

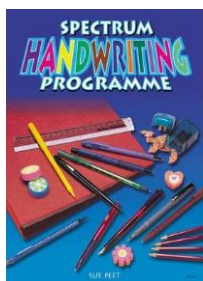


English – Handwriting Development

Whole School Scheme of Learning

This scheme of learning should be used in conjunction with the schemes of learning for writing composition, grammar and punctuation, phonics and handwriting.

At Barley Fields, our cursive handwriting scheme was originally based on the commercial scheme for handwriting published by Folens Spectrum. We have since adapted this programme to meet our own needs and the school has not invested in the Spectrum scheme or any associate resources.



The rules for most cursive handwriting schemes are remarkably simple and can be summarised as follows:

- 1). All capital letters stand alone and never have instrokes or final joins.
- 2). All words containing entirely lower-case letters, start at the line with an instroke and the writing implement does not leave the paper until the word is complete (cross the 't' and dot the 'i' when the word is finished). **except:**

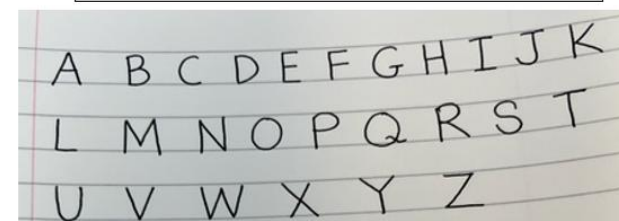
- 1). when an 'e' comes after a horizontal join. In this case we break and never join.
- 2). When we use a horizontal join for any letter other than an 'e'. In this case, we have a choice to join or break.

School Overview of Handwriting Development

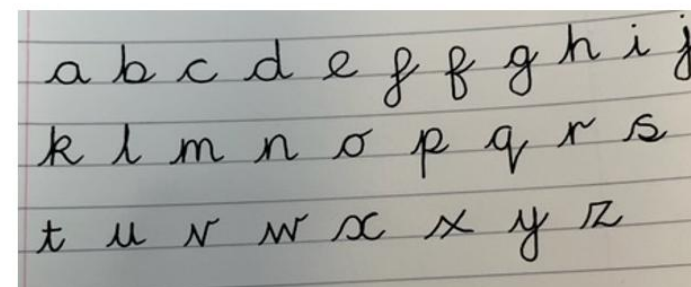
Early Years – the development of handwriting is fully identified in the 'Nursery and Reception Handwriting Scheme'. This ensures that handwriting is developed holistically and includes opportunities for children to develop bilateral movement, to develop handwriting grip and an understanding of line and form. Opportunities for children to develop and reinforce these skills is evident in a range of Early Years provision.



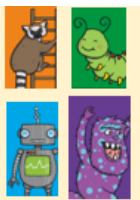
All capital letters stand alone.

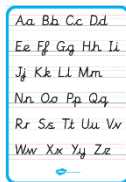


Lower-case cursive alphabet with choice of 'f' and 'x'.



In Key stage 1 children will build on the development of fine motor control and coordination skills from Early Years. They will enhance skills in bilateral movement and pencil grip. In this key stage children will consolidate their skills of letter formation using letter families and will develop control over the size and orientation of their handwriting. In Year 2 the introduction of a cursive script will begin and children will learn some diagonal and horizontal joins.

Year 1					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full details of handwriting joins and rules plus practice word lists can be obtained from the Y1 medium term scheme of learning for handwriting					
 The Ladder Family 'l', 'i', 'u', 't', 'y' and 'j'.  Forming capital letters and matching to lower-case letters.	 Forming capital letters and matching to lower-case letters. Forming the digits 0-9 0, 1, 2, 3, 4, 5, 6, 7, 8, 9 	 The Curly Caterpillar Family 'c', 'a', 'd', 'e', 's', 'g', 'q', 'o'  The One-Armed Robot Family 'n', 'm', 'h', 'k', 'b', 'p', 'r'	 The One-Armed Robot Family 'n', 'm', 'h', 'k', 'b', 'p', 'r'  The Zigzag Monster Family 'v', 'w', 'x', 'z', 'y'	Handwriting linked to spelling of Action Words Set 3 Gross and fine motor warm up- model posture and pencil hold. Model correct formation of each letter-making links to the word families. 	Handwriting linked to Y1 Common Exception Words Gross and fine motor warm up- model posture and pencil hold. Model correct formation of each letter-making links to the word families. 
National Curriculum Handwriting Objectives 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					

