



Writing Policy

March 2025

Approved by the Governing Body Strategy Group 06/03/25

**This Policy is due for renewal in Term 4
2027–28**

WRITING POLICY

OF

GODINTON PRIMARY SCHOOL

SECTION ONE: INTENT

INTENT (as displayed on our school website)

At Godinton Primary School, we believe that children need to develop a secure knowledge-base in English, which follows a clear pathway of progression as they advance through the primary curriculum. Crucial to this is the development of writing skills which will begin to give our children the essential tools they need to see them through to adulthood. We believe it is important for children to be able to confidently communicate their knowledge and ideas through their writing, and exposure to high quality texts inspires creativity in their own work. We want our children to acquire a wide vocabulary, a solid understanding of grammar and be able to spell new words by effectively applying the spelling patterns and rules they learn throughout their time in primary school. Our children gather the skills needed to plan, draft and refine their written work over time and are encouraged to develop independence in being able to identify their own areas for improvement within their writing.

Writing is a crucial skill which supports children's learning across most subjects. At Godinton, writing forms a core part of our Learning Adventure work. We recognise the importance of nurturing a culture where children take pride in their writing, can write clearly and accurately and can manipulate language and style to create effects for the reader for a variety of purposes and audiences. We want our children to love expressing themselves through the written word and to become confident and self-assured writers.

As part of our Guiding Stars curriculum, Reading, Phonics and Writing are the leading light subjects for '**Communication**'.

Within our English curriculum, the children develop an understanding of the needs of an audience and respond accordingly. They become confident to use the written or spoken word, to share ideas and thoughts or to entertain, report or explain, setting the page alight with ideas. The children develop a desire to expand their vocabulary and to enrich how they write and speak, trying to find the right words for the right situation. They learn how to improve their work and are happy to listen to or respond to suggestions. We want our children to have a love of literature and find enjoyment in the written or spoken word of others.

SECTION TWO – TEACHING AND LEARNING STYLES

2.1 At Godinton Primary School, we use a variety of teaching and learning styles in Writing (including grammar, punctuation and spelling lessons). Our principal aim is to develop children's knowledge, skills, and understanding in English. We do this through daily lessons that have a high proportion of whole-class and group teaching. During lessons, children may experience a whole-class shared reading or writing activity, a guided group or independent activity, and a plenary at the end of the lesson. Writing is clearly modelled to the children. They have the opportunity to experience a wide range of texts, including digital text, and use a range of resources such as dictionaries, thesauruses, phonic mats and wordlists to support their work. Children use their Computing skills in writing lessons where it enhances their learning, drafting their work and using multimedia to study how words and images are combined to convey meaning. Wherever possible we encourage children to use and apply their learning across all areas of the curriculum.

2.2 The children are taught writing skills through their Learning Adventure work alongside discrete grammar, punctuation and spelling lessons (**GPS**). Our Learning Adventures are cross curricular topic units which link writing to the curriculum areas of science, history and geography. Children understand that all written tasks, across all subjects, should be of a high standard, and demonstrate the English skills they have been taught. Writing skills are also embedded into **PSHE** and **RE** work which is taught as part of **STAR** (showing tolerance and respect) Week at the end of each term.

2.3 We recognise the range of needs at Godinton. We ensure that learning opportunities are inclusive, that tasks are carefully matched to each child's ability, with appropriate challenge. In addition, we ensure that we extend learning opportunities for those more able children so they can reach their full learning potential, and to ensure that a ceiling is not placed on their achievements. Teaching Assistants are deployed to work with groups of children to support and extend learning opportunities as required. This may vary each day to ensure that all children, if required, are given the opportunity to work with a supporting adult.

SECTION THREE: CURRICULUM STRUCTURE AND PLANNING

3.1 English is a core subject in the National Curriculum and we ensure that full coverage is met. Our Curriculum implementation is below. This information is also provided on the school website.

IMPLEMENTATION

Our writing curriculum focuses on the teaching of ten genres, which are taught each year enabling the children to progress skills and build on prior learning. Repetition and reinforcement of these areas ensures that our children leave primary school being able to write confidently in the areas which will be most needed as they get older:

Biographies and autobiographies, instructional writing, letters, non-chronological reports, recounts, newspapers, diaries, persuasive writing, balanced arguments and story writing.

Our non-fiction curriculum gives our children the opportunity to write confidently for a variety of purposes. They are taught how to construct biographical accounts and how to produce non-chronological reports and letters. It is important that children are able to articulate a point of view and can consider both sides of an argument so balanced arguments and persuasive writing also form a key focus.

