

## Long term plan for handwriting

Russell Lower School teaches cursive writing from the very beginning of school.

Switch on handwriting 2019 is the plan we follow – [see booklet for guidance](#)

Capital letters MUST be taught at the same time as the lower-case letters

Children in all year groups should have a dedicated handwriting lesson where handwriting is TAUGHT and modelled, rather than just being 'practiced' via spellings etc.

### Foundation Stage

Pupils are taught to (Reception year. **ELG**):

- 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.**

Number formation and writing the numerals in order is also covered over the year, as learned about within and matched to the maths planning.

Autumn 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Home visits Children start	cvc pictures Baseline	cvc pictures Baseline	Handwriting patterns	Handwriting patterns	Handwriting patterns.	

Write name using name card.

Handwriting patterns  
 vvvvvvvvvvvv eeeeeeeeeeeeeee lululululu ssssssssss  
 uuuuuuuuuu cccccccccccc hhhhhhhhhh iiii

**Autumn 2**

Cc cccccc	Cc cccccc	Aa cccccc	Dd cccccc	Gg cccccc	Complete handwriting	Complete handwriting
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Write name using name card.

Handwriting patterns  
 Zig zags eeeeeeeeeeeeeee lululululu ssssssssss  
 uuuuuuuuuu cccccccccccc hhhhhhhhhh iiii

**Spring 1**

Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Oo cccccc	Ss cccccc	li uuuuuuu	Ll iiiiiiii	Tt iiiiiiii	Consolidation	
odd, cod, dog, cog, go	as, sad, sag, gas	did, is, Sid	lad, lid, ill, all, doll, log	sit, sat, fill, all		

Write name using name card.

Handwriting patterns  
 Zig zags eeeeeeeeeeeeeee lululululu ssssssssss  
 uuuuuuuuuu cccccccccccc hhhhhhhhhh iiii

**Spring 2**

Ee eeeeeeeeee	Uu uuuuuuuu	Pp pppppppp	Rr rrrrrrrrr	Nn nnnnnnn		
set, get, leg, sell, egg, tell,	us, cut, slug, tug, gust	pet, pup, peg, pill, lap, lip, pat, pit, plug, pest, slip,	red, rip, drip, rag, for, rust, are, trip, art, part	in, on, an, can, net, nan, ran, din, pan, raining		
Write name using name card.						
Handwriting patterns Zig zags   eeeeeeeeeeeeeee lululululu   ssssssssss uuuuuuuuuu   cccccccccccc   llllllllll   llrrrrrrrrrrllll						

Summer 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Mm	Hh	Bb	Kk	Qu qu	Consolidation	Consolidation
am, mat, ram, me, man, met, come, meet, aim, much, moss, dim, mud, tram, smart, mend	hat, hot, his, hen, hug, hand, hill, hiss, hit, him, hunt, hound, crash, thrush	bat, bed, boil, bin, boss, burnt, bug, bring, band, bench, bang, boat, been, bay, boot, bib, dab, blurb	kid, kiss, kit, king, kick, kept, skunk, sick, think, drink, sank, stork	quit, quick, quack, liquid, quiz, queen  The queen quit the quiz quickly.		
Write name using name card.						
Handwriting patterns Zig zags   eeeeeeeeeeeeeee lululululu   ssssssssss uuuuuuuuuu   cccccccccccc   llllllllll   llrrrrrrrrrrllll						
Summer 2						



<b>Spring 2</b>	Ee, Uu, Pp, Rr, Nn
<b>Summer 1</b>	Mm, Hh, Bb, Kk, Qu qu
<b>Summer 2</b>	Ff, ff, Vv, Ww, Jj, Yy, Xx, Zz, zz

## Year 1

Pupils are 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' (ie letters that are formed in similar ways) and to practise these

<b>Autumn 1</b>						
<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Ladder Letters</b> Ll and Tt	<b>Ladder letters</b> li and Jj	<b>Ladder letters</b> Uu and Yy	<b>One armed robot letters</b> Nn, Mm	<b>One armed robot letters</b> Hh, Bb and Kk	<b>One armed robot letters</b> Rr and Pp	
<b>Autumn 2</b>						
<b>Curly caterpillar letters</b> Cc Aa Oo Dd	<b>Curly caterpillar letters</b> Gg Qq	<b>Curly caterpillar letters</b> Ee Ss Ff	<b>Zigzag Monster letters</b> Vv Ww	<b>Zigzag Monster letters</b> Zz Xx	<b>Letters with ascenders</b> Bb, Dd, Hh,	<b>Letters with ascenders</b> Ll, Tt, Kk

Spring 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Letters with descenders</b> Gg, Jj	<b>Letters with descenders</b> Qq, Yy	<b>Letters with descenders</b> Pp	<b>Diagonal joins to letters without ascenders</b> E.g. ai, ar	<b>Diagonal Joins to letters Without ascenders</b> E.g. i.e. un, co	<b>Horizontal joins without ascenders</b> E.g. 'ee' 'ir'	
Spring 2						
<b>Horizontal joins to letters without ascenders</b> E.g. ou and vi	<b>Horizontal joins to letters without ascenders</b> E.g. wi, or	<b>diagonal joins to letters with ascenders</b> E.g. ab, ul	<b>Diagonal joins to letters with ascenders</b> E.g. it, el, ck, al	<b>Horizontal joins to letters with ascenders</b> E.g. ol, wh, ot, of		

Summer 1						
Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>Horizontal joins to letters with ascenders</b> E.g. rh, od	<b>Mixed joins 1</b> E.g. es, oo	<b>Mixed joins 2</b> E.g. ok, ek	<b>Mixed joins 3</b> E.g. gi, et	<b>Mixed joins 4</b> E.g. ow, ob	<b>Common Exception words for Year 1 (1)</b> the a do to today of said says	<b>Common Exception words for Year 1 (2)</b> are were was is his has I you
Summer 2						
<b>Common Exception words for Year 1 (3)</b> your they	<b>Common Exception words for Year 1 (4)</b> go so	<b>Common Exception words for Year 1 (5)</b> come some one	<b>Common Exception words for Year 1 (6)</b> push pull	<b>Consolidation</b>	<b>Consolidation</b>	<b>Consolidation</b>

be	by	once	full			
he	my	ask	house			
me	here	friend	our			
she	there	school	Russell			
we	where	put	Lower			
no	love		Amphill			

## Year 2

Once children enter Year 2, handwriting sessions are all focused on whole words and practising any joins causing difficulty:

- Diagonal joins to letters without ascenders
- Horizontal joins to letters without ascenders
- diagonal joins to letters with ascenders
- Diagonal joins to letters with ascenders
- Mixed join

Teaching will focus on developing **speed and consistency**, especially in size and direction.

- Developing speed and consistency takes time and practice
- Writing short rhymes, riddles, jokes etc. offers the opportunity to develop speed and consistency effectively
- Children should be expected to write cursively across the curriculum, and build up pace by being given targets to improve upon each time

Across the year children are 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 unjoined
- 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

## **Key Stage 2**

Within key stage 2 children develop the use of joined handwriting throughout their independent writing.

Teaching will focus on increasing the fluency with which pupils are able to write down what they want to say. Which, in turn, will support their composition and spelling.

### **Across year's 3 and 4 children are 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 unjoined
- increase the legibility, consistency and quality of their handwriting. For example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

### **Across year's 5 and 6 children are taught to:**

- 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.
- 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.
- To confidently use diagonal and horizontal joining strokes throughout their independent writing to increase fluency.
- To confidently use diagonal and horizontal joining strokes throughout their independent writing in a legible, fluent and speedy way.