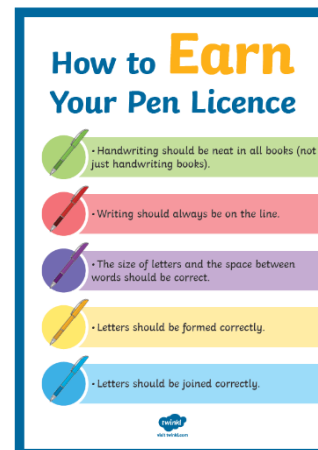
Year 2					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full details of handwriting joins and rules plus practice word lists can be obtained from the Y2 medium term scheme of learning for handwriting					
Introduction to cursive handwriting. Letter Formation 	Introduction to cursive handwriting. Diagonal Joins 	Introduction to cursive handwriting. Diagonal Joins 	Introduction to cursive handwriting. Horizontal Joins (r-e, v-e, w-e, o-e break and never join).  Introduction to cursive handwriting. Capital letters stand alone	Handwriting linked to Spelling Shed Stage 2 Spelling Rules 	Handwriting linked to introduction to Y3/4 Word 
National Curriculum Handwriting Objectives 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					

In Key Stage 2 the teaching of handwriting links directly to the school spelling scheme and children will have regular opportunities to consolidate their understanding and use of joining skills alongside the practice and reinforcement of spelling. In lower key stage children who experience difficulties with motor coordination and pencil control will engage in regular and targeted handwriting intervention.



It is our expectation by the end of Lower Key Stage 2 children have developed a legible, consistent and fluid joined script. In Upper Key Stage 2 children will consolidate these skills.

We also have a system of awarding 'Pen Licences' to children when their handwriting script reaches an acceptable level. Children will be given an opportunity to choose their writing pen from a selection which suits their personal style. Children write in blue pen unless awarded a Head Teacher pen.



Year 3					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full details of handwriting joins and rules plus practice word lists can be obtained from the Y3 medium term scheme of learning for handwriting					
Handwriting linked to Spelling Shed Stage 3	Handwriting linked to Spelling Shed Stage 3	Handwriting linked to Spelling Shed Stage 3	Handwriting linked to Spelling Shed Stage 3	Handwriting linked to Spelling Shed Stage 3	Handwriting linked to Spelling Shed Stage 3
Practice words with 1. the /ow/ sound spelled 'ou'. 2. The /u/ sound spelled 'ou'. 3. The /i/ sound spelled with a 'y'. 4. Words with endings that sound like /ze/ 5. Words with h endings that sound like /ch/ 6. 'Challenge Words' List 6	Practice words with 1. Words with the prefix '-re'. 2. The prefix '-dis' which has a negative meaning. The prefix '-mis'. 3. Adding suffixes beginning with vowels to words of more than one syllable. 4. Adding suffixes beginning with vowel letters to words of more than one syllable.	Practice words with 1. Long vowel /a/ spelled 'ai'. 2. Long vowel /a/ spelled 'ei'. 3. Long vowel /a/ spelled 'ey'. 4. Adding the '-ly' suffix to an adjective 5. Homophones- words 6. 'Challenge Words' List 18	Practice words with 1. The /l/ sound spelled '-al' at the end of words. 2. The /l/ sound spelled '-le' at the end of words. 3. Adding the suffix '-ly' when the root ends in '-le' then the '-le' 4. Adding the suffix '-ally' which is used instead of '-ly' 5. Adding the suffix '-ly'. 6. 'Challenge Words' List 24	Practice words with 1. Words ending in 'er' when the root ends in (t)ch 2. Words with the /k/ sound spelled 'ch' 3. Words ending with the /g/ sound spelt '-gue' 4. Words with the /s/ sound spelt 'sc' 5. Homophones 6. 'Challenge Words' 7. List 30	Practice words with 1. The suffix '-sion'. 2. 'Challenge Words' 3. List 32 4. Recap of Stage 3 rules and consolidation of joined script Intervention and Targeted support for children who need to develop handwriting script further