Fiction genres focus on our children developing the skills needed to be amazing story tellers and to write stories set in a range of contexts and situations. This may be stories with a dilemma or mystery and stories containing tension and suspense. Within this genre they develop their creativity to develop imagery, extend vocabulary and description, and are taught strategies to engage the reader which develop in complexity as the children move through the school.

Writing is taught every day and forms a large part of our timetable. Each writing genre forms a unit of work lasting 2–3 weeks. Children are taught the key skills required within each area including sentence structure, composition and effect, building up to a final finished piece which incorporates all aspects. These writing skills are developed within a context which relates to another area of curriculum focus. So, for example, diary writing may be taught within the context of the Great Fire of London and the diaries of Samuel Pepys or the skills associated with newspaper writing taught within the context of work on deforestation in the Amazon Rainforest. This forms our ‘Learning Adventure’ work. We believe that by giving the children a familiar content within which to write, they are better able to focus on the skills needed to extend their writing abilities.

In writing lessons children see writing modelled so they are clear on the expectations to aspire to. Within these lessons they have the opportunity to discuss how sentences may best be constructed and to collaboratively make suggestions for vocabulary choices. They are given opportunities to work independently and to plan, draft, edit, up-level and present their writing. In Upper School, this ‘purple-pen’ work enables children to clearly indicate how they can make improvements to their work and where they can act on the feedback given to them.

Classes usually teach grammar as a separate lesson with skills and concepts being reinforced and embedded in other writing lessons. We follow a progressive scheme for the acquisition of grammar, punctuation, sentence structure and spelling skills which are aligned with the national curriculum. Clear content is assigned to each year group which builds on prior learning and enables the children to progress appropriately. During their reading lessons,

children identify how authors have used grammar, punctuation and vocabulary skills so links can be made with their own writing.

Phonics and spelling skills are also taught as separate lessons as well as being integrated into lessons to provide good consolidation. We follow a progressive structure to the development of spelling skills, aligned to the National Curriculum. Through exploring words which contain the same phonetic sound or follow a spelling rule, we aim to create confident and proficient spellers using a discrete teaching approach underpinned by phonics. Children are taught how to spell accurately and identify reasons for mis-spellings, to proof-read their spellings, recognise word origins, families and root words and to use dictionaries and thesauruses.

During the Foundation Stage at Godinton, the children are taught to sit properly in order to have the correct posture for writing, hold a pencil in the correct position and develop a legible handwriting style building on their early mark making and emergent skills. From KS1, the school adopts a cursive handwriting style which is developed as the children progress through the school. Teachers are expected to role model the school's handwriting style when marking children's work or writing on the board.

EYFS

The EYFS framework is structured very differently to the National Curriculum and it is organised across seven areas of learning rather than subject areas. Writing appears under the specific area of **Literacy**, but it also features in the **Communication and Language**, **Physical Development**, and **Expressive Arts and Design** areas of learning.

Here at Godinton Primary School, as part of our exciting termly themes, we centre each week upon carefully chosen texts which children explore in different ways across all areas of learning. Written tasks are carefully designed in relation to these texts which are purposeful and inspire children to write across a range of different genres. Writing is undertaken as a whole class or in smaller groups so that tasks can be carefully matched to the individual needs and abilities of all children. Many emergent writing opportunities are embedded within the curriculum both through teacher directed activities and as part of their child initiated time. Close links are made to the 'Physical Development' area of learning so that the children's gross and fine motor skills are developed to support effective pencil control. Here at Godinton Primary, children are excited by stimulating writing tasks and develop high levels of independence, in readiness for their transition into Key Stage One.

It is our aim that when children at Godinton Primary School finish their first year at school and move into Year 1, they will be able to:

- Write letters which are mostly well formed
- Spell words by identifying sounds in them and representing the sounds with a letter or letters
- Write simple phrases and sentences that can be read by themselves and others
- Hold a pencil effectively in preparation for writing (nearly always tripod grip)

- Use a range of small tools
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult
- Invent, adapt and recount narratives and stories with peers and their teacher.

3.2 The National Curriculum provides an overview of the key objectives that we teach in each year group. These can be found in our writing medium term plans. Teachers then plan the overview for Learning Adventure units at the start of each term, initially with an overview of the topic and the aspects of English that are taught within the unit.

3.3 Each week, class teachers plan for the teaching of writing through Learning Adventure unit using flipchart planning. Teachers ensure that children know that writing is the focus for the lesson. The planning will outline key learning objectives, success criteria and the differentiated activities for each lesson. Each class teacher keeps a class IWB plan and ensures that all staff working within a year group and members of the SMT have access to these. These plans are monitored by the SMT as a part of the whole school monitoring programme. The subject leaders will monitor specific aspects of planning, in relation to the SIP.

