: f o r v w (five letters which start at the top of the x-height) 17. The break letters: b g j p q x y z (eight letters after which no join is made. Joins are not made to or from the letter z. 18. The joins: the first join: group 1 to group 2: in, am 19. The joins: the second join: group 1 to group 3: ab, ch 20. The joins: the third join: group 4 to group 2: oa, wo 21. The joins: the fourth join: group 4 to group 3: wh, ob 22. The break letters: bigger 23. Extensive practice and appropriate choice of handwriting style to suit task/purpose/audience
<p>PUPIL EQUIPMENT</p> <ol style="list-style-type: none"> 1. Handwriting books for handwriting sessions 2. Tramline books – to be confirmed? 3. Appropriate pencil: Triangular pencils or HB Standard – sharp! 4. Handwriting pens as per your policy 	

Pen licence?? Use of pens? When? What criteria and what type of pens? As per individual school policy.

Timetabling? Protected daily slots of 10 minutes until fluent, neat, and consistent shape, size, formation of letters and joins? Explicit teaching slot. Agreed.

Are we ever using the Nelson language of letter formation document? Yes - both 'k' formations to expose children to both.

Transcriptional writing fluency intervention in KS2 - daily

Handwriting within an English starter is for rehearsal and practice of pre-modelled skills only. Still need a discrete handwriting session daily until fluent.