National Curriculum Handwriting Objectives

Pupils should be 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

Year 4					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full details of handwriting joins and rules plus practice word lists can be obtained from the Y4 medium term scheme of learning for handwriting					
Handwriting linked to Spelling Shed Stage 4	Handwriting linked to Spelling Shed Stage 4	Handwriting linked to Spelling Shed Stage 4	Handwriting linked to Spelling Shed Stage 4	Handwriting linked to Spelling Shed Stage 4	Handwriting linked to Spelling Shed Stage 4
Practice words with	Practice words with	Practice words with	Practice words with	Practice words with	Practice words with all Y4 Spelling Rules
1. Homophones and near homophones.	1. The suffix, ‘-ation’ is added to verbs to form nouns.	1. Adding the suffix ‘ion’. When the root ends in ‘d’, ‘de’ or ‘se’ then the suffix ‘ion’ needs to be ‘sion’.	1. The ‘au’ digraph	1. Homophones	Intervention and Targeted support for children who need to develop handwriting script further
2. Prefix ‘in-’ can mean both ‘not’ and ‘in/into’.	2. The suffix, ‘-ation’ is added to verbs to form nouns.	2. Suffix ‘ious’.	2. The suffix ‘ion’ when the root ends in ‘t’ or ‘te’ then the suffix becomes ‘tion’.	2. The /s/ sound spelt ‘c’ before ‘l’ and ‘e’.	
3. Opposite words- before a root starting ‘l’ – the ‘in-’ prefix becomes ‘il-’.	3. Adding ‘ly’ to adverbs	3. The suffix ‘ous’.	3. Suffix ‘ion’ becomes ‘ssion’ when the root ends in ‘ss’ or ‘mit’.	3. ‘sol’ word family/‘real’ word family.	
4. The prefix ‘sub-’ which means ‘under’ or ‘below’.	4. Adding ‘ly’ to turn an adjective into an adverb when the final letter is ‘l’.	4. The ‘ee’ sound spelt with an ‘l’.	4. Suffix ‘cian’ used instead of ‘sion’ when the root ends in ‘c’ or ‘cs’.	4. ‘phon’ word family and ‘sign’ word family.	
5. The prefix ‘inter-’ means between, amongst or during.	5. Word with the ‘sh’ sound spelled ‘ch’.	5. Suffix ‘ous’. If an ‘ee’ sound before ‘ous’ it is usually spelled as ‘l’	5. <i>Adding ‘ly’ to create adverbs of manner.</i>	5. Prefixes ‘super’, ‘anti’ and ‘auto’.	
6. SS Stage 4 – List 6		6. ‘Challenge Words’ - List 18		6. The prefix ‘bi’ meaning two.	