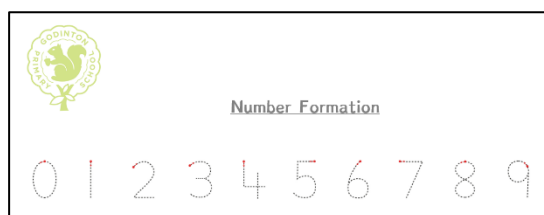
3.4 The phonics programme followed within the school is ‘Little Wandle Letters and Sounds Revised.’ Where children are still working on their phonic skills, the ‘Little Wandle’ planning is followed. Once children have a more secure phonic understanding spelling sessions are taught, ensuring coverage of year group expectations set out in the National Curriculum and Early Years Foundation Stage Framework. The school uses a ‘spelling by phoneme approach to help guide teachers in the planning of these sessions. The school’s reading policy provides further information about the approach taken by the school to the teaching of phonics.

3.5 Class teachers also plan and deliver grammar lessons. Using the grammar objectives taken from the National Curriculum and its progression document, teachers deliver a range of both discrete grammar skills lessons and others that are embedded within the Learning Adventure planning or directly linked to the class text. A range of resources are used to support planning and teaching of grammar skills within the school.

SECTION FOUR: HANDWRITING

At Godinton Primary School, we have a progressive handwriting scheme which will ensure that children develop a cursive, fluent style by the end of Key Stage 2.

4.1 In EYFS, children are supported from the earliest stages of learning to write. Children are taught letter formation in conjunction with their daily Little Wandle Letters and Sounds Revised Phonics programme (LW). Children are taught phrases (as set out by LW) to aid retention and skill when forming each letter. Handwriting is taught daily within Little Wandle Phonics sessions. A clear focus on posture, pencil grip, fine motor skills and hand-eye coordination is planned for and provided within these lessons and the wider EYFS curriculum. The formation of numbers 0 – 9 are also taught using an agreed approach. Further details can be found in the handwriting appendix.



4.2 In Year 1, conditions are created for good writing: atmosphere, seating and posture, and pencil grip, as well as continuing to develop fine motor skills and hand-eye coordination. In the Autumn Term of Year 1, children are taught a pre-cursive style and learn how to start each letter with a 'lead in' line. Teachers and children continue to use the letter formation phrases from Little Wandle Letters and Sounds. In the Summer Term of Year 1, most children start to learn a cursive handwriting style.

4.3 As the children move into Year 2 and Key Stage 2, children are taught how to use a cursive style. The school uses Letter formation (based on Little Wandle) MSL handwriting scheme to teach a cursive style. Full details of letter formation and MSL handwriting scheme can be found in Appendix 1.

4.4 All staff are expected to set a positive example to children by modelling good handwriting when writing on the IWB, marking children's books and when writing on displays. Teachers strive to model the cursive style and use appropriate joints, demonstrating the fluency and legibility and appropriate are group expectations for handwriting.

SECTION FIVE: CONTRIBUTION OF ENGLISH TO OTHER CURRICULUM AREAS

5.1 The skills that children develop in writing are linked to, and applied in, most subjects of our curriculum. The children's skills in writing enable them to communicate and express themselves in all areas of their work in school.

5.2 Mathematics

Children regularly need to apply their writing skills in the subject of maths. With the use of maths mastery approach to teaching, maths talk is used throughout the lesson to explain concepts, discuss processes and link mathematical ideas enabling the children to write 'prove

it' sentences describing abstract concepts and the mathematical processes that they have used to solve a problem. Children explain and present their work to others during plenary sessions and they communicate mathematically through the developing use of precise mathematical language.

5.3 Computing

Understanding of computing enables children to use and apply their developing skills in English in a variety of ways. Younger children use computing as a source of information and as a way of enabling them to present their completed work effectively. Older children use computing in a variety of ways, for example using the Internet when searching for information about a different part of the world, or when using desktop publishing to design a class newspaper. There are also opportunities for the use of iPads and apps for spelling and word level/ publishing resources to support the writing skills. Children use the planning and proofing tools in word processing software when checking their draft work. We encourage all children to use computing as a resource for learning, whenever they feel it is appropriate.

5.4 History, Geography and Science

The application of writing skills is clearly evidenced in History, Geography and Science lessons, through our Learning Adventure approach. Children will have opportunities in History and Geography lessons to write in different styles. This could be a persuasive holiday brochure advertising the Caribbean, writing a balanced argument in relation to Civil Rights or writing a diary entry based on the life of a child during World War Two with a particular focus on being an evacuee. In Science based learning, children learn how to draw conclusions, make comparisons and write methods. A consistent standard of writing is expected in all lessons where writing is produced.

