

Handwriting Sequence of Learning for Robert Mellors
Primary Academy

2 Year Olds	<p>22-36 months</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Runs safely on whole foot. • Squats with steadiness to rest or play with object on the ground, and rises to feet without using hands. • Climbs confidently and is beginning to pull themselves up on nursery play climbing equipment. • Can kick a large ball. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Turns pages in a book, sometimes several at once. • Shows control in holding and using jugs to pour, hammers, books and mark-making tools. • Beginning to use three fingers (tripod grip) to hold writing tools • Imitates drawing simple shapes such as circles and lines. • May be beginning to show preference for dominant hand.
Foundation Stage 1	<p>30-50 Months</p> <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Moves freely and with pleasure and confidence in a range of ways, such as slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping. • Mounts stairs, steps or climbing equipment using alternate feet. Walks downstairs, two feet to each step while carrying a small object. • Runs skilfully and negotiates space successfully, adjusting speed or direction to avoid obstacles. • Can stand momentarily on one foot when shown. • Can catch a large ball. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Draws lines and circles using gross motor movements. • Uses one-handed tools and equipment, e.g. makes snips in paper with child scissors. • Holds pencil between thumb and two fingers, no longer using whole-hand grasp. • Holds pencil near point between first two fingers and thumb and uses it with good control. • Can copy some letters, e.g. letters from their name.
Foundation Stage 2	<p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Experiments with different ways of moving. • Jumps off an object and lands appropriately. • Negotiates space successfully when playing racing and chasing games with other children, adjusting speed or changing direction to avoid obstacles. • Travels with confidence and skill around, under, over and through balancing and climbing equipment. <p>Fine Motor Skills</p> <ul style="list-style-type: none"> • Shows increasing control over an object in pushing, patting, throwing, catching or kicking it. • Uses simple tools to effect changes to materials. • Handles tools, objects, construction and malleable materials safely and with increasing control. • Shows a preference for a dominant hand. • Begins to use anticlockwise movement and retrace vertical lines.

	<ul style="list-style-type: none"> • Begins to form recognisable letters. • Uses a pencil and holds it effectively to form letters, most of which are correctly formed • They handle equipment and tools effectively, including pencils for writing (Early Learning Goal) <p>Specific Handwriting Details</p> <ul style="list-style-type: none"> • Reinforce the vocabulary of movement. Introduce and focus on patterns which build on the four basic letter shapes: the long ladder letters – l, i, u, t, y; the curly caterpillar letters – c, a, d, g, q, o, e, s, f; the one-armed robot letters – r, n, m, h, b, k, p and the zig-zag monster letters – z, x, v, w. Talk about the movements as you make them using the ‘pattern’: for r ‘top to bottom, up and over’; for l, ‘top to bottom and flick’; for c, ‘start at the top and round’. Encourage the children to write the letter with their eyes closed. • The formation of the letters of the alphabet will be taught formally during phonics and additional handwriting sessions (daily). The appropriate letters will have flicks (a, d, l, i, u, n, m, h,) • Children will be taught to write on lines, sitting the letters on the line as appropriate
Year 1	<ul style="list-style-type: none"> • The skills and strategies to develop fine and gross motor control from the Foundation Stage will continue to be used. • Joined handwriting will be introduced to link with phonics, where letters work together to represent one unit of sound. • A single base line will be introduced when the child acquires the necessary fine motor control. • Children will be taught to use lined exercise books and be made aware of the correct size of letters and the placing of mid zone letter ascenders and descenders. Staff will ensure that no child’s writing becomes too small or too slanted - legibility is essential.
Year 2	<ul style="list-style-type: none"> • The skills and strategies to develop fine and gross motor control from the Foundation Stage will continue to be used. • Children will be taught to join: <ul style="list-style-type: none"> -their names -the first 100 key words -main phonic clusters (digraphs, trigraphs) -main endings of words e.g. ing er,est,ck,ed. • Children will be encouraged to join every word when the joining to phonemes, clusters and key words is automatic.
KS2	<ul style="list-style-type: none"> • Staff will expect joined up handwriting for any piece of written work. • If children are writing on plain paper, then lined guidance will be provided. Children will not be expected to write on plain paper without guidance. • Children will earn a pen licence for sustained and consistent handwriting which is line with the policy. • Daily handwriting practice will take place for those children who require it.
Children entering Robert Mellors after reception	<ul style="list-style-type: none"> • Any child joining us from another school in Year 1-6 who has not got a fluent legible hand will be introduced to the Nelson style of handwriting. Parents will be informed and guided if they wish to help this process at home. • If a child is still printing there will be major input into the child’s handwriting to ensure that joined up handwriting takes place as soon as possible. The Nelson style will be insisted upon in the instance.