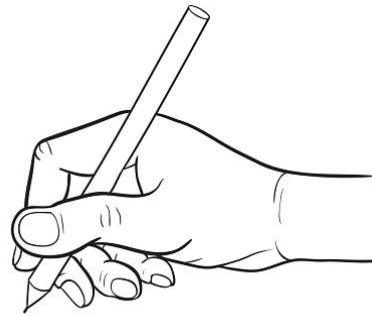




King's Court First School
A School for the Children
Caring, Sharing and Learning Together
Ready, Respectful, Safe

Handwriting



Scheme of Work



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Handwriting scheme of work

Lesson Structure:

Physical warm up – standing up, moving arms, wiggling fingers

Posture – teach correct posture – sit one fist's distance from the table, both feet on the floor

Paper and pencil – paper/book at an angle, pencil in tripod grip, one hand holding book in place (not holding their head up), other hand writing.

Pencil control – patterns

Letter formation – revise previous letters, practice one or two new letters only from plan

The importance of PE and Outdoor Play

Core strength and stability are the building blocks of handwriting as children need to be able to hold themselves in an upright posture.

Handwriting lesson structure



1. Warm up body and hands



2. Posture



3. Book and pencil



4. Patterns

abc

5. Letter formation



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EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<ul style="list-style-type: none"> • Provide activities that give children the opportunity and motivation to practise manipulative skills, e.g. cooking, painting, clay and playing instruments. • Provide play resources including small world toys, construction sets, threading and posting toys, dolls' clothes and material for collage. • Teach children skills of how to use tools and materials effectively and safely and give them opportunities to practise them. • Provide a range of left-handed tools, especially left-handed scissors, as needed. • Support children with physical difficulties with nonslip mats, small trays for equipment, and triangular or thicker writing tools. • Provide a range of construction toys of different sizes, made of wood, rubber or plastic, that fix together in a variety of ways, e.g. by twisting, pushing, slotting or magnetism. 					
	<p>Write down things children say to support their developing understanding that what they say can be written down and then read and understood by someone else. Encourage parents to do this as well.</p> <ul style="list-style-type: none"> • Model writing for a purpose, e.g. a shopping list, message for parents, or reminder for ourselves. • Model writing poems and short stories, writing down ideas suggested by the children. • Provide activities during which children will experiment with writing, for example, leaving a message. • Include opportunities for writing during role-play and other activities. • Encourage the children to use their phonic knowledge when writing. 		<p>Provide word banks and writing resources for both indoor and outdoor play.</p> <ul style="list-style-type: none"> • Provide a range of opportunities to write for different purposes about things that interest children. • Resource role-play areas with listening and writing equipment. Ensure that role-play areas encourage writing of signs with a real purpose, e.g. a pet shop. • Plan fun activities and games that help children create rhyming strings of real and imaginary words, e.g. Maddie, daddy, baddie, laddie. • When children are ready (usually, but not always, by the age of five) provide regular systematic synthetic phonics sessions. These should be multisensory in order to capture their interests, sustain motivation and reinforce learning. 			



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Year 1	Pupils should be 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					
	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
	Patterns – putting dots on lines (improve control and accuracy) Lines – drawing lines to join the lines on the book.	Patterns – circles and loops	Patterns: arches Squiggles and snakes	Patterns: crossover patterns crosses	Patterns: up and down patterns Squares	Patterns: More crosses (finding the middle of the upright line) triangles
Straight Letters: <i>i, l, t, u</i> <i>it, lit, the, hit</i>	2 o'clocks <i>c, a, d, q, g, s</i> Tunnel letters <i>n, m, h, b, p</i>	Top joiners: <i>o, r, v, w</i> Square letters <i>x, z</i>	Odd letters: <i>f, k, j, y, e</i> Numbers: 0 1 2 3 4 5 6 7 8 9	Capital letters: A, E, F, H, I, K, L, M, M, T, V, W, X, Y, Z	Capital letters: B, C, D, G, J, O, P, Q, R, S, U	



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Year 2	Pupils should be 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										
	<i>Autumn 1</i>		<i>Autumn 2</i>		<i>Spring 1</i>		<i>Spring 2</i>				
	Patterns: Triangles and Squares		Patterns - Sizing: short line, long line etc Small circle, big circle		Patterns: Continue variation of size patterns		Patterns: Ready for joining- continuous line patterns eg. Arches, zig zags, loops. Focus on keeping pencil on paper to create continuous line				
	First diagonal joins: <i>ai, ee, ie, ea, er, in</i>		First: diagonal joins: <i>aw, uo, ig, air, ing</i>		Horizontal joins: <i>oa, oo, oi, ou, or</i>		Horizontal joins: <i>vu, ra, fi, wo, wa</i>		Diagonal join to ascender: <i>al, ot, sh, ch, mb, ed</i>		Diagonal join to ascender: <i>il, wh, ob, ft, rk, ol</i>