5.5 Spiritual, Moral, Social and Cultural development (including PSHE and RE)

The teaching of writing develops skills through which our children can give critical responses to the moral questions they meet in their work, particularly in RE and PSHE during STAR Week. Children are encouraged to reflect upon the range of texts that they read and provide explanations and opinions in written form. Their understanding and appreciation of a range of texts brings them into contact with their own literary heritage and texts from other cultures. The organisation of lessons allows children to work together and gives them the chance to discuss their ideas and results.

SECTION SIX: TEACHING WRITING TO CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

6.1 At Godinton Primary School we teach writing to all children, whatever their ability. Writing forms part of the school curriculum policy to provide a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties. Work in writing takes into account the targets set for individual children in their provision maps. Teachers provide help with communication and writing through:

- using texts that children can read and understand;
- using visual and written materials in different formats;
- using adapted or progressive success criteria
- using alternative communication such as signs and symbols;
- using alternative forms of recording their ideas such as iPad and speech to text.

6.2 Children who have English as an additional language will be supported. (For further detail refer to EAL policy.)

SECTION SEVEN: ASSESSMENT AND RECORDING

7.1 Teachers assessment of children's work in writing is on-going throughout the school year. They make short-term assessments as part of every lesson which helps teachers to adjust their daily planning. Teachers match these short-term assessments closely to the teaching objectives. They use medium-term assessments to measure progress against the key objectives, and to help them plan for the next unit of work. The children's reading and writing skills are formally assessed three times a year using the school's assessment grids. The statements within these assessment grids have been taken from the age expected standards within the National Curriculum.

Teachers plan for the full range of abilities within their class providing suitable stretch, challenge and support where needed for all children.

7.2 Teachers use the work completed in class to form assessment judgements. In addition to this, are formally assessed using the statutory end of Key Stage 2 framework in Year 6. Teachers make regular assessments of children's progress using the school's assessment grids. Assessments are moderated during school meetings and at external collaboration groups.

7.3 Assessments are used as a basis for the reports and next steps which are sent out to parents in terms 2, 4 and 6.

SECTION EIGHT: RESOURCES

There is a range of resources to support the teaching of Writing across the school. All classrooms have dictionaries, phonic mats and a range of learning materials. All classrooms have a selection of fiction and non-fiction texts which can be used for research purposes or for reading for pleasure. Children have access to the Internet during their Computing lesson.

SECTION NINE: EQUALITY STATEMENT (Refer also to specific policies for equal opportunities and racial equality)

At Godinton Primary School, we are committed to ensuring equality of opportunity for all members of our school community irrespective of race, religion or belief, gender, gender reassignment, disability, sexual orientation, age, pregnancy or maternity, marriage and civil partnership or socio-economic background. We are determined to develop a culture of inclusion and diversity in which all those connected to the school feel proud of their identity and ability to participate fully in school life.

We tackle discrimination through the positive promotion of equality by challenging stereotypes and by creating an environment that champions respect for all. At Godinton Primary School, we believe that diversity is a strength that should be respected and celebrated by all those who learn, teach and visit us.

All school policies have an explicit aim of promoting equality and will be reviewed in terms of their contribution and effectiveness in achieving this aim.

SECTION TEN: CHILDREN IN CARE

As for all our pupils, Godinton Primary School is committed to helping every Child in Care (CIC) to achieve the highest standards they can. Staff will ensure that, through delivering the curriculum, they set suitable learning challenges for CIC, respond to the diverse learning needs of CIC, and help to overcome the potential barriers to learning and assessment for CIC. The Writing Lead will support staff in doing this within this subject.

SECTION ELEVEN: MONITORING AND REVIEW

Standards in teaching and learning in Writing are regularly monitored by the SMT as part of the whole school monitoring programme, this includes lesson observations and book monitoring. The work of the co-ordinator involves supporting colleagues in the teaching of English, being informed about current developments in the subject, and providing a strategic lead and direction for the subject in the school.

The policy is reviewed every two years.



Progression of the Teaching of Handwriting

EYFS	
Skills Taught	Pre-writing skills to develop muscle strength, control and hand-eye coordination. Letter formation taught in 'print' format. Dominant hand is identified.
Methods Used	Dough Gym (for all children in Terms 1 and 2) Pen Disco (pattern work in Terms 1 and 2, letters Term 3 onwards) – follow up activities in CIA from Term 2 Funky Fingers (in CIA all year round, as part of guided reading carousel groups from Term 3 onwards) Print taught during phonics sessions as each sound is introduced. Letter formation follows the Little Wandle letters and sounds scheme. Children are not taught in letter families but according to sound introduction. Children are taught the difference between capital letters and lower case letters. (see formation chart at end of document) Number formation modelled (see chart at end of document to show formation). Tripod grip modelled and children supported in achieving this. Pen grip is assessed on entry. Drawing Club (writing activities for all children). Busy time used for name-writing and supporting children with pencil grip and handwriting (from Term 2 onwards).
Interventions and SEND support	Dough Gym for focus children from Term 3 onwards. Fine motor interventions begin in Term 2 and continue through to July. Name writing intervention from Term 2 onwards. Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.
Resources	Children use chunky, tripod grip pencils for writing. Wide lined paper is used. Other media used for fine motor activities – chalks, crayons and paints. Range of materials used for development of fine and gross motor skills – ribbons, sand trays, large paintbrushes.

Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document).
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YEAR 1	
Skills Taught	Pre-cursive handwriting taught (lead in lines) and cursive handwriting for some children towards the end of year 1.
Methods Used	Correct letter formation and lead ins taught during daily whole class handwriting lesson. This is taught in groups of letters with similar formation. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document). Little Wandle letter formation used to assist with the formation of letters (see chart at end of document). Terms ascenders and descenders used. Number formation modelled. (see chart at end of document to show formation). Tripod grip modelled and children supported in achieving this. Fine motor activities continue to be built into the timetable, especially during CIA in Terms 1 and 2.
Interventions and SEND support	Handwriting interventions begin in Term 2. Matched to children's ability – looking back at plugging any gaps from EYFS. Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.
Resources	Children use chunky, tripod grip pencils for writing. Wide lined paper is used. Other media used for fine motor activities – chalks, crayons and paints. Range of materials used for development of fine and gross motor skills – ribbons, sand trays, large paintbrushes.
Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document).

YEAR 2	
Skills Taught	Cursive handwriting taught.
Methods Used	Correct letter formation, lead ins and joins taught during daily whole class handwriting lesson. This is taught in groups of letters with similar formation, following the MSL scheme. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document). Repeated letter strings practised. Terms ascenders and descenders used. Number formation continues to be modelled. (see chart at end of document to show formation). Tripod grip modelled and children supported in achieving this. Children are taught to use the three Ps (posture, paper, pencil)
Interventions and SEND support	Handwriting interventions begin in Term 2. Matched to children's ability – looking back at plugging any gaps from previous years. Support materials used to assist interventions – Write from the Start and Clever Hands. Adaptations made as required to seating and positioning including move and sit cushions or access to sloping boards.
Resources	Children use chunky, tripod grip pencils for writing. Some use ordinary pencils with a pencil grip. Lined paper is used. Loopy Writer / Writing Repeater used to model letter formation as part of Early Morning work.
Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document). Handwriting practice packs sent home for children to work on.

YEARS 3–6

Skills Taught	Cursive handwriting continues to be taught. Increasing emphasis on speed, fluency and legibility as children progress up the school. Children are taught how to apply the correct pressure for writing and are expected to write in a consistent, appropriate size. As children enter Year 5 and 6, a consistent personal style of cursive handwriting is accepted as long as it is broadly in line with the style modelled.
Methods Used	Daily handwriting is no longer in place. Handwriting is modelled specifically during spelling sessions where letter strings are taught e.g. ough, tion etc. Handwriting expectations are also reinforced during all learning opportunities. This includes, correct letter formation, lead ins and joins taught in groups of letters with similar formation, following the MSL scheme. Children continue to be taught the difference between capital letters and lower case letters. (see formation chart at end of document). Terms ascenders and descenders used. Number formation modelled and reinforced. Tripod grip modelled and children supported in achieving this. Children continue to be taught the importance of suitable posture for writing.
Interventions and SEND support	Handwriting interventions begin in Term 1. Matched to children's ability – looking back at plugging any gaps from previous years. Support materials used to assist interventions – Write from the Start and Clever Hands. Adaptations made as required to seating and positioning including move and sit cushions, access to sloping boards or table leg adjusters to higher the desk. Alternative forms of recording are used by some children who have difficulty with fine motor skills or muscle control.
Resources	Children use ordinary pencils for writing in Years 3–5. Some benefit from the use of a pencil grip. Chunky, tripod grip pencils are used by those who require this assistance. In Year 5, those children who are demonstrating consistent and accurate cursive writing gain their 'pen license' and can move on to using a pen for writing.

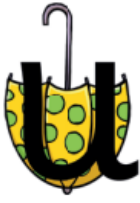
	In Year 6 all children are able to use a pen for writing. Children are able to select the type of pen which suits them best from a range available. Loopy Writer / Writing Repeater used to model letter formation as part of Early Morning work.
Developing Support at Home	Handwriting support sheet sent out to parents for information (see end of document). Speed Up intervention used in Year 6 and provides support materials to be used at home. Handwriting sheets and packs sent home to those children in Years 3–6 who require additional practice.