National Curriculum Handwriting Objectives

Pupils should be 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

Year 5					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full details of handwriting joins and rules plus practice word lists can be obtained from the Y5 medium term scheme of learning for handwriting					
Handwriting linked to Spelling Shed Stage 5	Handwriting linked to Spelling Shed Stage 5	Handwriting linked to Spelling Shed Stage 5	Handwriting linked to Spelling Shed Stage 5	Handwriting linked to Spelling Shed Stage 5	Handwriting linked to Spelling Shed Stage 5
Practice words with 1. Words ending in 'ious'. 2. Words ending in 'cious' – if the root word ends in '-ce' – the sound is usually spelt 'cious'. 3. Words ending in 'cial' and 'tial' – after a vowel, 'cial' is most common and 'itial' 4. 'Challenge Words' SS Stage 5 – List 6	Practice words with 1. Words ending in '-ant'. '-ant' is used if there is an 'a' or 'ay' sound in the right place. 2. Words ending in '-ance'. '-ance' is used if there is an 'a' or 'ay' sound in the right place. 3. Use '-ent' and '-ence' after soft 'c' (/s/ sound); soft 'g' (/j/ sound) and 'qu'. 4. Words ending in '-able' and '-ible'. '-able' is used where there is a related word ending '-ation'. 5. Words ending in '-ably' and '-ibly'. 6. 'Challenge Words' List 12.	Practice words with 1. Words ending in – 'able'. If being added to root word ending in '-ce' or '-ge' then 'e' after 'c' or 'g' is kept otherwise they would be said with their hard sounds as in 'cap' and 'gap'. 2. Temporal adverbs List 14 3. Adding suffixes beginning with vowel letters to words ending in '-fer'. 'r' doubled if 'fer' stressed when ending added. If 4. '-fer' not stressed then 'r' no doubled. 5. Words with silent letters at the start. 6. 'Challenge Words' - List 18	Practice words with 1. Words spelled with 'ie' after 'c'.. 2. Words with the 'ee' sound spelt 'ei' after 'c'. 'i' before 'e' except after 'c' rule applies to words where the sound spelt 'ei' is /ee/ 3. Words containing the letter string 'ough' where the sound is /aw/. 4. Words containing letter string 'ough' where the sound is /o/ as in boat or /ow/ as in cow. 5. Adverbs of possibility 6. Stage 5 7. 'Challenge Words'. 8. List 24	Practice words with 1. Homophones and near homophones. 2. 'Challenge Words' List 30	Practice words with 1. Hyphens used to join prefix to root – especially when prefix ends in a vowel and root begins with vowel. 2. Recap of Stage 5 rules. Intervention and Targeted support for children who need to develop handwriting script further
National Curriculum Handwriting and presentation objectives Pupils should be taught 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 • choosing the writing implement that is best suited for a task					

Year 6					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Full details of handwriting joins and rules plus practice word lists can be obtained from the Y6 medium term scheme of learning for handwriting					
Handwriting linked to Spelling Shed Stage 6 Practice words with 1. Handwriting linked to 'Challenge Words' Spelling Shed Lists 1-6	Handwriting linked to Spelling Shed Stage 6 Practice words with 1. Handwriting linked to 'Challenge Words' Spelling Shed Lists 7-10	Handwriting linked to Spelling Shed Stage 6 Practice words with 1. Adding the prefix- 'over' to verbs 2. Converting nouns or verbs into adjectives using the suffix 'ful' 3. Words which can be nouns and verbs. 4. Words with an /o/ sound spelt 'ou' or 'ow'. 5. Words with a 'soft c' spelt /ce/ 6. Prefix dis-; un-; over-; im-. Dis-reverse; un-not; over-above or more; im -opposite.	Handwriting linked to Spelling Shed Stage 6 Practice words with 1. Words with /f/ sound spelt 'ph'. 2. Words with origins in other countries. 3. Words with unstressed vowel sounds. 4. Words with endings /shuhl/ after a vowel 5. Words ending with /shuhl/ after a consonant. 6. Words with the common letter string 'acc' at the beginning of words.	Handwriting linked to Spelling Shed Stage 6 Practice words with 1. Words ending in 'ably' 2. Words ending in 'ible' 3. Adding the suffix – 'ibly' to create an adverb 4. Changing '-ent' to '-ence' 5. Words ending '-er'; '-or'; '-ar' 6. Adverbs synonymous with determination	Handwriting linked to Spelling Shed Stage 6 Practice words with 1. Adjectives to describe settings 2. Vocabulary to describe feelings. 3. Adjectives to describe character. 4. Mathematical vocabulary. Intervention and Targeted support for children who need to develop handwriting script further
National Curriculum Handwriting and presentation objectives Pupils should be taught 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 • choosing the writing implement that is best suited for a task					