

Whole School Handwriting Planning

Nursery	Term 1	Term 2	Term 3
<p>Pre-writing skills Develop postural control and gross motor control: Upper body and core strength:- Using the climbing frame, wheelbarrow walking, carrying heavy baskets, washing windows, mashing potatoes, animal walking (all fours bear walking, crab walking, bunny hops), tummy time, cosmic yoga, crawling through tunnel.</p> <p>Crossing the mid-line: The ability to cross the imaginary line running from a person's nose to pelvis that divides the body into left and right sides:- Ribbon in the air, Grand Old Duke of York, reaching to pick up something to the side, Row, Row, Row your boat with one oar on each side, bean bag boogie, Here We Go Round The Mulberry Bush – pretending to wash face, brush hair, zip up coat, ball pass around the circle, wash the table, chairs, bikes, shaving cream on one hand, wipe off with the other, mixing biscuits with different hands, scooping out pumpkins and placing in a bowl. Filling watering cans, scooping balls from the water into baking tins, filling baking cases with play dough / baking mixture.</p> <p>Bilateral co-ordination: Co-ordinating both sides of the body at the same time:- Jumping jacks, zipping up coats, playing with instruments, Write dance big writing sessions, scissors cutting and holding with the other hand, paper contest (holding paper with both hands and pulling against a friend), balloon keepy uppy, tearing paper, crumpling tissue paper, ball games, clicking construction toys, dough disco – pinching, pulling, squeezing, using tools, threading beads, cooking sessions.</p> <p>Hand and finger strength – Hand eye co-ordination – Object manipulation / visual motor: Grasping and manipulation activities that support dexterity and separation of the two sides of the hand, plus visual motor development:- Finger exercise with thumb to each finger, counting on fingers, puzzles, opening containers, threading and lacing, scrunching paper, using tweezers, squeezing peas, pegs, poking activities with one or two fingers (dough disco), rolling dough with rolling pins, pushing items into the dough, single hole punches, squeaky dog toys, anti-clockwise motions with fingers in sensory bins – gloop, rice, flour ,oats etc, throwing and catching activities, finger rhymes with specific finger movements, building towers, putting cheerios on spaghetti, independently opening dough disco tubs, own lunch boxes and putting away, removing lids from Pritt Sticks, zipping zips and pressing poppers, scooping with spoons, turning single pages in a book, vertical line drawing on walls, chalk on upright board / wall, craft: make things out of junk modelling boxes, paper, cellotape dispenser, construction: building with duplo, lego, multilink, mobile, and other construction toys. Pre writing shapes: practice drawing the pre-writing shapes (l, -, o, +, square, \, X, and triangle). Mark make with anything on any surface, such as fingers, pencils, pens, felt tips, paint brush, chalk on paper or fabric, plastic, mud, sand.</p> <p>Visual perception skills: The brain's ability to make sense of what they eyes see, to receive, interpret and act upon visual stimuli:- Puzzles, board games, cards, memory games, copy a picture, matching, sorting.</p> <p>Number and letter recognition: Matching up letters on two different materials such as cupcake cases, cards, outlines, wooden templates.</p> <p>Motor memory. Motor memory is the result of motor learning, which involves developing new muscular co-ordination. This allows us to recall motor co-ordination we have learned in order for us to interact with the environment, catching a ball, bean bag, riding a trike, writing letters, numbers, shapes on their back or a friends back, writing and forming 3D letters and numbers with dough, feely bag activities for letters, numbers, shapes.</p> <p>Receptive language skills, be language aware: Link with the letter formation directions:- Up, down, side to side, around. Start at the top, bottom, half way round, all the way round, up, down, curly, tail, near and far, big, little, over and under, in and out. Drawing with fingers round our face, to our nose then ear then chin, draw around our mouth. Feel the palm of your hand, track each finger and name them (dough disco names). We are Going on a Bear Hunt language, positional walk, following directions.</p> <p>Ability to attend: build up their focus and attention (for at least the same amount of minutes as their age) at a non-preferred activity. Sensory / tactile play – hiding letters, jigsaw pieces in bins, sorting toys, socks, teddies. Repetitive task such as filling containers with sand, conkers etc, colouring, add music to pen disco sessions for multi-sensory feedback.</p>			
Age Expectation 1-2 years Randomly scribbles Spontaneously scribbles in vertical/horizontal and/or circular direction Imitates a horizontal / vertical/ circular direction	2-3 years Imitates a horizontal line Imitates a vertical line Imitates a circle	3-4 years Copies a horizontal line Copies a vertical line Copies a circle Imitates + Imitates / and \ Imitates a square	4-5 years Copies a + Traces a line Copies a square Copies a / and \ Imitates X Imitates a triangle
			Grasps pencil in writing position 5-6 years Copies X Copies triangle Recognises between a big and small line or curve