How to Form Letters



Step One – Print Formation / No Joining

GPC	Formation Phrase	GPC	Formation Phrase
i iguana 	Down the iguana and dot the leaf.	p penguin 	Down the penguin's back, up and around its head.
u umbrella 	Down and around the umbrella and back to the ground.	e elephant 	Around the elephant's eye and curl down the trunk.
t tiger 	Down the tiger and across its neck.	c cat 	Curl around the cat.
n net 	Down, up and over the net.	o octopus 	All around the octopus.

m mouse 	Down, up and over the mouse's ears.	a astronaut 	Around the astronaut's helmet and down into space.
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GPC	Formation Phrase	GPC	Formation Phrase
d duck 	Round the duck's body, up to its head and down to its feet.	x box 	From the top, across the box to bottom. From the top again, across the box to the bottom.
qu queen 	Round the queen's face, down her robe and a flick at the end.	l lollipop 	Down the lollipop stick.
v volcano 	Down to the bottom of the volcano and back up to the top.	h helicopter 	Down and up over the helicopter.
w wave 	Down and up and down and up with the waves.	b bear 	Down the bear's back, up and round its tummy.

r rainbow 	From the cloud to the ground and over the rainbow.	k kite 	Down the kite, up to the top corner and down to the bottom corner.
s snake 	Down the snake from head to tail.	f flamingo 	Down the flamingo to its foot and across its wings.
j jellyfish 	Down the jellyfish and dot on its head.	y yoyo 	Down, around the yo-yo and curl round the string.
g goat 	Round the goat's face and curl under its chin.	z zebra 	Across the top of the zebra's head, zig-zag down its neck and along.

Children need to be able to distinguish between lower case and upper case letters and correctly form both. On the following page, you will see information about how capital letters should be formed.

How to write capital letters

Use this document to ensure correct letter formation when you are teaching children to form capital letters.

Letter	Capital letter formation phrase
A	From the top, diagonally down to the left, up to the top, diagonally down to the right. Lift up and across.
B	From the top, down, back to the top. Round to the middle, round to the bottom.
C	From the top, curl around to the left to sit on the line.
D	From the top, down, back to the top. Curve right, down to the bottom.
E	From the top, down, back to the top. Across, back. Lift up and across the middle. Lift up and across the bottom line.
F	From the top, down, back to the top. Across, back. Lift up and across the middle.
G	From the top, curl around to the line, carry on up, then straight down. Lift up and across.
H	From the top and down. Space. From the top and down. Lift up and join the lines across the middle.
I	From the top to the bottom and stop.
J	From the top, all the way down, then short curl to the left.
K	From the top, down, up to the middle. Diagonally up, back and diagonally down to the line.
L	From the top, down and across the line.
M	From the top, down, back to the top. Diagonally down, diagonally up. Straight down to the line.
N	From the top, down, back to the top. Diagonally down, then straight up to the top.
O	From the top – all around the o.
P	From the top, down then back up. Curve right to halfway down.
Q	From the top – all around the o. Lift off. Short line diagonally down.
R	From the top, down, then back up. Curve right to halfway down. Diagonally down to the line.
S	From the top, under the snake's chin, slide down and round its tail.
T	From the top, down and stop. Lift up and from the left, make a line across the top.
U	From the top, down and curve right, then straight up to the top.
V	From the top diagonally right to the bottom, then diagonally up to the top.
W	From the top diagonally right to the bottom, diagonally up to the top, diagonally down to the line, then diagonally up again.
X	From the top, diagonally right to the bottom. Space. Start at the top, then diagonally left to the bottom.
Y	From the top diagonally right to the middle. Space. From the top diagonally left to the middle. Straight down to the bottom.
Z	From the top go across, diagonally down to the left and across the bottom.

Step Two – Pre-Cursive

Letters Formed with ‘Lead in Lines’ Ready to Join

Once print formation has been mastered, children then work on learning the correct lead in lines so they will be ready to join their letters – this is known as ‘pre-cursive letter formation’. Each letter has a lead in line to the letter which starts on the line of the paper.

The following phrases are used for the leading lines to reach the start point for each letter:

1. Up the leading line to the top of the ...
2. Along the leading line to the ...

It is important that the ‘lead in and lead out’ lines are used as these are key to joining letters correctly.

