Whole School Handwriting Planning



Nursery	Term 1	L	Term 2		Term 3				
•	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.								
	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. Rilatoral conordination: Conordinating both sides of the body at the same time:								
	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.								
	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 (I, -, 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. Visual persention skills. The brain's ability to make source of what they are see to receive, interpret and act upon visual stimuli.								
	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.								
	Number and letter recognition: Matching up letters on two different materials such as cupcake cases, cards, outlines, wooden templates.								
	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.								
	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.								
	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.		2.4.00%	A.F. venere	Crasps popul in uniting position				
	Age Pre-writing Expectation	2-3 years Imitates a horizontal line	3-4 years Copies a horizontal line	4-5 years Copies a +	Grasps pencil in writing position 5-6 years				
	1-2 years	Imitates a nonzontal line	Copies a vertical line	Traces a line	Copies X				
	Randomly scribbles	Imitates a vertical line	Copies a vertical line	Copies a square	Copies X Copies triangle				
	Spontaneously scribbles in	ates a circle	Imitates +	Copies a / and \	Recognises between a big and				
	vertical/horizontal and/or circular		Imitates / and \	Imitates X	small line or curve				
	direction		Imitates a square	Imitates a triangle					
	Imitates a horizontal / vertical/		·	, and the second					
	circular direction								

Whole School Handwriting Planning



Full name writing

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	Ter	m 1	Ter	m 2	Term 3				
	First Half	Second Half	First Half	Second Half	First Half	Second Half			
Docontion	Gross Motor Skills;		L						
Reception	Develop awareness of self, space and surroundings during playtimes, forest school based activities, large scale play, time to go outside & use the Quad daily.								
	Become competent in: rolling - crawling - walking - jumping - running - hopping - skipping - climbing - skipping ropes								
	Move with fluency, control and grace.								
	Develop overall body strength, co-ordination, balance and agility.								
	Improve core strength.								
	Begin to combine movements to create a sequence; take part in Dance lessons with Laura Kendall, gymnastics with Sophie Bratherton.								
	Explore different ways to move their bodies including size, shape, level and speed.								
	Move their bodies appropriately in response to music.								
	Negotiate space around them. The state of the state								
	Throw and catch a large ball alone and with a partner. Develop a first where highling and the partner.								
	Develop aim when kicking and throwing. Posin to apply establing throwing kicking aiming and betting skills in small group games.								
	 Begin to apply catching, throwing, kicking, aiming and batting skills in small group games. Can walk, jog and run alternating between speeds. 								
	Can jump 2 feet to 2 feet								
	Fine Motor Skills;								
	Develop hand-eye co-ordination when using small equipment.								
	Successfully manipulate a wide variety of small objects including 'loose' parts, small world resources, threading, pegs and craft materials.								
	Use a variety of tools to manipulate playdough, sand, water and craft materials. Use a variety of tools to manipulate playdough, sand, water and craft materials.								
	Use a knife and fork simultaneously. Use a knife and fork simultaneously.								
	Load a spoon with one hand								
	Use scissors correctly to cut different materials and shapes.								
	Fasten and unfasten buttons and zips.								
	Write numbers and letters using correct starting point and formation, decreasing size of presentation.								
	Draw people, animals, plants and objects with increasing detail.								
	Use brushes, sponges and natural resources to paint with.								
	Baselines	Phonics-writing of	Phonics-writing of	The One-Armed	The Zig-Zag Monster	Review of 'tricky'			
	Pencil Party	graphemes:	graphemes:	Robot Family – n, m,	Family – z, v, w, x	letters;			
	Phonics-writing of	m, d, g, o, c, k, e, u, r,	qu	h, k, b, p, r		a, m, s			
	graphemes:	h, b, f, l, j, v, w, x, y, z	Letter families;	Letter families; The	Capital Letter	ascender letters; b,			
	s, a, t, p, i, n	Pencil Party	The Ladder Family - I,	Curly Caterpillar	Formation	h, k			
	, , , , , ,	,	i, u, t, y j	Family – c, a, d, e, s, g,		descender letters; g			
	Correct sitting at the	Correct sitting at the	Correct sitting at the	f, q, o	Correct sitting at the	p, q, y			
	table, posture and	table, posture and	table, posture and	Correct sitting at the	table, posture and	Correct sitting at the			
	pencil grip	pencil grip	pencil grip	table, posture and	pencil grip	table, posture and			
						•			
	Full name writing	Full name writing	Full name writing	pencil grip	Full name writing	pencil grip			

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14 4	Latter families	Latter families	Daview of (huished)	Conital Latter	Numbers and	First diagonal isin:
Year 1	Letter families;	Letter families;	Review of 'tricky'	Capital Letter		First diagonal join;
	The Ladder Family	The Curly	letters;	Formation	number words	One-Armed Robot
(Step 3	- l, i, u, t, y j	Caterpillar Family	a, m, s			Family; n, m, h, k
demonstration	The One-Armed	– c, a, d, e, s, g, f,	ascender letters; b,		First diagonal join;	Curly Caterpillar
PowerPoints, in	Robot Family – n,	q, o	d, h, k		Ladder family; l, i, u,	Family; c, a, d, e
Handwriting Steps	m, h, k, b, p, r	The Zig-Zag	descender letters; g,		t	
folder in Shared	, , , , , , ,	Monster Family –	p, q, y			
Work, Curriculum, English, English		z, v, w, x				
Subject Lead KR,		2, V, VV, X				
Handwriting)	Correct citting at	Correct sitting at		Correct citting at		
	Correct sitting at	Correct sitting at	Correct sitting at the	Correct sitting at	Correct sitting at the	Correct sitting at the
	the table, posture	the table, posture	table, posture and	the table, posture	table, posture and	table, posture and
	and pencil grip	and pencil grip	pencil grip	and pencil grip	pencil grip	pencil grip
	Full name writing	Full name writing	Full name writing	Full name writing	Full name writing	Full name writing
	practise	practise	practise	practise	practise	practise
	Dough Disco	Dough Disco	Dough Disco	Dough Disco	Da ala Diaga	De el Diese
	_				Dough Disco	Dough Disco





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