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<p>Year 1</p> <p><i>(Step 3 demonstration PowerPoints, in Handwriting Steps folder in Shared Work, Curriculum, English, English Subject Lead KR, Handwriting)</i></p>	<p>Letter families; The Ladder Family - l, i, u, t, y j The One-Armed Robot Family – n, m, h, k, b, p, r</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p> <p>Dough Disco</p>	<p>Letter families; The Curly Caterpillar Family – c, a, d, e, s, g, f, q, o The Zig-Zag Monster Family – z, v, w, x</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p> <p>Dough Disco</p>	<p>Review of ‘tricky’ letters; a, m, s ascender letters; b, d, h, k descender letters; g, p, q, y</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p> <p>Dough Disco</p>	<p>Capital Letter Formation</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p> <p>Dough Disco</p>	<p>Numbers and number words</p> <p>First diagonal join; Ladder family; l, i, u, t</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p> <p>Dough Disco</p>	<p>First diagonal join; One-Armed Robot Family; n, m, h, k Curly Caterpillar Family; c, a, d, e</p> <p>Correct sitting at the table, posture and pencil grip Full name writing practise</p> <p>Dough Disco</p>
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Whole School Handwriting Planning

<p>Year 2</p> <p><i>(Step 4 demonstration PowerPoint, in Handwriting Steps folder in Shared Work, Curriculum, English, English Subject Lead KR, Handwriting)</i></p>	<p>Letter formation check and review;</p> <p>First diagonal join; Ladder family; l, i, u, t One-Armed Robot Family; n, m, h, k Curly Caterpillar Family; c, a, d, e</p> <p>Correct sitting at the table, posture and pencil grip</p> <p>Dough Disco</p>	<p>Horizontal join; One-Armed Robot Family; r Curly Caterpillar Family; o Zig-Zag Monster Family; v, w, x</p> <p>Second diagonal join (under); One-Armed Robot Family; b, p</p> <p>Correct sitting at the table, posture and pencil grip</p> <p>Dough Disco</p>	<p>Descender letter joins; Ladder Family; y, j Curly Caterpillar Family; g, f, q</p> <p>Correct sitting at the table, posture and pencil grip</p> <p>Dough Disco</p>	<p>Fluency and speed practice; First diagonal join; Ladder family; l, i, u, t One-Armed Robot Family; n, m, h, k Curly Caterpillar Family; c, a, d,</p> <p>Correct sitting at the table, posture and pencil grip</p> <p>Dough Disco</p>	<p>Fluency and speed practice; Horizontal join; One-Armed Robot Family; r Curly Caterpillar Family; o Zig-Zag Monster Family; v, w, x</p> <p>Second diagonal join (under); One-Armed Robot Family; b, p</p> <p>Correct sitting at the table, posture and pencil grip</p> <p>Dough Disco</p>	<p>Fluency and speed practice; Descender letter joins; Ladder Family; y, j Curly Caterpillar Family; g, f, q</p> <p>Correct sitting at the table, posture and pencil grip</p> <p>Dough Disco</p>
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