The order in which these pre cursive letters are taught is outlined below, with each group having similar lead in lines.

i, u, t

n, m, p

e, c, o

a, d, q

v, w, r

s, x

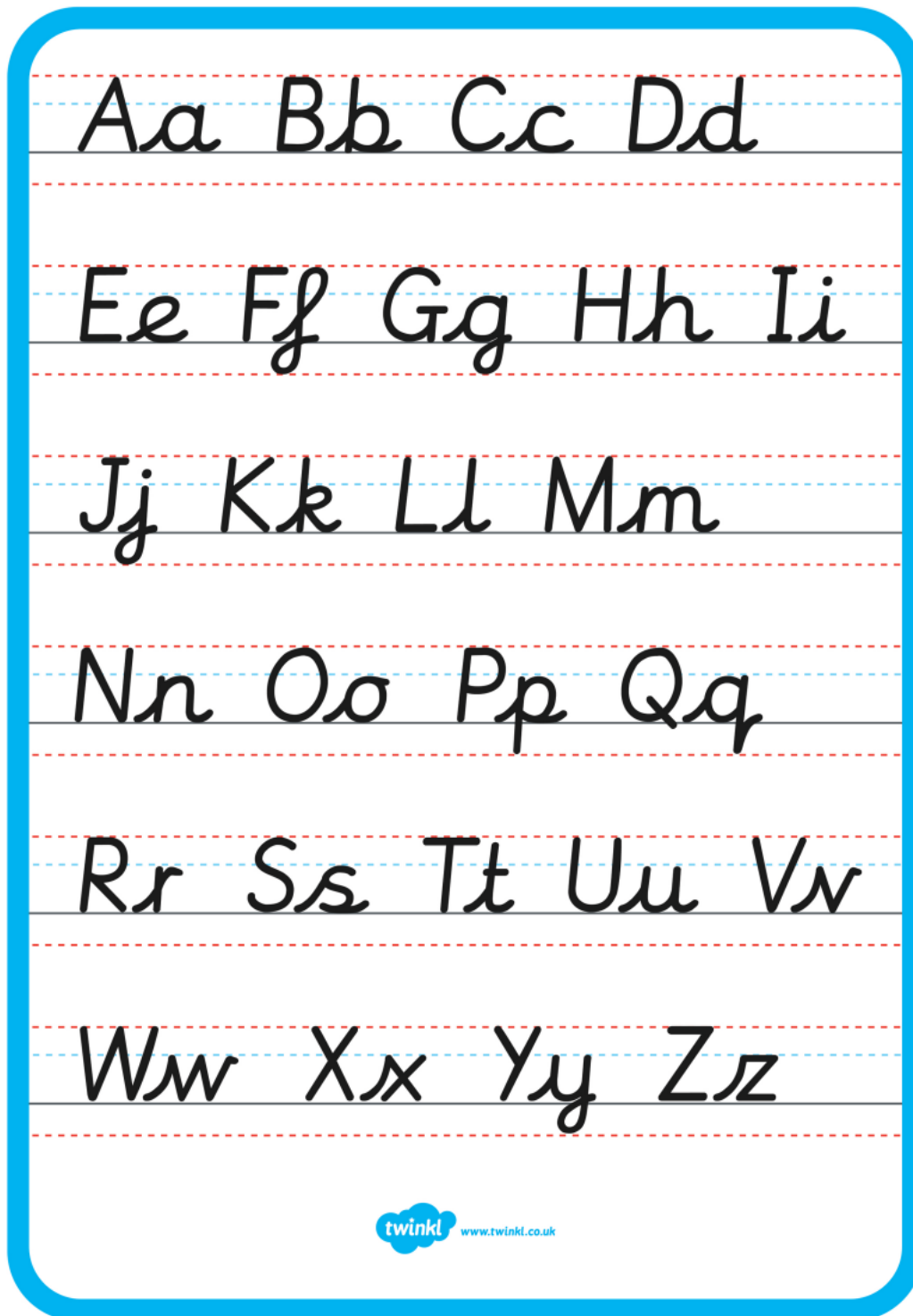
l, h, b

k, f, j

g, y, z

The following sheet outlines how these pre-cursive letters are formed.

Formation of 'pre-cursive' Letter Shapes



Step Three – Cursive (Joined Handwriting)

Cursive Handwriting: As children move into cursive handwriting, the school uses the MSL handwriting scheme to teach how strings of letters are joined.

The contents table below shows the groups of handwriting families that we use to teach the different joins. The handwriting families are grouped together by the way in which they are formed; often following the same initial handwriting movement. For example, children are taught to form the letter 'c' and then the 'o' as the 'c' is formed first as part of the letter 'o'.

