



Handwriting at Woolston Infant School

Year R Expectations	Year 1 Expectations	Year 2 Expectations
<p><u>How do we develop fine and gross motor skills?</u></p> <ol style="list-style-type: none">1. Large movements in continuous provision – big paper, painting chalkboards, sweeping etc to develop strength.2. Fine motor activities in continuous provision – e.g. tweezers, pegs, playdough etc.3. Direct instruction of correct pencil grip.4. Daily opportunities to develop fine and gross motor skills.5. Involvement of outside agencies, when necessary, e.g. OT. <p><u>How do we develop letter formation?</u></p> <ol style="list-style-type: none">1. Air writing using Little Wandle formation phrases during phonics teaching and handwriting instruction.2. Opportunities to apply and practise letter formation with Little Wandle handwriting booklets, whiteboards and on paper.3. Individual and small group writing sessions (adult led) for children who need additional support.4. Daily handwriting practice with use of letter families (see appendix) and correct terminology such as ascender and descender.	<p><u>How do we develop fine and gross motor skills?</u></p> <ol style="list-style-type: none">1. Daily Funky Fingers with dough disco.2. Pupils provided with targeted support to develop fine and gross motor skills when necessary.3. Use of outside agencies when necessary.4. Adaptive resources (e.g. pencil grips). <p><u>How do we develop letter formation?</u></p> <ol style="list-style-type: none">1. Little Wandle formation phrases for letter formation.2. Adult modelling of handwriting, reminding children of where to start and finish on the line, space between words and appropriate sizing of letters.3. Use of terminology such as ascender and descender.4. Daily handwriting practice using wide lined books (moving to narrow lines when children are ready).	<p><u>How do we develop fine and gross motor skills?</u></p> <ol style="list-style-type: none">1. Daily Funky Fingers with opportunities to develop fine and gross motor skills.2. Pupils provided with targeted support to develop fine and gross motor skills when necessary.3. Use of outside agencies when necessary.4. Adaptive resources (e.g. pencil grips). <p><u>How do we develop letter formation?</u></p> <ol style="list-style-type: none">1. Adult modelling of handwriting, reminding children of where to start and finish on the line, space between words and appropriate sizing of letters.2. Use of terminology such as ascender and descender.3. Daily handwriting practice using narrow lined books.

Whole School Expectations:

The use of 4Ps: posture, pencil, paper and pressure at all times when writing.

Handwriting is taught at least four times a week outside of phonics/spelling teaching.

Incorrect letter formation is identified and corrected at the point of teaching, with this identified as a next step.

All adults model the correct letter formation.

Use of the agreed school font (Sassoon).

Handwriting is consistent across ALL subjects – children take pride in their work.