4. <i>Introduction</i>	18. A, a, <i>a</i>	33. K, k, <i>k</i>
5. <i>Getting Started</i>	19. D, d, <i>d</i>	34. F, f, <i>f</i>
6. I, i, <i>i</i>	20. Q, q, <i>q</i>	35. J, j, <i>j</i>
7. U, u, <i>u</i>	21. <i>Link the Letters</i>	36. <i>Link the Letters</i>
8. T, t, <i>t</i>	22. V, v, <i>v</i>	37. G, g, <i>g</i>
9. <i>Link the Letters</i>	23. W, w, <i>w</i>	38. Y, y, <i>y</i>
10. N, n, <i>n</i>	24. R, r, <i>r</i>	39. Z, z, <i>z</i>
11. M, m, <i>m</i>	25. <i>Link the Letters</i>	40. <i>Link the Letters</i>
12. P, p, <i>p</i>	26. S, s, <i>s</i>	41.
13. <i>Link the Letters</i>	27. X, x, <i>x</i>	↓ <i>Useful Links to Practise</i>
14. E, e, <i>e</i>	28. <i>Link the Letters</i>	60.
15. C, c, <i>c</i>	29. L, l, <i>l</i>	Appendix
16. O, o, <i>o</i>	30. H, h, <i>h</i>	61. <i>Alternative Letter forms</i>
17. <i>Link the Letters</i>	31. B, b, <i>b</i>	↓ <i>f and z</i>
	32. <i>Link the Letters</i>	↓ <i>Link the Letters</i>
		71. <i>Useful Links to Practise</i>

Some examples of words written in cursive handwriting are shown on the following sheet.

Examples of words written in cursive handwriting (joined)

eye	centre	ice	gentle
blue	scissors	rice	change
shoe	science	face	strange
canoe	height	place	danger
climb	ache	silence	large
sandwich	chocolate	pencil	charge
pizza	aeroplane	city	arrange
buffet	England	exercise	intelligent
cello	English	cinema	magic
orchestra	queue	cycle	ginger
kangaroo	borough	centre	gymnastics
minute	thorough	scissors	gypsy

Number Formation

Godinton Primary School has an agreed approach to number formation. Number formation is taught from Year R and correct formation is practised and reinforced throughout KS1 and KS2 as required.



Number Formation

0 1 2 3 4 5 6 7 8 9

Additional Information for Teaching Staff

Cursive Handwriting: As children move into cursive handwriting, the school adopts the MSL handwriting scheme: <https://msl-online.net/product/msl-handwriting-rescue-scheme/>

The contents table below shows the groups of handwriting families that staff can use when teaching handwriting.

The MSL handwriting rescue scheme should be used for teaching cursive handwriting

MSL book 1 should be used for children who need to practise cursive handwriting in years 3 and 4.

MSL book 2 should be used for children who need to practise cursive handwriting in year 5 & 6.

Contents

4. Introduction	18. A, a, <i>a</i>	33. K, k, <i>k</i>
5. Getting Started	19. D, d, <i>d</i>	34. F, f, <i>f</i>
6. I, i, <i>i</i>	20. Q, q, <i>q</i>	35. J, j, <i>j</i>
7. U, u, <i>u</i>	21. Link the Letters	36. Link the Letters
8. T, t, <i>t</i>	22. V, v, <i>v</i>	37. G, g, <i>g</i>
9. Link the Letters	23. W, w, <i>w</i>	38. Y, y, <i>y</i>
10. N, n, <i>n</i>	24. R, r, <i>r</i>	39. Z, z, <i>z</i>
11. M, m, <i>m</i>	25. Link the Letters	40. Link the Letters
12. P, p, <i>p</i>	26. S, s, <i>s</i>	41.
13. Link the Letters	27. X, x, <i>x</i>	↓ Useful Links to Practise
14. E, e, <i>e</i>	28. Link the Letters	60.
15. C, c, <i>c</i>	29. L, l, <i>l</i>	Appendix
16. O, o, <i>o</i>	30. H, h, <i>h</i>	61. Alternative Letter forms
17. Link the Letters	31. B, b, <i>b</i>	↓ <i>f</i> and <i>z</i>
	32. Link the Letters	Link the Letters
		71. Useful Links to Practise

Handwriting follow-on Workbook 1 has been designed to reinforce the foundations of good cursive handwriting and accurate letter formation. It can be used as a continuation of good practice previously established, most likely through the use of the **MSL Handwriting Rescue Scheme**.

Part 1: The first part of this publication can be used for cursive letter formation revision, so that all those using the activities in this workbook are starting from the same knowledge base.

Parts 2 -15: The remaining parts of this publication stand alone and can be dipped into as and when required.

NB Part 4 provides seven pages of handwriting practise using **structured spelling** where vocabulary increases as new letters and spelling choices become available. In **Part 4** each worksheet has eight sentences of handwriting to practise, where the words only use spelling choices listed at the top of the page, plus those which have gone before. Not surprisingly, with so few letters available to start with, some of the sentences may seem a little bazaar and provoke some amusement. It should also be noted that high frequency words such as 'and' and 'the' do occur out of structure, but are required to create the sentences.